



RESILIENT PRESCHOOLS

IO2.A2.2

Teacher's Guide: Activities





Consortium

P1 PAIDAGWGIKO INSTITOUTO KYPROU – CYPRUS PEDAGOGICAL INSTITUTE



P2 INSTITUTE OF DEVELOPMENT LTD - CYPRUS



P3 Motion Digital s.r.o



P4 DIETHNES PANEPISTIMIO ELLADOS – INTERNATIONAL HELLENIC UNIVERSITY – GREECE



INTERNATIONAL HELLENIC UNIVERSITY
SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF EARLY CHILDHOOD EDUCATION & CARE

P5 UNIVERSITATEA DIN PITESTI



UNIVERSITATEA DIN PITEȘTI

P6 MUNICIPIO DE LOUSADA





Table of Contents

Presentation of RESILIENT PRESCHOOLS Teacher’s Guide	4
Module 1. Resilience and Mindfulness	7
Module 2. Character Strengths and Values	44
Module 3. Positive Emotions	69
Module 4. Positive Relationships	89
Module 5. Achievement and Self-Esteem	112



Presentation of RESILIENT PRESCHOOLS Teacher's Guide

The present Teacher's Guide is part of the training package to help preschool teachers promote preschool children's psychological resilience and wellbeing. The main purpose of the RESILIENT PRESCHOOLS project is to create material for practical applications and guidance to Preschool Teachers on how to utilize Positive Psychology in preschool education settings. Within this framework one of the project's aims is to create an innovative training package which includes a new curriculum accompanied by practical activities based on PERMA Model and Character Education theories. By using the Training Package, it is expected early childhood educators be equipped with skills, strategies and techniques in order to build their capacity to foster their student's psychological resilience and wellbeing. Through several concepts deriving from Positive Psychology's methods and principles, **preschool children will be given the opportunity to start building from a young age their psychological capital, thus magnifying the possible future benefits. Additionally, by fortifying young children's resilience and wellbeing, their academic performance will be enhanced as well.**

The Training Package provides an attractive, versatile and user-friendly practical material adapted to preschool settings for Preschool Teachers. The RESILIENT PRESCHOOLS training package is composed of a set of two interrelated tools:

- **The RESILIENT PRESCHOOLS Curriculum**, which presents the theoretical foundations as well as the theoretical framework and goals of each module
- **The RESILIENT PRESCHOOLS Teacher's Guide**, which includes activities structured in lesson plans in order to support, use properly and get the most out of the curriculum.

The **Teacher's Guide** includes 5 chapters, one for each of the 5 modules of the curriculum:

1. **Resilience and mindfulness**
2. **Character strengths and values**
3. **Positive emotions**
4. **Positive relationships**
5. **Achievement & Self-Esteem**

Each module starts with an introduction outlining the main principles underlying the lessons and activities proposed within the module, an overview of the module and the aims. Each module includes from two to six lessons. The Teacher's Guide includes in total 51 activities.



Each lesson is organized according to the following structure: overview of the lesson, objectives, list of activities, materials, pedagogical strategies, setting in where the activity is proposed to implement and duration of the activity. In addition, for each lesson is proposed material for homework exercises and evaluation methodology.

The overview of the lesson and the objectives give an overall information about the lesson's orientation. It describes the outcomes, the knowledge, the attitudes or the skills that preschool children will develop upon completion of this lesson. A lesson may begin with a "Warm up" activity which recommends who to prepare children for the lesson's activities. The intention is to explore previous knowledge and beliefs about the central topic of the module or the specific value that the module addresses.

Under the heading of each activity information about the setting, the list of materials, pedagogical strategies applied, and duration are provided. In addition, for each activity there is a reference on which part of the curriculum is linked. The description of the activities includes an introduction which briefly presents how to introduce the activity to preschool children, followed by the detailed instructions teacher should follow for the implementation of the activity in order to produce the expected results and final information on how to conclude the activity. The total expected duration of the activity is presented in the initial activity's information whereas the expected duration for each part of the activity is provided under the respective heading.

Since parental involvement in children's learning as well as the school-family cooperation are important issues, each includes recommendations for homework exercises related to the content of the activity. The lesson ends with the evaluation methodology used to assess the learning and development of children.

How to Utilize the Teacher's Guide:

- **Preschool Educators: Foster skills, acquire information, apply practices in Education Settings**
- **Adult/ School Educators: reference tool for Trainers, School Counsellors, School Principals, Psychologists, Professionals working with Preschool Educators or Preschool Children**

Although the proposed activities are organized in lesson plans, they can be implemented as a holistic approach, individually or in any other combination with each other. The main purpose of the Training Package (curriculum and guide) is to equip early childhood educators with skills, strategies and techniques that derive from PERMA Model and Character Education theories in order to build their capacity to foster their student's psychological resilience and wellbeing. Both the curriculum and the



teacher's guide intend to map the preschool teachers' competences by providing in detail the description of the learning outcomes in terms of knowledge and skills, describing each competence and its value for preschool children. For this reason, the training package is structured in a way that allows easy adaptability in multiple contexts and supports the sustainability and compatibility of the training program to upcoming social and learning challenges. Therefore, despite the structure of the teacher's guide and the proposed curriculum, teachers are encouraged to link the RESILIENT PRESCHOOLS Training Package (curriculum and teacher's guide) with the national early childhood curriculum. For example, when a teacher implements a lesson proposed in the present teacher's guide, she/he could extend the learning objectives by promoting skills in literacy, numeracy etc. In addition, teachers can select some of the proposed activities to use and relate to other learning or developmental areas, e.g., creativity, physical activity, problem solving etc. These links with the national early childhood curriculum highlight the flexibility when implementing the RESILIENT PRESCHOOLS Training Package. Nevertheless, it is important to note that the teachers should mind that the rationale behind the development of the proposed activities was to accompany the five core modules derived from PERMA evidenced based wellbeing model and Character Education theories of the curriculum.



Module 1. Resilience and Mindfulness

Introduction to the module

Building resilience is like building muscles. Increasing resilience takes time and intentionality. Focusing on four core components—connection, wellness, healthy thinking, and meaning—can empower you to withstand and learn from difficult and traumatic experiences. (American Psychology Association, 2012)

By undertaking these module activities, participants (children as well as educators and experts) will learn how mindfulness and resilience building exercises can promote positive effects on mental, physical, and emotional health, which manifest as deeper, more conscious breathing, a calmer nervous system, mindful awareness of one's actions, being more "centered" in the body rather than going with the swiftness of the mind. The module activities will have a positive influence on the motor-cognitive development of the child as well as overall physical, mental and emotional development.

Children of all ages and in any developmental stage can benefit from mindfulness, according to relevant research practicing mindfulness for children:

- Improves social and communication skills
- Strengthens self-control
- Lowers levels of anxiety
- Lowers stress
- Enhances a positive mood
- Increases resilience (Burke, 2010; Greenberg & Harris, 2011; Hooker & Fodor, 2014)

Results of integrated **mindfulness and relaxation work with children** showed significant **decreases in anxiety, ADHD behaviours, depression and somatic distress** (Weare, 2012) .

The aim of this module is to educate teachers about the basic concepts of mindfulness and its practices in order to enrich children's wellbeing and support their flexibility to deal with situations and life.

Each value stands for one lesson, which includes two exercises that, with repetition, will have a great effect on the student as well as the teacher. So, we encourage the teacher/s to join the practice as



well. The activities that can be used as a complete approach, individually or combined are the following:

LESSON 1: PHYSICAL HEALTH AND BODY AWARENESS

- Activity 1 - Body awareness exercise with a story of a bunny JOY
- Activity 2 - Variations of mindful breathing

LESSON 2: MENTAL AND EMOTIONAL HEALTH - MIND AND EMOTIONS AWARENESS

- Activity 3 - What can make me wobble and calm?
- Activity 4 - What can make me swayed and steady?

LESSON 3: SELF AGENCY AND AUTONOMY

- Activity 5 - Petal breathing
- Activity 6 - This is my place, this is my space

LESSON 4: SELF-COMPASSION AND KINDNESS TO SELF

- Activity 7 - Worry time
- Activity 8 - From worry to peace

LESSON 5: HAPPINESS AND JOY

- Activity 9 - Dance for the Sun
- Activity 10 - Happy bees

It is wonderful to introduce mindfulness to children as **PLAYING MINDFULNESS**. We combine physical practice with stories, songs, breathing exercises, as well as understanding and learning to express when children worry. That can be a release (coping) mechanism of certain inner pressure for children, especially when experiencing depression, sadness, or anxiety. After releasing pressure, children can be filled with happiness through the happy dance for the Sun and the happy bees' practice. It is very important that children learn to feel all the spectrum of emotions and don't suppress anything that might cause, in the long term, destructive behavior. Children can quickly learn by **experiencing the opposites**: how it feels to be restless versus being calm/steady, worry versus calm, worry versus happy. By connecting this spectrum of experience, we give children the option to choose and help



them to understand that each state of being/feeling is normal and acceptable. Giving them this opportunity, we offer a safe space to learn how to regulate themselves.

We recommend using a particular **pleasant sound** (for example, a bell, chimes, or a singing bowl) that the teacher can use to start the lesson or every mindfulness practice. This sound can be used by the educator any time to bring calmness or centeredness to the classroom or before concentration is needed.

We suggest that every child has its own mat (their favorite color) and a sitting cushion that helps to sit more comfortably. This will help kids create a routine and a habit for mindfulness and physical practice. When using the mat at home, it can already evoke in children a sense of peace, safe space, and calmness.

Teachers, educators, experts! We wish you a wonderful learning experience together with children. Please, have fun exploring and playing mindfulness and building resilience within yourself. You are worth it! We need you to inspire more and more children!



Lesson 1: Physical health and body awareness

Lesson Overview

This lesson includes two mindfulness exercises: one includes a **set of physical exercises** with a story, and the second is a breathing activity. Before we teach the child to relax, unwind and focus his/her mind (mindfulness) on the breath, the child needs activity and fun. Therefore, at the beginning we give a set of exercises, which will help the child in physical and psychomotor development, gradual strengthening of muscles and support of correct posture. We add a short story about a bunny called JOY, who accompanies and shows the positions. The child learns **body awareness**, how to direct attention to the body or to the breath, which is the basis of mindfulness practice. The first activity is followed by variations of breathing exercises that help children be aware of the basics of breathing and how to deepen it.

Breathing exercises help bring attention to oneself. The aim is to train to draw awareness step by step from emotions and thoughts towards something (e.g., breath) that has a harmonizing effect. That helps the child learn to step back and eventually regulate the emotions, actions and thoughts. Learning the right breathing techniques helps overall vitality, health and better immunity. It is a great support for children with asthma, diabetes, neurosis etc. Controlling the breath helps to achieve greater harmony and balance for the child. Restless and nervous children breathe restlessly and briefly. If the breathing can be adjusted, children will find it easier to concentrate and calm down.

Objectives

At the end of each lesson, participants will be able to:

- Learn how to direct awareness to the body and breath
- Support the body's vitality by infusing it with more oxygen and actively exhaling toxins and carbon dioxide.
- Have a better ability to concentrate
- Support for correct body posture and a healthy spine
- Improve the lungs' capacity (helps e.g., with asthma)
- Have improved blood circulation
- Breathing correctly and more consciously
- Gradually deepen the breath
- Gradually understand the importance of our breath
- To perform various breathing exercises in a step-by-step manner
- Gradually create a coping mechanism when in distress or strong emotions



Activity 1: Body awareness exercise with a story of a bunny JOY

<i>Setting</i>	Indoor/classroom with enough space for movement. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none"> ● A mat for each child to practice on ● Sitting cushions ● A bell or chimes to start each mindfulness lesson or moment ● The printed story and the positions
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Storytelling ● Experiential learning ● Mindfulness ● Physical movements
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	15'
Introducing the activity (Duration: 5 min)	The educator prepares the mats in the room or invites children to bring their mats and spread them slightly apart, so each child has enough space to stretch their arms. The teacher makes a pleasant sound on the chimes and explains that today “We are going to PLAY MINDFULNESS ”. It is a big new word. Do you want to repeat that word with me?” And then the teacher repeats it together with the children. The teacher continues to tell the story and practices each exercise for the children to copy.
Activity (Duration: 10 min)	 <p>1. Once upon a time there was a little bunny in the forest called JOY. He woke up in the morning, yawned and rubbed his eyes. He was pretty cold, so he decided to stretch. He stood up with legs slightly apart and began to stretch his paws while inhaling and lowering them while exhaling.</p>



2. JOY then sat cross-legged, tangled his paws behind his head, looked up at the sky, smiled at the sun, and exhaled, **bowed to one side** with an exhalation, and returned with an inhalation. He really enjoyed doing the exercise.



3. He **spread his paws wide** with a breath in and clapped the hands in front of his body with an exhalation. This is so much joy, he thought.



4. Then, with an inhalation, he reached to the sky and **stretched himself**. He looked up at the sky and imagined what it would be like to touch the clouds.



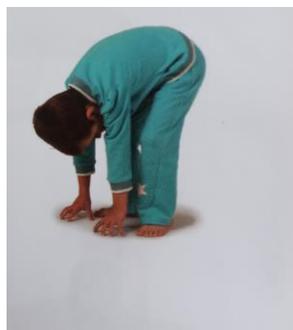
vydal na cestu domů,
musel si ještě jednou
odpočinout.



5. After such exercise, he became a little tired, so he **laid down** in the grass for a while and rested.



6. When he recharged, he became quite hungry. Nearby, there were sweet apples that hung on the tree, so he got up and began to pluck a few. They were so yummy. When his tummy was full, he looked for some hay for his bed.



7. He **leaned forward** and picked some up. He spread the hay on his bed...

vydal na cestu domů,
musel si ještě jednou
odpočinout.



8. ...and **laid down** on it to rest, thinking what a beautiful day it was.

Conclusion
(Duration: 0 min)

Proceed to Activity 2.





Activity 2: Variations of mindful breathing

<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none"> ● A mat for each child to practice on ● Sitting cushions ● A bell or chimes to start each mindfulness lesson or moment ● Paper boat ● Hobberman sphere (variations) ● Cotton balls (variations) ● Vanes (variations)
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Mindfulness ● Physical activity in a relaxing manner ● Experiential learning
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	12'
Introducing the activity (Duration: 2 min)	While children are lying down after the previous activity, the teacher gives each child a paper boat on their belly .
Activity (Duration: 5 min)	 <p>The teacher says: "Now your belly is the ocean and your breath in the belly is like waves. You should keep your boat in the ocean. Do not let it fall down. Observe how the boat comes up on the wave with inhalation (ring the chime) and with exhalation (ring the chime) it comes down". The teacher continues ringing the chimes for each inhalation and exhalation and says "inhale, exhale".</p>



	 <p>After a few minutes the teacher invites the children: “and now, please sit down on your heels or criss - cross applesauce. Place your hands on your tummy and breathe into your tummy like there is a big balloon. Imagine the balloon inflates (becomes bigger) when you inhale and deflates (becomes smaller) when you exhale”.</p>
<p>Conclusion (Duration: 5 min)</p>	<p>The teacher asks the children:</p> <ul style="list-style-type: none">● What do you feel when touching your tummy?● Why do you think we breathe?● What do we do when inhaling? (It takes time for children to learn the words and the action of inhaling and exhaling.)● What do we do when exhaling?● How does the air feel when inhaling?● How does the air feel when exhaling?● Increase awareness of oxygen, for example, gradually. <p>At the end, the educator says, "So this was playing mindfulness and you did such a great job. Show your mummy and daddy at home how to play mindfulness".</p>
<p>Material for homework exercises</p>	<p>The educator encourages children to show their parents at home today's practice and breathing. Have fun breathing with your parents, for example, into a vane or using a bubble maker.</p>
<p>Evaluation methodology</p>	<p>During the lesson, the teacher observes and evaluates:</p> <ul style="list-style-type: none">● Whether or not the child can stretch up in standing without swaying (later on toes).● See how they can bend to the side● How much they can flex● How can they keep concentration on a boat● How deep or shallow their breath is and whether they can maintain concentration on breathing (even for a short period of time). <p>After repeating this lesson, the teacher can make notes about each child's progress. It's important not to judge or make unrealistic expectations about the physical appearance of the postures or the concentration duration. Children's body and ability to concentrate is still developing so</p>



postures don't need to look "perfect". It's important that children have fun.

Variations of breathing techniques



- **Abdominal breath in a lying position with a plush toy** on their tummy - children will observe the toy. By observation they will draw easier attention and create awareness of the breath and the body's movement.
- Using **breath simulators** e.g., [Hoberman sphere \(https://www.amazon.com/Original-Hoberman-Sphere-Rainbow-Discontinued-manufacturer/dp/B00000JN49\)](https://www.amazon.com/Original-Hoberman-Sphere-Rainbow-Discontinued-manufacturer/dp/B00000JN49)
- Fun **breathing into the vane, cotton balls** etc.



Lesson 2: Mental and emotional health - mind and emotions awareness

Lesson Overview

The goal is to learn a basic awareness of the mind, thoughts, and emotions, and their impact on the inner and outer world. This is an introduction to recognizing the difference between a stirred mind and emotions vs a calm, relaxed and steady state.

This lesson includes a demonstration of a snow globe and a weeble wobble as an example of how it is natural for us adults and children to have a lot of thoughts and emotions. It is followed by discussion and drawing children's experience when restless and when calm. Swayed/steady activity complements the previous one. The aim is for children to experience how it feels when we are swayed, shaky and unstable and how it is when focusing, being stable, steady and calm. The aim is to anchor these experiences in the body (first talking/expressing, then drawing, then feeling it in the body). These exercises support strengthening the nervous system, attention and concentration, stability of the feet and legs, and help with the correct development of healthy posture.

Objectives

At the end of the lesson, participants will be able to:

- Understand the basics of the mind, thoughts, and emotions
- Be aware of busy thoughts and emotions
- Be aware of situations that help them to calm down
- Gradually create new coping strategies for difficult situations - step by step
- Recognize the difference between restlessness and calm
- Know how to train concentration and awareness
- Practice fun physical exercises that support stability



Activity 1: What can make me wobble and calm?	
<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Bell or chimes to introduce mindfulness time ● papers (A4) divided by a line in the middle ● Colored pencils ● Snow globe ● Weeble wobble ● Printed list or wheel of emotions
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Experiential learning ● Mindfulness techniques ● Group discussion ● Brainstorming ● Making a drawing
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	25'
Introducing the activity (Duration: 2 min)	The teacher gathers the children in the circle and explains and makes a chime/bell sound to introduce MINDFULNESS TIME : "Today we will learn about our mind (teacher touches her/his head) and emotions (the teacher touches her/his center of the chest)".
Activity (Duration: 20 min)	"You know that we can think about soooo many things (can shake her/his head) and feel soooo many different emotions. That is what we all do, and that is OK". "I have brought my two helpers". This is Mr. Wobbly and this is Mrs. Snowglobe". The teacher shows the toys to the children. "Sometimes Mr. Wobbly thinks and thinks and thinks", the educator shows how he can swing from side to side". "What do you think about a lot?" Asks children the questions and receives the answers. "But after all the thinking, Mr. Wobbly gets somehow calm". And they all observe how the toy gets into steady mode. "Do you see how steady he's gotten? What can make us calm and steady?" Teacher receives the answers from the children. "And now Mrs. Snowglobe looks like she has got so many emotions, " Shaking the snowglobe. "Like the snowflakes" "What are our emotions?" The teacher can offer a few options for children to choose and then receive the children's answers. We suggest using the wheel of emotions. As they all observe the snowflakes slowly settling to the bottom of the snowglobe: "But also look how it got very quiet and calm for Mrs. Snowglobe". When all the flakes are down. "It is quiet and calm". The teacher continues asking the questions:



	<ul style="list-style-type: none">● What can make us all wobbly and think a lot?● What can make us calm in our head?● What makes me feel.... (Teacher adds emotion/s)?● What makes me quiet and calm?● What helped for the snowflakes - emotions - to settle? (Staying still, pausing and waiting calmly and patiently) <p>After the children finish answering, the teacher appreciates their effort: "These are all very good answers, you are such good thinkers". "Now, let's draw it." The teacher hands out one paper (A4) for each child. The paper is divided into two sides by a line. On one half, children draw a situation that makes them think a lot, and on the other half, they draw what makes them calm, quiet, and steady.</p>
<p>Conclusion (Duration: 3 min)</p>	<p>When children finish their drawing, the teacher invites them (by ringing the chimes/bell) for the movement part that follows this activity. (The educator, meanwhile, prepares the mats for the children's practice).</p>



Activity 2: What can make me swayed and steady?

<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Bell or chime to introduce mindfulness time ● Printed pictures of the positions (for the teacher) ● Mat to practice on ● Sitting cushions ● One pebble or a stone for each child, as well as for the teacher
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Physical activity ● Discussion ● Experiential learning
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	23'
Introducing the activity (Duration: 5 min)	The educator prepares the room, spreads the mats apart so each child has enough space to stretch their arms. The teacher makes a pleasant sound on the chimes/bell and explains that “now we are going to practice how to be wobbly and how to be steady ”. The teacher places one stone/pebble on the mat in front of each child. “This stone is your big helper; it will help you to be steady.”
Activity (Duration: 12 min)	 <p>The teacher will demonstrate a WOBBLE EXERCISE by standing on both legs, feet apart about 50 cm and moving from one foot to another like a bell. Arms can be spread out to the side to help with the stability. “We are swaying”. This practice strengthens the muscles of the feet, legs and improves stability.</p>



"Now let's all be **STORKS**". Standing up straight on the mat, move the weight of the body over to the right leg. Lift the left leg and bend it like a stork. At the same time, bend the left arm, elbow next to the waist, pointing the fingers down. Stay in the position for a count of three. Teacher encourages children to focus their gaze: "Children, focus on your pebble now. It is your helper to keep you steady". Lower the left arm and leg slowly. Relax, and repeat the exercise on the other side. Practice three times on each leg. Benefits: Concentration and balance will be improved.



"Let's fly like an **AIRPLANE** now". Lift the right leg behind you, straighten the knee, and tilt your upper body forward with your arms spread out to the sides. Try to keep your back long. Again, look at your pebble to keep your airplane flying straight and steady. Perform three times on each leg. Last round, the teacher can let the children be silly and experiment with various funny airplane wobbles and falls. Teachers just need to make sure kids play safely. Benefits: Strengthens the muscles and joints of the legs, arms and back It trains the balance.



"Let's all become tall like a **TREE**". Standing up straight on the mat, place the weight of the body on the right foot. Bend the left knee and place the left sole of the foot against the inner right leg. The teacher can lead the children into imagining what kind of a tree they want to be. "What kind of tree do you want to be? Try to stretch out your beautiful branches now". Slowly stretch the arms out sideways or up over the head. Then bring the arms down with the hands together in front of



	<p>the chest. Repeat for the other side. Benefits: This exercise helps develop balance and concentration. Strengthens the leg and foot muscles as well as the back.</p>
<p>Conclusion (Duration: 6 min)</p>	<p>At the end of this physical activity the teacher invites the children to Sit on a cushion criss crossed or on the heels in a circle. The teacher expresses how beautifully they practiced. Then he/she asks children, "What did you like today? What did we learn today about our mind and thoughts? What about our emotions? Did this practice help us focus or not? Today we did something that is called concentration. What does the word mean? What was our biggest helper in concentrating? etc.</p>
<p>Material for homework exercises</p>	<p>Encourage children to share this activity with their parents.</p>
<p>Evaluation methodology</p>	<p>During the implementation of the activities, the teacher observes and afterwards writes notes regarding:</p> <ul style="list-style-type: none">● How well each child understood the turbulence of their minds and emotions, and what helped them become steady and calm● How does a child maintain a standing position on one leg● How long did each child was able to gaze on a pebble and keep the concentration <p>The teacher especially observes and examines the progress after repeating this lesson.</p>

Examples of the weeble wobble and a snow globe:



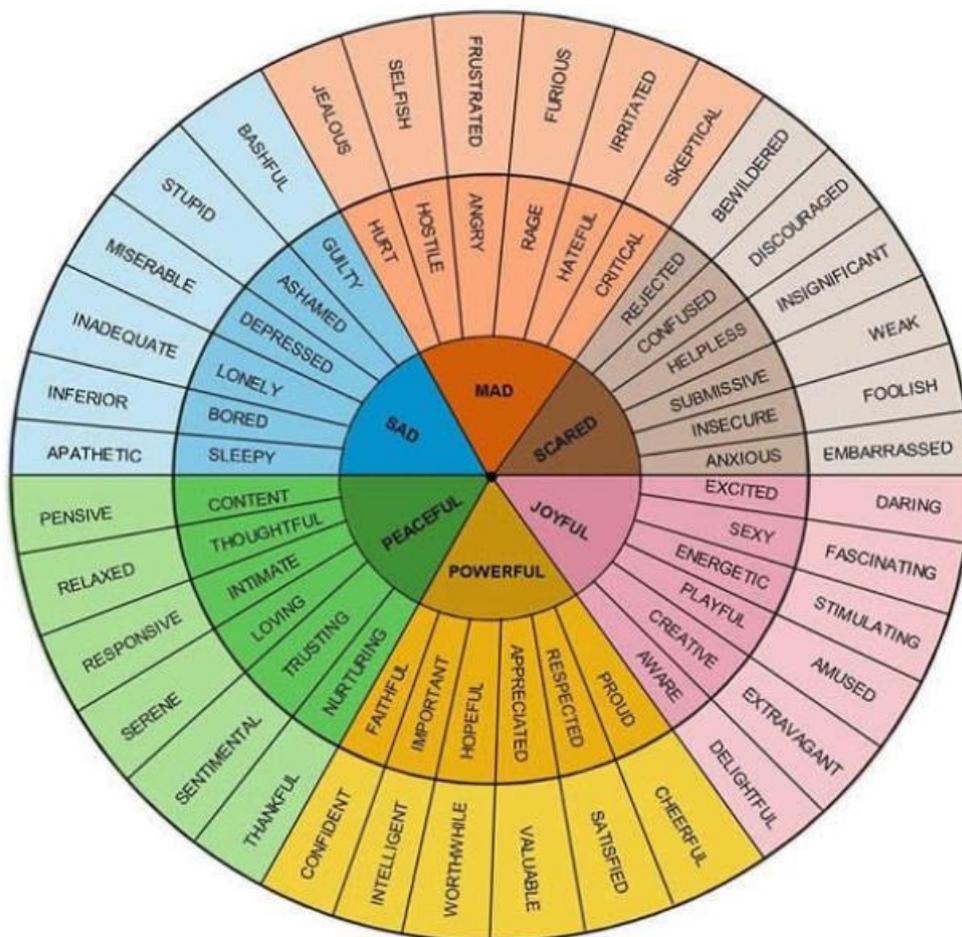
Weeble wobble and



a snow globe



The wheel of emotions:



Retrieved from: <http://www.drAlbertWong.com/feelings-wheel/>



Lesson 3: Self agency and autonomy

Lesson Overview:

The aim of this lesson is first to connect the awareness of children as individuals with the wider world of nature that we are part of. At the same time, we aim to bring a glimpse of nature into the mindfulness time, by opening and closing the fingers like a flower or a bud. And then, from this larger awareness, we aim to direct the children's attention towards their personal space and personal boundaries with the help of physical and breathing exercise. This second activity aims to help children acknowledge their own boundaries as well as respect others.

Objectives

At the end of the lesson, participants will be able to:

- Synchronize movement together with a breath, which supports the development of motor skills
- Develop a healthy coping strategy with stress and tension by learning to bring awareness to the present moment
- Experience and appreciate children's uniqueness
- Experience personal space and boundaries
- Understand and respect the personal space of others in the classroom



Activity 1: Petal breathing	
<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none"> ● TV/Screen, speakers, internet connection and YouTube link for watching the video: https://youtu.be/LjCzPp-MK48 ● Printed picture of a flower/bud ● Bell or chime for starting the mindfulness moment ● Mats and cushions for all children
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Group sharing ● Physical movement ● Team activity ● Mindfulness ● Experiential learning
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher introduces mindfulness playing by ringing the chime or a bell. "Today we are going to play mindfulness through an activity which is called PETAL BREATHING . First find a way to sit comfortably, either criss - cross applesauce or sitting on the heels. Place your hands on your tummy and let's breathe together - 5 times". The educator can use e.g., the Hoberman mini sphere for simulating the inhalation (expanding the sphere) and exhalation (bringing it together). "Do you feel how your tummy is breathing? Now we are going to watch a short video of how flowers bloom and then we will copy that".
Activity (Duration: 15 min)	<p>All class will watch the video: https://youtu.be/LjCzPp-MK48</p> <p>After the video is finished the teacher asks children: "What was the video about? What did we see? What were the flowers doing? How was it for you to watch those flowers? How did it make you feel? Did it make you feel happy or sad?" (Giving two opposite options of emotions to choose from helps when it is difficult for children to express their feelings).</p> <p>The teacher continues the discussion: "Why do we need plants/trees? Because they give us oxygen. Without it we cannot live. We breathe the oxygen in and the deeper we breathe the healthier we will be.</p> <p>"Now imagine that our fingers are like the petals of a flower". The educator shows children her/his hand and at the same time shows the</p>



picture/s of a bud/flower that is closing and blooming (e.g., like in the picture below).



“Bring your fingertips together”. Allow children naturally to choose their hand. “Do you feel how they are touching? It is like when the petals are together. And now very slowly let each petal (your fingers) open. Do it very slowly until they are open” (Follow the pictures below).

Example of the movement for left hand:





“And now bring them together again. And now inhale - open your petals very slowly, exhale and bring them together”. Do it 5 times.

“Let's not forget the second hand. Bring it up. You can relax the first hand on your lap or leg.” Continue the same practice.

“Now let's try with both hands. As we inhale the fingers open and as we exhale the fingers close”. 5 times.

Teachers can experiment with a reverse breathing variation Exhale to open, inhale to close. Afterwards the educator can give each child to choose which breathing pattern to practice.

This activity supports cognitive-motoric development, and calms and brings attention to the present moment. This exercise is another tool for developing healthy coping strategies (calming, centering, regulating).

Conclusion
(Duration: 5 min)

After the practice the educator asks “How did you like the petal breathing game? What did you like about it? Is it calming or are you getting quicker in your head? Is it relaxing or are you getting tense (the teacher can show tense his/her fists and stiffen the posture to explain the word “tense”)?



Activity 2: This is my place, this is my space	
<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none">● TV/Screen, speakers, internet connection and YouTube link for watching the video: https://youtu.be/V3yCGb9m_Oc● Bell or chime for starting the mindfulness moment● Mats and cushions for all children
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group sharing● Physical movement● Team activity● Mindfulness● Experiential learning
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	15'
Introducing the activity (Duration: 4 min)	The teacher introduces mindfulness playing by ringing the chime or a bell and begins by explaining that each child is welcomed 'with all uniqueness and beauty and that each of us shall be respected just as we are and each of us have our place here. The teacher will continue explaining that we all have our own bodies and the space around them should also be respected.
Activity (Duration: 7 min)	<p>Then the educator will play a video e.g.: https://youtu.be/V3yCGb9m_Oc</p> <p>for children about personal space.</p> <p>After finishing the video, the teacher encourages the children to stand up on their mat, everybody should have enough space around them, so no one is touching each other. "And now we are going to explore our space. With inhalation (breathe in) bring your arms up (above the head) and lower them when exhaling (breathe out). Explore the space around you with your fingers, hands, arms. It is like you are touching the air. Can you feel it?"</p> <p>The activity continues in the standing position by turning around with arms being spread out to the sides and saying or singing "This is my place, this is my space". After coming to stillness, children can also stomp their feet and feel their power.</p>



	<p>The purpose of this exercise is to experience personal space and personal boundaries with the help of physical movement and breath and at the same time, acknowledge the boundaries of others.</p>
<p>Conclusion (Duration: 4 min)</p>	<p>At the end teachers can lead a discussion in which children can express how the exercise was for them and what sensations they felt.</p> <p>The educator will further explain that it's OK to say NO if someone is not respecting our space and for example:</p> <ul style="list-style-type: none">● Touches our body and we don't like it● If somebody stands too close and we don't like● Wants to play with us, but we don't feel like it <p>The teacher can ask the following questions: "What can you say, when someone stands or sits too close and you need more room? Or if someone touches your body and you don't like it? Or if someone wants to play with you, but you want to play alone?" The teacher allows the children to come up with kind sentences that represent saying NO and then at the end the educator sums it up.</p>
<p>Material for homework exercises</p>	<p>The teacher encourages kids to use petal breathing when they are away from school and feeling frustrated or angry. Children can be invited to share if the petal practice worked for them at home.</p>
<p>Evaluation methodology</p>	<p>The teacher observes and after the lesson makes notes</p> <ul style="list-style-type: none">● Which hand children use for petal breathing practice● How easy or difficult is petal practice for them● How long/short kids can pay attention to the petals/fingers movement and breathing● How children understand their own personal space and space of others● How easy/or difficult it is for them to respect space of others as well as their own space <p>When repeating this class, the teacher observes the progress of children and makes notes about it.</p>



Lesson 4: Self-compassion and kindness to self

Lesson Overview:

With this lesson, teachers can create a compassionate space for emotions that are difficult for children to grasp and express, like worries and anxiety. Teachers create "Worry time". That will give children the opportunity to talk about what bothers them. Such sharing can reduce sadness, anxiety and depression. Not only by sharing but also by learning to accept difficult feelings, it creates a possibility for self-compassion and self-care and helps build healthy coping mechanisms instead of harmful ones. This activity includes also drawing a safe space and creating one in the classroom, where children can unwind.

Objectives

At the end of the lesson, participants will be able to:

- Express worries
- Create vocabulary connected to emotions and needs
- Accept and recognize that difficult emotions are normal and that everybody worries
- Recognize one's needs to soothe difficult emotions in a compassionate way
- Create a safe space where the child can withdraw for self-soothing
- Step by step, building healthy coping strategies to deal with strong emotions like fear, anxiety, etc.
- Self-regulate
- Be aware of how to get calmer from worry (be more in control)

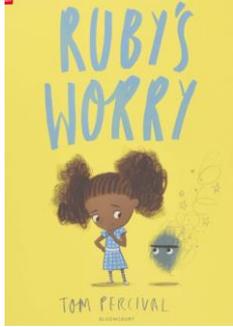
"Warm up" activity

The teacher introduces mindfulness time by ringing the chime or a bell. All children are in a circle: "We will start with a few belly breaths, boys and girls. You can sit criss - cross applesauce or on your heels. Bring your palms to your belly. Do you feel your tummy now? And now belly out and belly in. Two more: belly out when you inhale and belly in when you exhale. Last round: Inhale and exhale. Great job everybody".

Children can also practice breathing with their favorite plush toy on their belly.





Activity 1: Worry time	
<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none">● TV/Screen, speakers, internet connection, and YouTube link for watching the video: https://youtu.be/VCyiiHI2SJU● Or a book, Ruby's Worry-Tom Percival● A printed list of emotions● Printed list of needs● Bell or chime for starting the mindfulness moment● Mats and cushions for all children
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Storytelling● Mindfulness● Sharing● Group discussion● Self-reflection
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	27'
Introducing the activity (Duration: 4 min)	 <p>The class will watch the video based on the book Ruby's Worry by Tom Percival: https://youtu.be/VCyiiHI2SJU or the teacher reads the book.</p>
Activity (Duration: 15 min)	After the video is finished, the teacher asks the children: <ul style="list-style-type: none">● What was the video about?● What was that thing behind Ruby?● What is a worry?● Why was the worry getting bigger?● How did the worry get smaller?● How did it make you feel?



	<ul style="list-style-type: none">● Did it make you feel happy or sad? (Giving two opposite options of emotions to choose from helps when it is difficult for children to express their feelings).● Did it make you feel hopeful? (Like Oh, now I understand me better and know what to do). Or hopeless? (like I don't know what to do). <p>The important thing is to get children to understand, in simple terms, what worry looks like and also explain the contrast between what it feels like to be at ease.</p> <p>The teacher will then ask the children to share what they worry about. Children take turns. The teacher's role in this is to mirror children's emotions and confirm that all emotions are okay and appropriate.</p> <p>For example:</p> <ul style="list-style-type: none">● Child: "I worry about my brother because he is sick now".● Teacher: "I see you feel sad and worried about your brother. I get it".● Teacher allows the child to fill it with something more if he/she wants. And again, the teacher repeats the emotions or the essence of what the child says. Children get the sense of being heard and understood, and that makes them feel safe and calm. The educator can add additional words (of emotions) to describe how a child may feel. In this way, children will connect with what is happening inside them and also learn the vocabulary of emotions to express themselves. <p>The teacher does not try to correct the situations or solve the problem. The teacher uses a scale of emotions and needs (see reference list for this lesson).</p>
<p>Conclusion (Duration: 8 min)</p>	<p>In the last round of the circle, the teacher chooses one child's situation and asks the children to come up with a solution to soothe his or her worry. For example, the educator asks:</p> <ul style="list-style-type: none">● What do you think would help him/her with this situation?● What do you think that he/she needs right now?● Educators can offer few needs for children to choose. "Do you think he/she needs this...? Or this...?"



Activity 2: From worry to peace	
<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Bell or chimes to introduce mindfulness time ● Art papers (A4) ● Colored pencils or crayons ● Stickers ● Items for creating the safe space (e.g., plush blankets, cushions, light chains, plush toys)
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Creative art activity ● Group sharing ● Group discussion
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	32'
Introducing the activity (Duration: 5 min)	At this point, the children have an idea what worry is. The educator says, "And now we are going to draw a magical space , where we feel so loved, safe, and calm". The teacher invites the children to draw their magical place.
Activity (Duration: 20 min)	<p>It will be like their safe "bubble" where they can hide if they are not well. The children draw on the picture, where they add everything that makes them feel very lovely and gentle (fairies, adults, plush toys, pets, a bed, blanket, tree house, etc.). They should draw themselves into the picture as well. They can draw elements or use stickers. Kids can draw a bubble around the picture and themselves, which is their safe magical place. The bubble stands for the boundaries of their own space. This itself evokes a feeling of security.</p> <p>The teacher explains to the children that this is a picture they can use whenever they need to feel loved and safe, instead of worrying or being sad. They can look at the picture or simply imagine it anytime.</p> <p>At the same time, the teacher creates a safe place in the classroom where the children can withdraw when they are not well. We recommend adding plush blankets because their softness evokes feelings of security in people. Kids can participate in creating this place.</p>
Conclusion (Duration: 7 min)	At the end, the children gather in a circle near the safe place and share what they draw . After sharing, the educator explains to the children how



	<p>this corner works and that they can bring their picture here when in distress, upset, and anxious.</p>
<p>Material for homework exercises</p>	<p>The teacher sends to the parents an informational email about their mindfulness play activities and recommends that they watch this video or read a book with their child at home: I'm calm by Jayneen Sanders: https://www.youtube.com/watch?v=YG23ZVL5I5A</p>
<p>Evaluation methodology</p>	<p>The teacher observes and makes notes after the lesson:</p> <ul style="list-style-type: none">● How well children understand what worry is● How could they express what they feel● How do they understand what a need is● After repeating this lesson - how their vocabulary of emotions and needs extended <p>When repeating this class, the teacher observes the progress of the children and makes notes about it.</p>



Lesson 5: Happiness and joy

Lesson Overview:

This lesson includes music, singing, doing humming sounds and physical movement for children to connect and express their joy, fun and happiness. Both activities also connect kids to nature, which helps them to appreciate and be kind towards it.

The first activity is a *Sun dance*, which is a sequence inspired by yoga and done together with a song. Children stretch their bodies in a way that supports their body awareness as well as releases tension. They also strengthen their muscles, which helps with healthy development and a healthy body posture. This is followed by a happy bees' humming sound that creates a fun atmosphere in the classroom and has a great effect on children's health: on their brain centers, concentration, it has a calming effect, integrates the left and right brain hemispheres.

Objectives

At the end of the lesson, participants will be able to:

- Connect with happy and joyful feelings because of the movement and singing
- Support concentration and awareness
- Appreciate nature, the sun, the day
- Experience body awareness
- Strengthen the physical areas that have an impact on the mental and emotional experience
- Support for overall resilience (immunity)
- Deepen the breath
- Improve the lungs' capacity (helps e.g., with asthma)
- Support blood circulation
- Find calm
- Increase concentration and focus
- Relax children's nervous system
- Activate brain centers



Activity 1: Dance for the Sun	
<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none">● Mats and cushions for all children● A Bell or chimes for starting the mindfulness play time● TV/Screen, speakers, internet connection and YouTube link for watching the video: https://youtu.be/ODXMc0WaPws● Printed lyrics of the song Dance for the sun
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Physical movement● Mindfulness● Breathing● Music● Experiential learning
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	15'
Introducing the activity (Duration: 5 min)	<p>The teacher introduces mindfulness time by ringing the chime or a bell. Each child has a mat prepared. They have enough space among each other. The teacher begins to explain that today is a new day, and the sun is shining. If it is cloudy, he/she invites the children to invite the sun to come out by the activity.</p> <p>"Is the sun today out or is it hidden?"</p> <ul style="list-style-type: none">● "Is it out?" - "We should do a dance and song for the sun and send it our love, because it gives us light and warmth.● "Is it behind the clouds?" - "We should do the dance and song to invite the sun to come out. It gives us light and warmth".
Activity (Duration: 10 min)	<p>The educator plays the song and/or the video Dance for the sun by Kirey Willey: https://youtu.be/ODXMc0WaPws</p> <p>The educator is showing the individual positions and encourages the children to join. Children gradually learn the song and all positions.</p>



1. Arms up, waving or like hugging the sun, moving from one leg to another or turning around, looking up to the sky and singing:

- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ I Can Do It
- ❖ You Can Do It
- ❖ We Can Do A Sun Salutation
- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ I Can Do It
- ❖ You Can Do It
- ❖ We Can Do A Sun Salutation



2. Move to the beginning of your mat and stretch your arms up high.

- ❖ Stretch Up High Wave To The Sun



3. Bend forward and try to tickle your toes.

- ❖ Hang Down Low Tickle Your Toes



4.

- ❖ Feet Jump Back Just Like A Frog



5. In this position tense your buttocks to support your lower back. Lower part of the abdomen is on the ground. Kids can add a hissing sound like a snake.

- ❖ Belly On The Ground - Just Like A Snake Look at the Sun



6. Stretch back and try to bring the heels closer to the ground.

- ❖ Now Downward Dog
- ❖ And Breathe, And Breathe
- ❖ And Breathe, And Breathe



7.

- ❖ Feet Jump Up Just Like A Frog



8.

- ❖ Hang Down Low Tickle Your Toes



9.

- ❖ Stretch Up High Wave To The Sun Mountain Pose
- ❖ Look What You've Done

Repeat positions and lyrics No. 2 - 9.



10. Arms up, waving or like hugging the sun, moving from one leg to another or turning around, looking up to the sky and singing:

- ❖ Sun Salutation
- ❖ Dance For The Sun





	<ul style="list-style-type: none">❖ Sun Salutation❖ Dance For The Sun❖ Sun Salutation❖ Dance For The Sun❖ I Can Do It❖ You Can Do It❖ We Can Do A Sun Salutation❖ Sun Salutation❖ Dance For The Sun❖ Sun Salutation❖ Dance For The Sun❖ Sun Salutation❖ Dance For The Sun❖ I Can Do It❖ You Can Do It❖ We Can Do A Sun Salutation <p>It can be repeated once, twice or more. Children love it.</p>
<p>Conclusion (Duration: 0 min)</p>	<p>Proceed to the happy bee's activity.</p>



Activity 2: Happy bees

Playing happy bees by practicing humming sounds influences brain centers, concentration, has a calming effect, integrates the left and right brain hemispheres, and creates a fun atmosphere in the classroom.

Setting

Indoor/classroom. Fresh air with enough oxygen in the room.

Material checklist

- Mats and cushions for all children
- A Bell or chimes for starting the mindfulness play time

Pedagogical Strategies

- Mindfulness
- Group sharing and discussion
- Breathing
- Experiential learning

Extending RESILIENT PRESCHOOLS Curriculum

Module 1. Resilience and Mindfulness

Duration

13'

Introducing the activity

(Duration: 3 min)



“Now let's play happy bees. Sit criss - cross applesauce or on your heels”.

Activity

(Duration: 5 min)



1. “Show me your index fingers”.



	 <p>2. "Gently put your index fingers into your ears and start to make a humming sound while exhaling (breath out). 10 times all together". The educator counts.</p> <p>"Now take your fingers out and place your hands on your legs. Close your eyes and breathe in and out three times".</p> <p>"Open your eyes, bring your palms together and rub them until they are nice and warm. Place them on your face and cover your eyes. Then put your hands down".</p>
<p>Conclusion (Duration: 5 min)</p>	<p>"This was playing "happy bees". How did you like it?" The teacher asks why the bees are important? Kids share.</p> <p>"What did you like the most about this Dance for the sun and the happy bees' play?"</p>
<p>Material for homework exercises</p>	<p>The educator encourages children to show their parents Dance for the sun and happy bees play. The teacher can email parents with the song so they can play this at home.</p>
<p>Evaluation methodology</p>	<p>During the lesson, the teacher observes and evaluates:</p> <ul style="list-style-type: none">• Whether or not the child can stretch out while standing without swaying (later on toes)• How well they can coordinate the movements• How do they stay focused while playing Happy Bees• If they can enjoy and have fun <p>After repeating this lesson, the teacher can make notes about each child's progress. It's important not to judge or make unrealistic expectations about the physical appearance of the postures or the concentration duration. Children's bodies and ability to concentrate are still developing, so postures don't need to look "perfect". It's important that children have fun.</p>



Reference list

Australian Association of Yoga in Daily Life. (n. d.). Yoga for Children.

Center for Nonviolent Communication (2005). <https://www.cnvc.org/training/resource/feelings-inventory>

Center for Nonviolent Communication (2005). <https://www.cnvc.org/training/resource/needs-inventory>

How to make a paper boat Easy to make. [Video]. YouTube. <https://www.youtube.com/watch?v=cRzyHskrQb4>

Mindfulness in school. Paws-b training. (n. d.) Retrieved from: <https://mindfulnessinschools.org>

National Geographic (2004). Time-Lapse: Watch Flowers Bloom Before Your Eyes - Short Film Showcase. [Video]. YouTube. <https://youtu.be/LjCzPp-MK48>

Nonviolent Communication with kids: 5-minute kickstart (2017). [Video]. YouTube. <https://youtu.be/sPxDB26nbss>

Paramhans Svámí Mahéšvarananda (2014). Jóga v denním životě pro děti a mládež. Mladá fronta

Percival, T. (2018). Ruby's worry. Bloomsbury

Ruby Finds a Worry by Tom Percival Ruby's Worry (2020). [Video]. YouTube. <https://youtu.be/VCyiiHI2SJU>

Samsung Kids the Personal Space Song (2020). [Video]. YouTube. https://www.youtube.com/watch?v=V3yCGb9m_Oc

The Worrysaurus read by Rachel Bright (2020). [Video]. YouTube. https://www.youtube.com/watch?v=GYV_o9Uj2jc



Module 2. Character Strengths and Values

Introduction to the module

Character strengths are defined as positive traits, which are reflected in thoughts, feelings, and behaviours. They exist in different levels and can be measured as individual distinctive traits (Peterson & Seligman, 2004). **“Character Strengths and Virtues”** is a ground-breaking book created by Christopher Peterson and Martin Seligman, and it is regarded as one of the founding pillars of the science of positive psychology and remains one of the most substantive efforts generated by the field. Peterson and Seligman (2004) developed a list of character traits – strengths and assorted assessment tools to identify those traits in each person. The most well-known and prominent example is **Values in Action (VIA) classification**.

When it comes to education and especially pre-school education **building character strengths from an early age is crucial**. The period of early childhood is a critical era for children and offers many opportunities for the development of their physical, cognitive, emotional and social skills, all of whom will constitute the solid foundation for their lifelong development as individuals (Ross et al., 1999).

The aims of character education and the aims of schooling are parallel. The optimal goal of any educator is to support the student on flourishing, reaching the maximum of their potential and lead happy and meaningful lives. Character strengths and virtues identification are the absolute backbone of any individual’s development and by providing children from a young age the support and guidance to find their signature strengths is safeguarding their healthy and successful development.

Children of all ages and during any developmental stage can benefit from a mindful and concise focus on building their character strengths and virtues, according to relevant research identifying and cultivating character strengths in preschoolers:

- Enables them to embrace education with more enthusiasm
- Will become more subjective to change
- Will be more receptive to acquire new knowledge
- Safeguard them from future mental health dysfunctionalities



- Enhance capacities useful for flourishing and self-accomplishment
- Multiply opportunities for more positive interactions
- Increase positive engagement with school life
- Elevate overall happiness and life-satisfaction
- Improve overall school academic achievement

The aim of this module is to provide to preschool educators a suite of activities that they can incorporate to their curriculum and support children on how to identify and cultivate their own character strengths, a practice that will resonate as a backbone to support their overall wellbeing and smooth development.

Below you will find an outline of the Module 2 content. Each value stands for one lesson with a special focus. Each lesson includes one or two activities. It is important to point out that “practice makes perfect” and the more teachers bring about to their classes these notions and activities connected with “character strengths”, the greater the results will be.

The activities that can be used all together as a holistic approach, individually or in any combo with each other. Please find below the outline:

LESSON 1: WISDOM & KNOWLEDGE ☑ Focusing on “Creativity”

- Activity 1: The “Illustrated Trees”
- Activity 2: The Unusual Pantomime

LESSON 2: COURAGE ☑ Focusing on “Honesty”

- Activity 3: Honesty Bingo

LESSON 3: HUMANITY ☑ Focusing on “Kindness”

- Activity 4: The Kindness Tree
- Activity 5: “How can we help?” stories

LESSON 4: HUMANITY ☑ Focusing on “Love”

- Activity 6: A Special Video for Someone Important!

LESSON 5: JUSTICE ☑ Focusing on “Fairness”

- Activity 7: Fair-treatment

**LESSON 6: JUSTICE** ☑ **Focusing on “Teamwork”**

- Activity 8: Trust Walk

LESSON 7: TEMPERANCE ☑ **Focusing on “Forgiveness”**

- Activity 9: Story-Telling “The Invisible Boy”
- Activity 10: Story-Telling “The Invisible Boy” (with parents)

LESSON 8: TRANSCENDENCE ☑ **Focusing on “Humour”**

- Activity 11: Funny Times

We invite the Educators to take upon this opportunity for their own self-reflection as well and re-ignite their knowledge of thy-self also. This can be a great inspiration for adults as well to either identify or laminate in their memory and everyday practices their own character strengths and values. Moreover, as you will notice whilst going through the material, the activities can also welcome parents and/or other school members to the practice. It’s important as a School Unit, to take a conscious decision to encourage this approach on giving an emphasis on virtues, humanity and helping each member of the school community to accent their most strong and prominent positive traits.

We wish to all Educators, Experts, Parents and Children themselves a beautiful journey to self-discovery and creating deep and meaningful connections with each other!



Lesson 1: Increasing Children's Creativity

Lesson Overview:

This lesson includes two activities aiming to encourage preschool children to develop their creativity. The overall idea of the lesson is to expand children's thinking of novel and productive ways to perform or express notions. In the first activity, children will be asked to think and reflect on the use of common objects found in their surrounding environment by finding alternative ways of using them. This is designed to show them the importance of thinking outside of the box and to develop their creative thinking on how to use something even if its use is specific and predetermined. In the second activity, children will apply their creative thoughts in practice by creatively designing the given shapes.

Objectives

At the end of the lesson children would be able to:

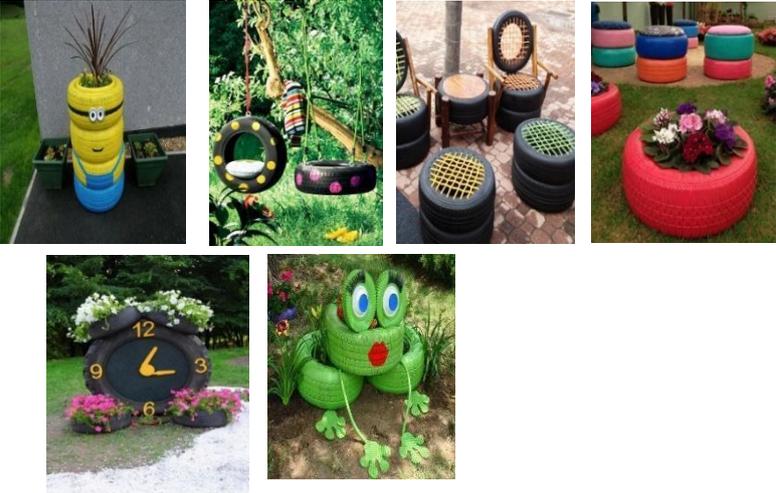
- Reflect on the use of a common project
- Discuss and identify unusual or alternative ways to use a common object
- Use a given object in an alternative and creative way
- Reflect and comment on the possible ways to creativity redesign the given shape
- Redesign and represent a given shape using various creative techniques
- Reflect on how they got inspired to produce a creation

"Warm-up" activity

The teacher and children play the game "find the common object". Children are sitting in the whole-group circle and the magic hat is transferred from child to child until the music stops. The child who has the hat stands up and finds a common object from the surrounding environment in the classroom. A common object could be something well-known or something that children are familiar with or with its use (e.g., chair, book, newspaper, box, paper clip, pencil, rope, brick, scarf, potato, ring, a sheet of paper). Each time a child brings an object to the circle, puts it in a basket and shouts its name using a creative movement, a creative slogan or a creative facial expression. The collected objects will be used later in the following activities.

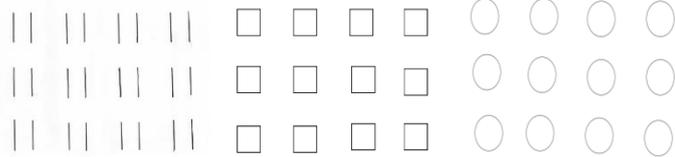


Activity 1: The Unusual Pantomime

<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none"> The following pictures in A4 size  <ul style="list-style-type: none"> The collected common objects (e.g., chair, book, newspaper, box, paper clip, pencil, rope, brick, scarf, potato, ring, a sheet of paper) Sheets of papers and pencils White board
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> Group discussion Individual presentation Drama-play
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	<p>The teacher puts on the floor several pictures from various reusing ideas of car tyres and gives the children some time to observe them. The children are then asked to answer the questions</p> <p>"What is the common object you see in all pictures?"</p> <p>"In what ways was this item used in each case?"</p> <p>"Which way did you like the most and why?"</p>



	<p>In this discussion, children are introduced to the idea of alternative ways of using a common object and are expected to exchange views on the images at their disposal.</p>
<p>Activity (Duration: 12 min)</p>	<p>The children are sitting in the whole-group circle and each time the music stops a child is asked to choose one of the common objects in the basket. The child has first to refer to the common use of the selected object and then has three minutes to think and find an unusual or alternative way of using the object. During these three minutes, the other children work individually and write or sketch on a piece of paper what alternative ways they found of using the object. Then the presenter-child shares his/her idea with the whole class by using pantomime while the other children are asked to guess the alternative use of the object that the child presents.</p>
<p>Conclusion (Duration: 3 min)</p>	<p>Afterwards, all the other possible uses that were found by the rest of the classroom are also mentioned and presented on the board. In group discussion children are reflected on the different ideas found.</p>

Activity 2: The “Illustrated tests”	
<i>Setting</i>	Indoor – Classroom (individual and group work)
<i>Material checklist</i>	<ul style="list-style-type: none"> Worksheets examples in A4 size  <ul style="list-style-type: none"> Indicative examples in A4 size  <ul style="list-style-type: none"> Pencils, Crayons, color markers Video clip: How to turn a circle into a fish (https://youtu.be/RRRcVFUya24) Projector
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> Team activity Experiential learning
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20’
Introducing the activity (Duration: 3 min)	Children are asked to watch the video “How to turn a circle into a fish”. A short discussion about the video follows where children share their ideas and thoughts on the steps of turning a circle into a fish using their creativity and imagination.
Activity (Duration: 15 min)	Children are invited to participate in a similar activity where they have to think of ways to create different representations using a given frame (i.e. circle, square, lines, etc). The teacher first gives an example to help the children understand how they are supposed to work. Children are divided into three groups and each group is called to work on a given worksheet (i.e., rows or circles or squares) and turn the specific shape into something different. The children are given some time to work on the activity and then they will be asked to present their work to the rest of the classroom.



	Each group should find as many different ideas as possible to turn the shape into an object or a person.
Conclusion (Duration: 2 min)	A discussion about what everyone created and how they were inspired will follow. The teacher encourages the discussion by providing questions such as “How did you start to work?”, “What steps did you follow?”, “Which of the examples you gave us is considered the most creative?”, “How could this be improved or redesigned to be more creative?”
Material for homework exercises	Children work with their parents on identifying a common object at home (i.e., table, tv, spoon, chair, pan, etc). Together think of ideas with which they could alternatively use this object and choose one of the following ways to present the idea: <ol style="list-style-type: none">DrawingUsing a photo or a videoLive presentation All the ideas are then presented to the rest of the classroom.
Evaluation methodology	During the implementation of the activities, the teacher observes and writes notes regarding: <ul style="list-style-type: none">– how well each child identified creative or alternative ways of using an object– how well each child could find more than one alternative idea of using an object– how well each child got inspired and used his/her creativity to turn something into something else– how well each child achieved to participate in the team and cooperate



Lesson 2: Understanding the importance of forgiveness

Lesson Overview:

This lesson includes two activities focusing on cultivating the value of forgiveness in preschool children to make each child aware of their own flaws. The overall idea of the lesson is to inform children about the importance of forgiving and make them realize that we all make mistakes or hurt those around us, and to feel liberated we need to apologize respecting that this will be accepted. In the first activity, children will be asked to think and reflect on different behaviours (good or bad) and identify those that make someone sad. In the second activity, children will discuss the importance of forgiveness and how it affects our lives and relationships with others.

Objectives

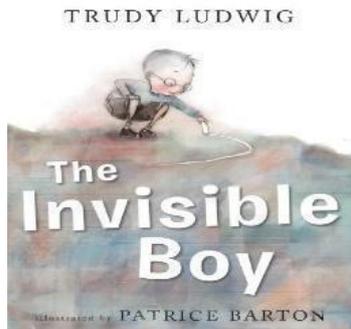
At the end of the lesson children would be able to:

- reflect on the term “invisible” in terms of a human feeling
- identify the actions and behaviours that make someone sad or feeling invisible
- discuss the importance of forgiveness
- explain why it is important to forgive someone
- develop empathy
- identify and understand the feelings of someone
- reflect on his/her actions or behaviours

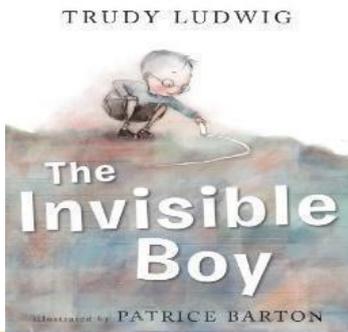
“Warm-up” activity

Children are given several pieces from the cover of the book “The invisible boy” and they are asked to assemble them by making a puzzle that depicts the image on the cover. Children work collaboratively while sitting in a whole-group circle. Once the puzzle is finished, children are asked to express their thoughts on the picture.



Activity 1: Defining the word “invisible”	
<i>Setting</i>	In the classroom, individual work
<i>Material checklist</i>	<ul style="list-style-type: none"> ● The book “The Invisible boy” ● Whiteboard ● Sheets of papers, colored markers, crayons, etc. 
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Discussion ● Brainstorming
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20’
Introducing the activity (Duration: 4 min)	The teacher shows the children the cover of the original book and reads the title. Then, the teacher gives some time to the children to think and reflect on the question "When can someone feel invisible?". Children are expected to recall previous knowledge and experiences to answer the question by referring to specific behaviours or actions that make someone feel invisible.
Activity (Duration: 12 min)	The ideas of the children are recorded on the board using a brainstorm. After the discussion, each child blames a painting by depicting in his/her drawing a bad or incorrect behavior that can make someone feel invisible and unimportant. Each child presents his/her painting to the others and using the children's painting a code of the different behaviours we should avoid is conducted.
Conclusion (Duration: 4 min)	Based on the code conducted, the teacher summarizes by reminding the children of the various behaviours mentioned. A brief discussion of the importance of avoiding such behaviours follows.



Activity 2: Storytelling “The Invisible Boy”	
<i>Setting</i>	Indoor – Classroom (individual and group work)
<i>Material checklist</i>	<ul style="list-style-type: none"> • The book “The Invisible Boy” or Narration of the story https://www.youtube.com/watch?v=cNHc2XCultQ • 
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> • Drama-play • Teamwork • Scenario
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20’
Introducing the activity (Duration: 5 min)	The teacher starts the storytelling of the book “The Invisible Boy” by Trudy Ludwigs and stops at different moments asking the children to make predictions on how the child feels.
Activity (Duration: 13 min)	After the storytelling, the children are asked to work in small groups using drama techniques to represent their favourite scene from the story but making sure that the boy doesn’t feel invisible. In other words, the children are asked to change the story and make the child feel visible and happy! In addition, during their performance children are asked to highlight the importance of forgiveness and saying sorry to someone hurt.
Conclusion (Duration: 2 min)	A whole-group discussion about the important messages from this story takes place and the teacher summarizes by asking children to share their conclusions about the importance of forgiving and making those around us feel included and not marginalized.
Material for homework exercises	Based on the story of the book “The Invisible Boy” children are asked to collaborate with parents and create a poster with the title “No one should feel INVISIBLE”. The children are asked to inform parents about the story of this boy and use one or more ways to decorate their poster (e.g.,



	combine drawings, text, photos, etc) whose main message should focus on ensuring that no one should feel invisible again.
Evaluation methodology	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none">– how well each child identified and separated good from bad behaviours– how well each child explained why is important to forgive– how well each child described the feelings of someone feeling invisible– how well each child understood the importance of accepting one’s strengths and weaknesses



Activity 1: Honesty Bingo

Courage: Focus → Honesty

Objectives

At the end of the activity children would be able to:

- identify the correct and wrong behaviours in terms of honesty
- share their thoughts on the importance of being honest
- realize the consequences of not being honest
- reflect on their initial understanding of honesty

Setting

In the classroom, individual work

Material checklist

- DIY bingo
- Bingo cards (with words and pictures)
- Labels with words and pictures
- Pencils

Pedagogical Strategies

- Play
- Whole-group discussion

Extending RESILIENT PRESCHOOLS Curriculum

Module 2: Character Strengths and Values

Duration

20'

Introducing the activity

(Duration: 5 min)

The teacher presents a table with different words and pictures presenting various actions and behaviours in terms of honesty and dishonesty. Children are asked to observe the table and to criticize the different behaviours presented. Then each child takes one word or picture (the one selected to be criticized) and put it in the bingo.

Activity

(Duration: 10 min)

The idea is to play bingo and instead of numbers, the children will erase the words or pictures (for those children who do not know how to read) that depict behaviours contrary to the concept of honesty. Each time the teacher reports a behaviour, the children have to decide whether or not to delete that picture or word from their card, based on the criterion of whether it is related to honesty or not. Some behaviours for example could be "I lied to my mom that I ate my fruit", "I returned the wallet I found on the floor", etc.



<p>Conclusion (Duration: 5 min)</p>	<p>Teacher asks children to show their cards to their classmate seating next to them and reflect on their answer. A short discussion about the importance of honesty and which behaviours should be avoided follows.</p>
<p>Evaluation methodology</p>	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none">- how well each child identified the correct and incorrect behaviours in terms of honesty- how well each child explained the correct and incorrect behaviours in terms of honesty- how well each child understood the consequences of not being an honest person



Activity 2: The kindness tree (learning centre in the classroom)

Humanity: Focus → Kindness

Objectives

At the end of the activity children would be able to:

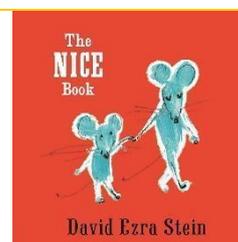
- identify and express actions of kindness at school
- explain why a specific act is an act of kindness

Setting

In the classroom, individual work

Material checklist

- The Nice Book by David Ezra Stein
- Pencils or Coloured markers
- Cardboards in leaf shape



Pedagogical Strategies

- Storytelling
- Whole-group discussion
- Questioning approach

Extending RESILIENT PRESCHOOLS Curriculum

Module 2: Character Strengths and Values

Duration

20'

Introducing the activity

(Duration: 7 min)

The teacher reads “The Nice Book” by David Ezra Stein. Children are asked to listen to the story and put the different pictures in the correct order during the narration. After the story-telling a discussion about the moral of the story takes place and children are expected to reflect on the several statements mentioned in the book (i.e., “When you get in a snit, don’t hit”, “If you have more than you need, share”). The discussion aims to teach children how to treat others.

Activity

(Duration: 10 min)

Wanting to create a learning centre about kindness, each child is asked to draw an act of kindness he/she did at school, and then hang it as a leaf on the tree of kindness. Every time a child hangs a leaf explains why this act is an act of kindness. In this corner, children will be able to play and spend time with their friends (e.g., reading fairy tales, talking or playing).

Conclusion

(Duration: 3 min)

Children sign a friendship and kindness agreement using their fingerprints and post it in the learning centre they created. They also create a slogan



	of kindness for their class by recalling the conversation they had at the beginning of the activity.
Evaluation methodology	During the implementation of the activities, the teacher observes and writes notes regarding: <ul style="list-style-type: none">– how well each child understood the meaning of kindness– how well each child identified the kind behaviours– how well each child expressed an act or behaviour of kindness



Activity 3: “How can we help?” stories

Humanity: Focus → Kindness

Objectives

At the end of the activity children would be able to:

- express their thoughts on how to help solve a problem
- identify various acts of kindness following a given scenario

<i>Setting</i>	In the classroom, individual work
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Puppets
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Drama-play ● Whole-group discussion ● Case-study / scenario
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher introduces to the children the different puppets (i.e., animals, humans, fantasy-heroes, etc). A short discussion about the personal characteristics of each puppet follows, providing information such as the name, age, hobby, favourite food, friends, etc.
Activity (Duration: 12 min)	Using puppets to role-play “How can we help?” stories. A teacher poses a problem and invites children to offer suggestions for how to respond. Give children time to rehearse what words they would use in a situation. For example, act out having one of your class puppets fall and hurt their knee. Then ask children to brainstorm and act out what they could say and do to take care of the puppet.
Conclusion (Duration: 3 min)	Each child reminds the rest of the class of the way of being kind to others by reflecting on the previous scenarios. The other children assess whether the way presented is correct or incorrect.
Evaluation methodology	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none"> – how well each child understood the importance of helping someone – how well each child identified solutions to specific problems



	– how well each child identified an act or behaviour of kindness
Activity 4: A special video for someone important!	
Humanity: Focus → Love	
Objectives	
At the end of the activity children would be able to:	
<ul style="list-style-type: none"> ● express their feelings about a loved one ● provide information about the reasons for loving a person 	
<i>Setting</i>	In the classroom, individual work
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Video: https://www.youtube.com/watch?v=BcA6muHkGXc ● Projector ● Camera
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Video-presentation ● Questioning
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher shows a short video on the projector while children are seated in a whole-group circle. The video focused on the song “I love you” by showing the audience the importance of loving the people surrounding us. A quick discussion about what was presented takes place, with the teacher asking questions such as “Which members of the family were presented?”, “Why love those people?”, “Do you feel love for your family members?” “How do you show your love to your family members?”.
Activity (Duration: 10 min)	Children are asked to prepare a short clip of themselves expressing their love to someone or to something important (e.g., parents, friends, uncle, grandfather, etc.). Children are encouraged to find interesting ideas on expressing their feelings during the video such as dance, drama-play, voice-recording, using a poster, etc. The children are also expected to refer to why they love this person by providing a short explanation.
Conclusion (Duration: 5 min)	All video clips will be then delivered to the recipients. The teacher encourages children to reflect on the previous discussion by giving a 5-reason list on why loving someone!





**Evaluation
methodology**

During the implementation of the activities, the teacher observes and writes notes regarding:

- how well each child referred to the reasons for loving someone
- how well each child identified ways of showing love to someone



Activity 5: Fair treatment

Justice: Focus → Fairness

Objectives

At the end of the activity children would be able to:

- reveal feelings and aptitudes on how a person might feel when it's neglected and/or marginalized
- find solutions to promote fairness
- treat people as equals

Setting

In the classroom, individual work

Material checklist

- Video "The Gender Equality explained by children"
<https://www.youtube.com/watch?v=hLr2GNRnmXM>
- Projector
- Sack of candies
- Whiteboard

Pedagogical Strategies

- Whole-group discussion
- Questioning

Extending RESILIENT PRESCHOOLS Curriculum

Module 2: Character Strengths and Values

Duration

20'

Introducing the activity (Duration: 5 min)

Bring a sack of candy containing a few candies less (maybe 3-4) than the total number of children in the class. Pass the sack around and tell everyone they can take only one.

Activity (Duration: 10 min)

When children discover the unfair situation and that there is not enough candy for everyone, discuss the following questions:

1. How did those children that did not get the candy feel?
2. How about those that did?
3. What would be the fair solution to the problem?

Expand the discussion by providing the question "Can you think of another situation when people might feel left out or rejected?". Give time to the children to discuss. To expand the discussion, the teacher will show the video "The Gender Equality explained by children"



	<p>(https://www.youtube.com/watch?v=hLr2GNRnmXM) and give time to the children to think and discuss in pairs by reflecting on their prior ideas.</p>
<p>Conclusion (Duration: 5 min)</p>	<p>Based on the information derived from the video, a table of the best solutions provided by the children will be developed. The teacher focuses on the importance of being fair and treating all as equals.</p>
<p>Evaluation methodology</p>	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none">- how well each child explained the reasons for being fair- how well each child treated the others as equals- how well each child found solutions to redress an injustice



Activity 6: Trust Walk

Justice: Focus → Teamwork

Objectives

At the end of the activity children would be able to:

- collaborate with a team or pair to achieve a task
- trust other individuals to guide him/her
- discuss to accomplish a group task

<i>Setting</i>	Outdoor, teamwork
<i>Material checklist</i>	<ul style="list-style-type: none"> ● a piece of cloth ● box
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Play
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20'
Introducing the activity (Duration: 3 min)	The teacher tells the children that they will play a game. A key item for the game is hidden in the box, and the children are asked to guess what it is. Once the piece of cloth is found the teacher explains the instructions of the game to the children.
Activity (Duration: 14 min)	This outdoor play activity can be done in either pairs or groups. The ideal playing area is a safe, enclosed outdoors area (like a backyard or small park), in which there is a start area and finish area. One kid is blindfolded and spun around. Move the kid around a few steps so that she/he isn't in the same position as she/he was before. Then, have another kid come over and act as a guide. The guide must get the blindfolded kid to get to the finish area – but she/he can't touch her/him and can only give verbal clues. To make the game more difficult, the guide can't use any directional language. So instead of simply saying "go forward 5 steps, then go left five steps", the guide can only say directives such as "walk until you step on a branch", followed by "now head toward the tree", and the kid will be guided by the location of the voice of the guide.
Conclusion (Duration: 3 min)	At the end of the game, the teacher invites the children to reflect on the role of the player and the guide in the game, to guide the discussion on



	the importance of cooperation and trust among partners in achieving a group goal.
Evaluation methodology	During the implementation of the activities, the teacher observes and writes notes regarding: <ul style="list-style-type: none">– how well each child understood the importance of teamwork– how well each child collaborated with others– how well each child followed the instructions of the guide person



Activity 7: Funny Times

Transcendence: Focus → Humour

Objectives

At the end of the activity children would be able to:

- share funny games/jokes/movies with the team
- explain why something is funny to them
- identify the advantages of laughing

<i>Setting</i>	Home & Classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none"> ● sheets of paper ● Pencils, coloured markers, etc.
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Whole-group discussion ● Presentation
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	Children are asked to discuss with family members and choose one joke, humour game or funny movie that they know or are familiar with to share or play with their classmates.
Activity (Duration: 10 min)	Each child will have some time to present the joke/game/movie and explain what makes it funny! The other children give feedback to the presenter on what was funny to them. After the presentations, each child makes a funny drawing of a joke/game/movie and shares it with his/her friend.
Conclusion (Duration: 5 min)	Children present their funny paintings to the rest of the classroom and give information on what makes them funny. A short discussion on the importance of having humour takes place by focusing on the advantages of laughing.
Evaluation methodology	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none"> – how well each child understood humour – how well each child explained the advantages of laughing



Reference list

- Charalambous, N., (2009). *ARETI: A character education programme*. Nicosia
- Charalambous, N., (2010). *ARETI programme (Teachers manual)*. Nicosia
- How To For You. (2017, January 7). *How to turn a circle into a fish* [Video]. YouTube.
<https://www.youtube.com/watch?v=RRRcVFUya24>
- Kim, K. H. (2007). The two Torrance creativity tests: The Torrance tests of creative thinking and thinking creatively in action and movement. In A. Tan. (Ed.). *Creativity: A handbook for teachers* (pp. 117-141). <https://doi.org/10.1142/6211>
- Lavy, S., & Benish-Weisman, M. (2021). Character Strengths as “Values in Action”: Linking Character Strengths with Values Theory—An Exploratory Study of the Case of Gratitude and Self-Transcendence. *Frontiers in Psychology, 12*, 576189.
<https://doi.org/10.3389/fpsyg.2021.576189>
- LeBar, Mark, "Justice as a Virtue", *The Stanford Encyclopedia of Philosophy (Fall 2020 Edition)*, Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/fall2020/entries/justice-virtue/>
- Magnano, P., Paolillo, A., Platania, S., & Santisi, G. (2017). Courage as a potential mediator between personality and coping. *Personality and individual differences, 111*, 13-18.
- Mr Baker's Bookshelf. (2017, September 7). *The Invisible Boy by Trudy Ludwig* [Video]. Youtube.
<https://youtu.be/cNHc2XCultQ>
- Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues: A handbook and classification* (Vol. 1). Oxford University Press
- Proctor, C., Maltby, J., & Linley, P. A. (2011). Strengths use as a predictor of well-being and health-related quality of life. *Journal of Happiness Studies, 12*(1), 153-169.
- Ross, V., Haith, M., & Miller, S. A. (1999). *Child Psychology: The Modern Science*.
- Shemaroo Kids. (2015, August 31). *I Love You - Family (HD) - Nursery Rhymes | Popular Kids Songs | Shemaroo Kids*. [Video]. Youtube. <https://youtu.be/BcA6muHkGXc>
- Silva, H. P. *Gender Equality Explained By Children*. [Video]. Youtube.
<https://youtu.be/hLr2GNRnmXM>
- Stein, E. D. (2013). *The Nice Book Board book*. Penguin Young Readers Group



Module 3. Positive Emotions

Introduction to the module

The aim of the present module is to introduce the theoretical background of Positive emotions as part of the PERMA model and also to provide innovative and appealing activities for preschool teachers in order to include the PERMA model in their class activities with the children.

By the end of this module, the **teachers** will be able to:

- Understand the importance and benefits of including the PERMA model in pre-school education
- Understand the importance and benefits of positive emotions
- Introduce the concepts of gratitude and optimism in the class activities
- Practice concrete positive emotions activities at class
- Apply tools to develop positive emotions at the level of children in pre-school
- Apply activities and strategies to develop the sense of positive emotions in class
- Recognise the importance of positive emotional health and promote it among children

Module 3 “Positive Emotions” comprises of three relevant lessons containing three or four relevant activities aiming to engage child in interactive practices meant at cultivating gratitude and optimism for positive behaviour. The activities are designed to be applied with pre-school students in class environment, but they also can be adapted to informal environments.

The structure of the activities of Module 3 “Positive Emotions” is the following:

LESSON 1: Understanding positive emotions and feelings

Activity 1 - Picture for positive emotions

Activity 2 - The station of positive feelings

Activity 3 - The box of feelings

Activity 4 - Crown with thanks



LESSON 2: Expressing optimism and gratitude

Activity 1 - Hearts given out of gratitude

Activity 2 - The spider shepherd

Activity 3 - Puppet show

LESSON 3: In search of optimism and gratitude

Activity 1 - The game of shoes

Activity 2 - Gratitude and optimism hunt

Activity 3 - The gratitude garden

At the end of these lessons, **children** will be able to:

- Identify the positive emotions and feelings
- Describe the gratitude and optimism
- Understand and appreciate the importance of optimism and gratitude
- Imagine and get used with the feelings of the fictional characters
- Express feelings of optimism and gratitude
- Collaborate with each other and understand each other better
- Understand their feelings
- Appreciate the importance of optimism and gratitude

The list of positive emotions that people experience is nearly endless. Not all of these words refer to emotions as scholars understand them, but they are the words most often used by people in describing their own emotions, which gives us a good foundation for positive emotions as they are commonly experienced. Moreover, positive emotion is more than an immediate marker of wellbeing, it may also contribute to the development of wellbeing over time.



Lesson 1: Understanding positive emotions and feelings

Lesson Overview:

This lesson includes four activities through which help children develop, know and express their emotions and positive feelings of optimism and gratitude. In the first activity, by placing in the classroom a picture with all the words that show different emotions, the children will recognize that there are many nuances to every emotion, from irritated to annoying, from melancholic to angry or sad. In the second activity, the teacher and the children make a cardboard frame and then, both of them write on pieces of paper all the reasons why they feel grateful. The third activity consists of leaving a box of books next to the children. At the end of the day, one of the children will choose a random paper that the teacher will read. In the fourth activity, entitled *Crown with thanks*, children are asked to paint the hooks and, once dry, place them around a crown of wire. In the middle, they have to attach a drawing with the happiest moment of their lives. The teacher asks the children to tell a reason why they are grateful, and then the teacher will write the reasons on the drawing.

Objectives

At the end of the lesson, children will be able to:

- Identify the positive emotions and feelings
- Describe the gratitude and optimism
- Understand and appreciate the importance of optimism and gratitude
- Imagine and get used with the feelings of the fictional characters

“Warm up” activity

The teacher asks the children how they feel, and which is their favorite toy. The teacher encourages them to be honest and to say both the positive feelings they feel and the negative ones. The teacher asks them to think about the reasons that make them happy or sad and to express them about their favorite toy.



Activity 1: Picture for positive emotions	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● A piece of cardboard● Colored paper● Colors● Glue
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Self-reflection
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher explains the first activity to the children: "We will take a picture of feelings together. Each of you has experienced feelings of joy and sadness, anger and gratitude, expectation, and regret, you have smiled or cried. It's important to know the feelings a person is going through".
Activity (Duration: 15 min)	The teacher places the children in a circle. Each of them is asked to name a feeling or an experience, either positive or negative. Before the teacher writes the ideas on the colored paper, the child is asked to choose a color that I think best represents the chosen feeling. This step is repeated for each child. If two or several children have the same feeling, the teacher asks them to think of another. Once all the feelings known by the children have been written, the teacher encourages them to stick the colored papers on the cardboard in the classroom. At the end, the teacher catches the cardboard on the wall.
Conclusion (Duration: 5 min)	Through a group discussion, the teacher discusses with the children about the importance of being aware of the feelings experienced. The teacher explains how important it is to be optimistic and satisfied with what they have. Children are invited to explain, briefly, why they chose the named feeling and how they came to know it.



Activity 2: The station of positive feelings

<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● Cardboard● String● Glue● Scissors● Colored tickets● Hooks● Lamp
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Self-reflection● Collaborative work
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	16'
Introducing the activity (Duration: 3 min)	The teacher reminds the children about the positive and negative feelings presented in the previous activity, emphasizing the importance of optimism and gratitude. The teacher asks children to sit in a circle and pay attention to the explanations he/she will give.
Activity (Duration: 10 min)	The teacher invites the children to build together a frame from the cards they have in the classroom. After cutting the cardboard so that they can build and glue the four sides of the frame, the teacher asks them to glue the string, in a creative mess. The teacher grabs the table and places a table under it with a lamp. In the light of the lamp, the teacher asks the children to name only positive feelings and words that express optimism and gratitude, other than those chosen in the previous activity. The teacher writes down what the children say on the colored notes. At the end, the children catch the tickets with twine hooks.
Conclusion (Duration: 3 min)	The teacher talks to the children about the simple things to be grateful for and how important it is to enjoy every time you have the opportunity. Children are encouraged to appreciate small gestures and pass them on.



Activity 3: The box of feelings	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● Student's book● Colored tickets● Colors
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Self-reflection● Reading activity
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	25'
Introducing the activity (Duration: 5 min)	The teacher explains to the children that the characters in the student's book also have feelings. But no matter what they feel, they become optimistic and grateful. The teacher gives them some examples of children's stories, which they can find in the basket of books in the classroom: Belle jumps to the rescue, Golden curls, A Day in the snow, The Ice Kingdom, etc. The teacher explains to the children that, every day, they will read a story from the basket.
Activity (Duration: 15 min)	The teacher writes a number on the colored notes for each child in the class. She/he distributes the notes to the children. Then she/he repeats the action. The teacher places the tickets on the table and draws one. The child whose number has been drawn is asked to choose a story from the basket. The teacher takes the child's chosen book and starts reading their story. Children listen to the story in silence. At the end, the teacher asks children the following questions, to which the children give short answers: - How do you think the character felt at the beginning of the story? - How do you think the character felt at the end of the story? - Did the character manage to feel optimistic and satisfied? Why?
Conclusion (Duration: 5 min)	The teacher initiates a discussion with the children about the feelings of the characters and about the factors that determined those feelings. The teacher highlights the positive feelings and shows the children that the few negative feelings end up turning into optimism and gratitude.



Activity 4: Crown with thanks	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● Cardboard● Glue● Hooks● Colors
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Self-reflection● Practical activity
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	25'
Introducing the activity (Duration: 5 min)	The teacher begins to talk to the children about the happiest memory of his/her childhood. She/he asks the children to think about a moment that made them extremely happy and the reasons why they felt grateful.
Activity (Duration: 15 min)	The teacher distributes a card and colors to each child. She/he asks the children to draw and color the moment that made them happy and that they remember the best. After the children have finished drawing, the teacher explains the next step: each child is asked to take his/her own set of hooks brought from home and, on a second piece of cardboard, they are helped by the teacher to glue the hooks in the shape of a heart. Once the heart is created, children will paste, inside it, the previously made drawing. The teacher asks the children to define, in one word, how the memory made them feel. The teacher writes the word on the drawing.
Conclusion (Duration: 5 min)	At the end of the activity, the teacher asks the children why they chose that memory and why they consider it to be the most beautiful. The teacher explains to the children the importance of positive feelings and the expression of joy and gratitude.
Material for homework exercises	Children are asked to talk to their parents about optimism and gratitude and to explain the things that make them happy and grateful. Children can recreate at home the three activities done at school.
Evaluation methodology	During the implementation of the activities, the teacher observes and writes notes regarding:



- | | |
|--|--|
| | <ul style="list-style-type: none">- how well each child understood the notion of optimism and gratitude- how well each child achieved to participate in the team and cooperate with each other- how well they express their feelings and how well they are aware of them |
|--|--|



Lesson 2: Expressing optimism and gratitude

Lesson Overview:

This lesson includes three activities that aim to express optimism and gratitude toward others. The first activity teaches children to give, but also the importance of small and beautiful gestures. The second activity is based on knowing the person next to them and on understanding the feelings. Activity number three develops children's critical and creative thinking and makes them take part in building a story based on optimism and gratitude.

Objectives

At the end of the lesson children will be able to:

- Express feelings of optimism and gratitude
- Collaborate with each other and understand each other better
- Understand their feelings
- Appreciate the importance of optimism and gratitude

"Warm up" activity

The teacher asks the children if they are happy when they receive gifts or when they play with their classmates. After receiving their short answers, the teacher tells them a short story about how important it is to show their gratitude to the people they care about and how good it is to understand how the person next to them feels.



Activity 1: Hearts given out of gratitude	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● Medium sized stones● Colors● Bowl with water● Paper towels
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Self-reflection● Practical activities
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	23'
Introducing the activity (Duration: 5 min)	The teacher explains to the children that they will do a practical activity to show their gratitude to their family. The teacher also talks to them about how such practical gestures should be accompanied by words, which they should say to those close to them and which should show the love they have.
Activity (Duration: 15 min)	The teacher hands each child a stone and asks them to wash it in the bowl of water, and then wipe it with a paper towel. The teacher asks the children to choose a color pen and to draw a heart on the stone, to color it. After the children complete this part of the activity, the teacher asks them to name the person in the family to whom they want to give the colored hearts and the reason for which they chose him/her. The teacher listens to the children's answers.
Conclusion (Duration: 3 min)	The teacher congratulates the children for the colorful hearts and for the answers provided. In turn, teacher tells them about the person in the family he/she appreciates the most and to whom he/she would give the colored heart. The teacher reminds the children not to forget to give their heart and to express their gratitude in words.



Activity 2: The spider shepherd

<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● Ball of wool
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Collaborative work
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher talks to the children about the connections that can be made between two people and about how many advantages they have if they know those next to them. The teacher briefly introduces them to the game they will play together, showing them the wool ball.
Activity (Duration: 10 min)	<p>The teacher starts, takes the ball, says a child's name and a characteristic of him/her that defines him/her, for example "My name is Ana and I like to draw".</p> <p>Then the teacher takes a piece of string and passes the ball to a child at random, so that he/she can do the same and so on. At the end of all presentations, a network will be formed between all the children who represent the union between them.</p>
Conclusion (Duration: 5 min)	At the end of the activity, the teacher and the children discuss the characteristics that define them, trying to find the common ground between the children. The teacher also explains that there is no problem in being different or having other characteristics compared to the others. Preschool children are encouraged to focus on feelings of optimism, happiness and gratitude.



Activity 3: Puppet show	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● 3 dolls● Table● Piece of cloth
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Self-reflection● Practical activity
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	30'
Introducing the activity (Duration: 5 min)	The teacher reminds the children about the visit they made together at the puppet theater and about the last movie they watched together. After noticing the children's enthusiasm, the teacher explains the activity they will carry out, called the Puppet Show.
Activity (Duration: 15 min)	<p>The teacher will select three puppets or dolls to represent the following characters: a child the same age as the children in the classroom, a teacher, and a narrator.</p> <p>The teacher chooses a participant to assume the role of the child character. He can give the puppet / doll a name, including his own. Review the basic premise for the show: Why does the doll feel grateful? What makes her feel always optimistic?</p> <p>The teacher will assume the role of both the teacher and narrator, using the appropriate puppets / dolls. The teacher needs to serve as a model for this activity. The teacher can act out how a teacher might help the children be optimistic and grateful.</p>
Conclusion (Duration: 10 min)	<p>The teacher initiates a discussion involving all children. The teacher asks them to answer the following questions:</p> <ol style="list-style-type: none">1. What was the problem?2. How do you think the character felt?3. How did the teacher help the child talk through what was bothering him?4. How did the teacher guide the character to change his thinking about the problem?5. Why are things not always as bad as they seem?





	<p>The teacher also asks children to appreciate the positive feelings highlighted by their play and to think of other plays / cartoons in which they recognized the same feelings.</p>
Material for homework exercises	<p>Children are asked to talk to their parents about their activities in kindergarten and are encouraged to recreate them at home.</p>
Evaluation methodology	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none">- how well the child understood the notion of optimism and gratitude- How well they understand their colleague's feelings- How well they react to gestures of gratitude



Lesson 3: In search of optimism and gratitude

Lesson Overview:

The lesson consists of three activities. In the first activity, children can exercise their ability to put themselves in the place of others, to be optimistic and grateful. It consists of placing all the children in a circle and putting them on the shoes of the one to their right. In this way, the teacher symbolizes the expression "put yourself in the other's shoes." The second activity put the children on a mission to capture photographs of their favourite things at home and in the yard. They'll find that they don't have to go far to discover items that bring them joy and happiness. The last activity, entitled *the gratitude garden*, encourages children to put themselves in each other's shoes, so as to develop empathy and a sense of gratitude. This activity is a good exercise to follow creating gratitude trees. Going through several negative emotions can be a fun and interactive learning opportunity for children in order to better understand optimism and gratitude.

Objectives

At the end of the lesson children will be able to:

- Identify positive emotions and feelings
- Describe gratitude optimism
- Understand and appreciate the importance of optimism and gratitude
- Imagine and get used with the feelings of the fictional characters

"Warm up" activity

The teacher asks the children to say what nature means to them and what they like to do in nature the most. After receiving the children's answers, the teacher explains to the children that each person has different feelings towards nature, so it is important to understand and accept how the colleague next to them feels. The teacher provides some concrete examples from real life.



Activity 1: The game of shoes	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● Pairs of slippers for each child in the class
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Self-reflection● Group discussion
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	21'
Introducing the activity (Duration: 5 min)	The teacher initiates a discussion with the children and asks them if they have ever imagined what their classmates are grateful for and the things that bring them optimism. Children answer briefly, “yes” or “no”, and the teacher announces the title of the fourth activity.
Activity (Duration: 15 min)	The teacher asks the children to bring their slippers and sit in a circle. The teacher asks each child to put himself in the shoes of one classmate, to think like that person, to feel what that person feels. The teacher will give them an example of a different situation, such as: in the morning, when everyone is preparing to leave home and he/she is on the run to get to kindergarten on time, why they were grateful and optimistic. The activity is resumed for each child of the class, so that all children put themselves in each other's slippers.
Conclusion (Duration: 5 min)	The teacher asks the children to explain how they felt when they put themselves in someone else's shoes. The teacher also asks them to explain if they have gone through the same states and feelings at some point.



Activity 2: Gratitude and optimism hunt	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● Computer● Photo camera● Printer● Paper
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Self-reflection● Practical activity
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher asks the children when they last stopped to look at a flower, smell a flower, or caress an animal. Children give short answers to the teacher's question. The teacher explains how the activity they will undertake together will make them understand the importance of small gestures of gratitude and optimism.
Activity (Duration: 15 min)	The teacher tells the children, in short, what the first activity consists of. The teacher randomly chooses a child. Teacher gives the child the camera and explains which button to press to take the picture. Afterwards, the teacher asks the child to think of an object / person in the room that makes her/him to have positive feelings and to take a photo of it. The activity is resumed for each child in the class. At the end of the activity, the teacher downloads the pictures to the class computer and prints them. The teacher and the children create an album with all the printed photos.
Conclusion (Duration: 5 min)	The teacher explains to the children how the small things that are right next to them can bring them immense joy and can make them happy without necessarily realizing it. The teacher encourages them to admire nature every day, to play as much as possible and to say thank you.



Activity 3: The gratitude garden	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Tree of gratitude made of cardboard
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Group discussion ● Collaborative work
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	30'
Introducing the activity (Duration: 5 min)	The teacher asks the children if they love nature and why. After receiving their short answers, the teacher talks to them about the benefits of nature, about the well-being they offer you and about the feelings of gratitude and optimism you can gain if you spend time in nature. The teacher tells the children that they will play <i>The gratitude garden</i> together.
Activity (Duration: 20 min)	<p>The teacher explains to the children the stages of this game: 1. Start the Journey; 2. The Frowny Forest; 3. The Sad Swamp; 4. The Mad Mountain; 5. The Grateful Garden. The teacher and the children start the game.</p> <ol style="list-style-type: none"> 1. Start the Journey: The teacher stands up in front of the group, with the Thankfulness/Gratitude Tree in clear view. Teacher explains that all of them are all going on a trip to the Grateful Garden, but to get there they have to go through three dangerous places. 2. The Frowny Forest: The first stop is the Frowny Forest. There is a lot of wind in the Frowny Forest, so the teacher mimics being tossed about by the wind, turning back and forth as if he/she are trying to fight it. The only way to leave the Frowny Forest is to feel happy again, so the teacher asks the children to shout out things they are grateful for (using the Thankfulness Tree as a prompt). After they have named a few things, the teacher mimics great relief, with a big smile. 3. The Sad Swamp: Just beyond the Frowny Forest is the Sad Swamp! The teacher hunches over again, swings his/her arms down low, and walks (in place) in big, heavy steps, as if walking through mud or water. Again, the teacher has the children shout out things they are grateful for, so all of them can all leave the Sad Swamp. 4. The Mad Mountain: Past the Sad Swamp is the Mad Mountain. The teacher has to be imitated as he/she pretends to climb up the mountain with great effort, making angry faces. Again, the



	<p>children should shout out things they are grateful for, so they can all feel happy again.</p> <p>5. The Grateful Garden: Finally, the teacher and the children arrived at the Grateful Garden! What a good job they have done! To celebrate, everyone can do a Happy Hop!</p>
Conclusion (Duration: 5 min)	At the end of the activity, the teacher explains to the children that no matter how many obstacles they encounter in life, they must remain optimistic and be grateful for the beautiful things that happen to them.
Material for homework exercises	Children are asked to talk to their parents about optimism and gratitude and to explain the things that make them happy and grateful. Children can recreate at home the three activities done at school.
Evaluation methodology	During the implementation of the activities, the teacher observes and writes notes regarding: <ul style="list-style-type: none">– how well they understood that happiness is about gratitude and optimism– how well each child achieved to participate in the team and cooperate with each other– how well they understood the benefits of positive emotions



Reference list

- Campos, J. J. & Barrett, K. C. (1983). Toward a developmental theory of emotion. In C. Izard, J. Kagan, & R. Zajonc (Eds), *Emotions, cognition, and behaviour*. New York: Cambridge University Press.
- Cosmides, L. & Tooby, J. (2000). Evolutionary psychology and the emotions. In M. Lewis & J. M. Haviland-Jones (Eds.), *Handbook of emotions* (2nd ed., pp. 91–115). New York: Guilford
- Davis, M., & Suveg, C. (2014). Focusing on the positive: A review of the role of child positive affect in developmental psychopathology. *Clinical child and family psychology review*, 17(2), 97-124.
- Denham, S. A., & Grout, L. (1993). Socialization of emotion: Pathway to preschoolers' emotional and social competence. *Journal of Nonverbal Behavior*, 17(3), 205-227.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: the broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218–226.
- Seligman, M. E.P. (2020). *Copilul optimist*, Humanitas, București.



Module 4. Positive Relationships

Introduction to the module

Relationships refers to the various interactions that individuals have with others. **Positive Relationships** are defined as the child's ability to create and maintain strong relationships with self and others (peers, friends, family members, carers, teachers, adults etc.) (Norrish, Robinson & Williams, 2011). Regarding the PERMA model, positive relationships constitute the third core pillar of wellbeing (Seligman, 2011). Positive relationships are promoted through the development of strengths such as, kindness, empathy, forgiveness, and social intelligence; notions that constitute the virtue of humanity (Peterson & Seligman 2004).

Research scientific data have reported the importance of building positive relationships for children's wellbeing (e.g., Rose-Krasnor et al., 1996; Wartner et al., 1994). Through the relationships, children learn how to think, understand, communicate, behave, express emotions and develop social skills. By promoting positive interactions in kindergarten children learn how to positively connect with each other (classmates, teachers, family members), how to cooperate with other individuals and how to develop their communication skills (National Research Council, National Academies, 2001).

The aim of the present module "Positive Relationships" is to offer to preschool educators several activities that they can be included to their curriculum in order to help them promote positive relationships at school. This module includes ten activities in total, which are organized in lesson plans. Each lesson includes one, two or three activities. The activities can be implemented as a holistic approach, individually or in any other combination with each other.

The content of the Module 4 "Positive Relationships" chapter is structured as follows:

LESSON 1: UNDERSTANDING POSITIVE RELATIONSHIPS

Activity 1: Friends in the river

Activity 2: The bear and the beaver

LESSON 2: CONNECTING WITH THE OTHERS

Activity 1: Leaves in the forest

Activity 2: Play alone – Play with a friend – Play with my team



Activity 3: Into to sea

LESSON 3: PROMOTING HEALTHY INTERPERSONAL RELATIONSHIPS

Activity 1: Drawing a friend

Activity 2: STOP! Take a photo!

LESSON 4: PRACTICING KINDNESS

Activity 1: Sweet words

Activity 2: Smile, please!

LESSON 5: UNDERSTANDING FORGIVENESS

Activity 1: I'm Sorry – I Forgive You

By undertaken this module it is expected from participants to:

- Understand the importance of connectedness and promoting positive relationships with others.
- Build healthy interpersonal relationships.
- Learn how to positively interact with others.
- Experience positive interactions at the school context.
- Learn how to develop forgiveness, kindness and compassion towards others.



Lesson 1: Understanding Positive Relationships

Lesson Overview:

This lesson includes two activities aiming to make preschool children aware of the importance of positive relationships in their lives. In the first activity children will be asked to think and reflect on both the good and the bad points in a situation. This is designed to show them the importance of cooperation and having positive interactions with others. In the second activity children will experience directly how to work in a team, collaborate and positively interact with others to achieve a common goal.

Objectives

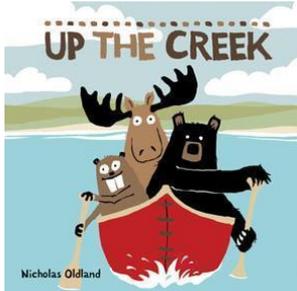
At the end of the lesson children would be able to:

- Identify in a challenging situation the positive and the negative options
- Reflect and comment on the importance of having positive relationships
- Experience the positive interactions with their classmates
- Cooperate for a common goal
- Understand and appreciate the importance of positive interactions

“Warm up” activity

The lesson addresses friendship, cooperation as well as animals and environment. Therefore, the activities could serve as an introduction to discussions on these topics, in a related project or even after unexpected conflicts or arguments between classmates that the teacher may notice at school.



Activity 1: Friends in the river	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Book “Up the creek” by Nicholas Oldland ● Also available in: https://www.youtube.com/watch?v=8LEMGFnvc5I&t=14s 
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Storytelling ● Group discussion ● Self-reflection
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 4. Positive Relationships
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher presents the book to the children, shows the cover, reads the title and gives some time to the children to think and reflect on what the book may talking about. Children express their ideas. Then, the teacher explains: “We will read this book talking about three friends, who although they were best friends they used to disagree and thus have adventures in the forest. I will turn the pages and read. Once we finish each part, you raise your hand to tell me about the friends’ adventures”. Teacher reminds children of the rules: Children have to raise their hand to talk, listen to each other, be kind and wait their turn to answer.
Activity (Duration: 10 min)	The teacher reads the book and shows the pictures to the children. After reading a part, she/he makes questions to the children. Possible questions related to the story: <ul style="list-style-type: none"> – Who are the friends of the story? – What was their first / second/ third trouble/adventure? What happened to them? – What solution did they find to solve their first/ second/ third problem? – Why did they argue? – What did they decide to do to go back home safely?



	<ul style="list-style-type: none">- How did they cooperate?- What did they say to each other before their lunch?- Do you think that a positive relationship among the three friends helped them to solve their problems?- Why is it important to have positive relationships?
Conclusion (Duration: 5 min)	Through a group discussion children will reflect and bring examples on how a positive relationship is: be friends, forgive each other, talk with each other, joke with each other, play with each other, help each other, listen each other



Activity 2: The bear and the beaver	
<i>Setting</i>	Outdoor / Indoor in a room with enough space for movement
<i>Material checklist</i>	Rhythmic music (optional)
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Team activity● Physical activity
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 4. Positive Relationships
<i>Duration</i>	10'
Introducing the activity (Duration: 3 min)	<p>The teacher reminds children how the three friends positively cooperated in the story to achieve a common goal, namely going back home safely. Then, the teacher encourages children to play a game in which they have to cooperate as a team to achieve a common goal too, namely help the beaver to escape from the bear.</p> <p>Children are making a “nest” by standing up in a circle, holding each other and being close to each other. Inside the circle there is a child the “beaver” and outside of the circle there is another child the “bear”.</p>
Activity (Duration: 7 min)	<p>With the teacher’s signal (or the beginning of the music) the “beaver” walks inside, outside and around the “nest”. The “bear” walks inside, outside and around the “nest” trying to catch the beaver. The children in the circle (the “nest”) help the beaver’s movements by raising their holding hands and opening bigger spaces in the circle, whereas they prevent and make it difficult for the bear to catch the beaver by lowering their holding hands and coming closer to each other.</p> <p>The beaver taps the bear on the shoulder and has to get back inside the nest before the bear can catch him or her.</p>
Conclusion	The teacher should encourage children to pay attention to beaver's and bear’s moves, work together, communicate and cooperate to save the beaver.
Material for homework exercises	Children discuss at home with their parents about what makes their family relationship a positive one and how they can positively cooperate to achieve a common goal. Children can help parents with watering the plants, tidy their toys or set the table for lunch.



**Evaluation
methodology**

As evaluation activity child the game “find the animal” could be implemented. In this activity children are sitting in the whole-group circle. A child keeps a distance from the team, the team selects an animal. When the child comes close to the team asks information about the selected animal (e.g., does it live in the water? Does it fly? Is it big?) and he/she tries to guess which animal is. The answers should strictly be “yes” – “no”. Teacher encourages the team to be honest.

During the implementation of the activities, the teacher observes and writes notes regarding:

- how well children understood the notion of positive relationship and the idea of cooperating with each other
- how well children achieved to participate in the team and cooperate with each other





Lesson 2: Connecting with the others

Lesson Overview:

This lesson includes three playful-movement activities aiming to connect children with their classmates and promote positive interactions in the classroom. Through this lesson children will gradually experience how to play individually, in pairs, and finally in a team.

Objectives

At the end of the lesson children would be able to:

- Play individual with respect to others
- Connect with each other
- Cooperate with each other
- Have positive interactions in the classroom
- Promote their communication skills



Activity 1: Leaves in the forest	
<i>Setting</i>	Indoor in a room with enough space for movement or Outdoor
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Pieces of papers or newspapers ● Dance music
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Playful activity ● Music ● Dance and movement activity ● Individual activity
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 4. Positive Relationships
<i>Duration</i>	10'
Introducing the activity (Duration: 5 min)	Around the room, on the floor there are scattered as many papers as the children. The teacher encourages children to think about the story they read in the previous lesson (lesson 1) (e.g., who were the heroes, where did they live etc.) and imagine that they are in a forest too. Specifically, they have to imagine that they are walking deep in a forest, where there are many fallen leaves around. The teacher models the movement by walking or dancing around the leaves. The teacher explains that as long as the music plays, they must not step on a fallen leaf. Whenever the music stops, they have to find an empty leaf and stand on it.
Activity (Duration: 5 min)	The teacher starts the music. Children are walking or dancing around the leaves. The teacher suddenly stops the music and children run to find an empty leaf and step on it (like a “nest”). Then, the music starts again, and the children continue to move around the leaves. Every time the music stops the teacher removes a leaf from the floor. As the leaves in the room are reduced, the team has to call the name of the child who didn't find an empty leaf-nest.
Conclusion	The child who didn't find an empty leaf-nest continued to dance with the teacher. The activity ends when the last child is left without a nest.



Activity 2: Play alone – Play with a friend – Play with my team	
<i>Setting</i>	Indoor in a room with enough space for movement or Outdoor
<i>Material checklist</i>	Rhythmic music
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Playful activity● Music, dance and movement activity● Individual activity● Activity in pairs/team
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 4. Positive Relationships
<i>Duration</i>	20'
Introducing the activity (Duration: 10 min)	The teacher starts the music. Children are dancing in the room. The teacher suddenly stops the music. Children are freezing and standing motionless. In the first level of this activity, every time the music stops, the teacher calls children to make individual movements e.g., “touch the wall with your finger”, “look up the ceiling”, “raise your leg”, “hide everywhere in the classroom”.
Activity (Duration: 10 min)	The activity continued. In the second level of this activity teacher calls children to find a friend, become a pair and make movements together by using their arms, legs or the whole body, e.g., “find a pair and become a boat”, “find a pair and make a heart”, “find a pair and become a seesaw”. Gradually, the teacher could call for three children (e.g., “find a third child and shape a triangle”), four children (“four children make a lake”) etc.
Conclusion	Finally, the teacher encourages the whole team to shape giant shapes with their bodies (e.g., a giant orange/apple). In group discussion children are reflected on their ideas and their feelings about their cooperation during the play.



Activity 3: Into to sea	
<i>Setting</i>	Indoor in a room with enough space for movement or Outdoor
<i>Material checklist</i>	<ul style="list-style-type: none">● A big blue piece of fabric (3x3 meters)● Bell ball or balloon with a bell● Music (e.g., Four seasons of Vivaldi)
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Playful activity● Music● Dance and movement activity● Individual activity
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 4. Positive Relationships
<i>Duration</i>	10'
Introducing the activity (Duration: 2 min)	Following the previous activity with the whole team gathered, the teacher brings to the team a big blue piece of fabric, "the sea". Each child has to catch the fabric and all stand around the "sea". In the center of the fabric-sea there is a bell ball, the "boat". Children move the fabric up and down. Their movements are the "waves".
Activity (Duration: 5 min)	Children have to cooperate and synchronize their movements-waves, so that the boat sails in the sea. The "waves" could be small and gradually become bigger. They have to be careful and don't let the boat-ball fall out of the fabric "get to the shore".
Conclusion (Duration: 3 min)	At the end the team slowly brought the boat to the shore and let the fabric down. Everyone sits down in a circle, holds hands and passes a smile around the circle. They start with one child and have them "pass" a smile to the next person, going around the circle. The smile has to come back to the person who started. If time allows, they can share a smile again in the other direction around the circle.
Material for homework exercises	Children can give smiles to family members at home or to friends or teachers in school, or even to people they don't know very well. Parents and children can discuss at home about a moment that they might feel happy and share a smile. They can think and discuss if it feels good to give a smile to someone.
Evaluation methodology	During the implementation of the activities, the teacher observes if a child <ul style="list-style-type: none">- could find a pair- could communicate with others





- felt comfortable to interact with others

The teacher can also take photos of children individually, in pairs, in groups and make copies for them, so that they can keep them in their portfolio to remember their experiences.



Lesson 3: Promoting healthy interpersonal relationships

Lesson Overview:

This lesson includes two activities aiming to foster healthy interpersonal relationships in the classroom. Through these activities the child will learn how to accept diversity, share and cooperate with others in order to build and maintain healthy interpersonal relationships.

Objectives

At the end of the lesson children would be able to:

- Active engage in group activities
- Create interpersonal relationships
- Identify the characteristics of their classmates
- Play in pairs
- Maintain healthy interpersonal relationships

“Warm up” activity

The teacher introduces the children to this lesson with a game labeled “The sculptor and the sculpture”. In this activity everyone is sitting in the whole-group circle. The teacher calls two children, one of them will be the sculptor and the other the sculpture. The team decides about the theme of the sculptures (e.g., jobs). The sculpture is motionless, and the sculptor should make the shape of the sculpture (head, arms, legs, expressions on the face and make a traffic policeman, a dancer, a fisherman, a woodcutter, a football player or a hero). The members of the team imagine and discuss what the sculpture is.



Activity 1: Drawing a friend	
<i>Setting</i>	Worktables
<i>Material checklist</i>	<ul style="list-style-type: none">● Pieces of papers with colored frames in pairs (e.g., two red, two yellows etc.)● Markers, crayons● Glue● Slow music
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Activity in pairs● Drawings● Group discussion
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 4. Positive Relationships
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher shares a piece of paper with a colored frame to each child. The frames in pairs have the same color. As long as the music plays, each child seeks for his/her pair based on his/her color frame. When each child finds his/her pair, they dance together. When the music stops, they sit at the working tables.
Activity (Duration: 15 min)	The teacher encourages children to observe his/her pair. Each pair is presented in the class. For example, <i>she has a mouth with red/pink lips, a small nose, two blue eyes, black hair</i> etc. Then, each child draws his pair in the colored frame.
Conclusion (Duration: 5 min)	The drawings are collected and composed in a poster/collage. The teacher and children discuss the title of their artwork and the place where it will be settled.



Activity 2: STOP! Take a photo!	
<i>Setting</i>	Whole-group circle
<i>Material checklist</i>	Optional camera
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Drama ● Activity in pairs/team
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 4. Positive Relationships
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	Everyone is sitting in the whole-group circle. The teacher asks children to make expressions with their faces e.g., a happy face, an angry face, a sad face etc.
Activity (Duration: 15 min)	The teacher calls a child and asks to present with his/her body a move (e.g., pretend that he is drinking an imaginary glass of water). Then, he/she remains motionless. Another child comes to the circle and must complete the movement (e.g., pretend that he/she is a waitress with a kind smile offering the imaginary glass of water to the previous child). When the two children complete the imaginary picture, they stay motionless. Then the rest of the team shout "STOP! Take a photo" and they pretend to take photos of the children- "statues". The pairs are changed. Gradually, the teacher can call for a third or a fourth child to continue the picture or even the whole class to take a group picture.
Conclusion	The teacher can take actual photos of the children, discuss, and share their emotions and feelings. The teacher can also make copies for them, so that they can keep them in their portfolio to remember their experiences.
Material for homework exercises	<p>As a homework exercise children can read with their parents the book "Big Friends" by Linda Sarah & Benji Davies" (also available in https://www.youtube.com/watch?v=NVCoi57qkOw&t=64s) and discuss about the importance of having healthy relationships, include and make new friend.</p> 



**Evaluation
methodology**

During the implementation of the activities, the teacher observes and keeps notes about the degree each child could efficiently communicate and cooperate in the team. In addition, the teacher can observe if the children maintain their relationship after the implementation of the activities.



Lesson 4: Practicing kindness

Lesson Overview:

Positive relationships are promoted through the development of the strength of kindness. This lesson includes two activities aiming to make children aware about what kindness is. Children will be involved in activities that will help them to recognize the kind words that someone uses, some potential acts of kindness and finally practice kindness with others.

Objectives

At the end of the lesson children would be able to:

- Be aware about what kindness is
- Recognize the kind words that someone and use
- Using smiles as positive verbal conduct in relationships with others
- Practice good and kind deeds and enjoying the acts themselves

“Warm up” activity

In the whole-group circle the teacher encourages children to do the activity of sharing smiles (module 4, lesson 2, activity 3). Then, the teacher asks children to tell if they remembered to smile to friends or someone in their family, if someone shared a smile with them and how they felt. Smile encourages “happiness for all people”.



Activity 1: Sweet words	
<i>Setting</i>	Whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● Pieces of papers● Markers, crayons● Glue● Cardboard
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Brainstorming● Artifacts● Group activity
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 4. Positive Relationships
<i>Duration</i>	30'
Introducing the activity (Duration: 10 min)	In the whole-group circle the teacher and children discuss about the importance of being kind and polite with others. Teacher encourages children to think, how we can ask for something politely, which kind of words we can use, which would be an appropriate kind posture. "There are always nice and kind ways to talk to someone even if he/she makes us upset".
Activity (Duration: 10 min)	Through brainstorming children refer to kind words that someone can use. All the kind words are written on paper candies and are placed on a paper jar "the jar with the sweet and kind words". A poster is designed with the paper jar including the paper candies. Possible kind words for the candies: "I am sorry", "Thank you", "Please", "Would you like to be friends?", "I love you", "I forgive you", "Can I...?", "I would like...", "Can you bring me ..., please?", "Here you are" etc.
Conclusion (Duration: 10 min)	Each child takes a sweet with a kind word from the jar and tries to write the sweet word on a board. Or depends on the selected sweet from the jar each child practices on making sweet oral sentences. For example, instead of saying "I want my ball right now!", they can say "Can you please pass me the ball? Or: "Hey you! What's the time?": Please, can you tell me the time? "Waaater!": Can you give me some water, please?





Activity 2: Smile, please!	
<i>Setting</i>	Whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">• Several objectives e.g., toys, storybooks, markers etc.
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">• Role-playing• Group discussion
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 4. Positive Relationships
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	Following the previous activity, the teacher encourages children to play a game in order to practice being kind to each other.
Activity (Duration: 15 min)	Each child should complete a “friendly request” by completing a series of tasks: ask for things politely and with a smile, fix their gazes on one another, adopt an appropriate posture and give thanks. All of the children will have an object (a toy, a book...) except one. This child will have to ask one of his or her classmates with a friendly and polite request. The classmate will give the object to the child only if the request has been carried out kindly and with a smile. If this is not done, the object-less children must start over, asking this time a different classmate. Once the child obtains the desired object, the person who has relinquished his/her object must in turn ask another classmate the same question, all the while complying with the “friendly request” in order to obtain the desired object. Each time a request that follows the rules is executed, that children will be applauded by all the classmates.
Conclusion	The game will end when all the children have accomplished the task.
Material for homework exercises	Parents can make a “family kindness jar” at home. The kindness jar can contain acts of kindness that anyone can do. Family members can discuss what they can do for others and encourage children to start thinking about ways they can show kindness to others. Possible simple acts of kindness could be the following: <ul style="list-style-type: none">• Send a neighbor a thank you note• Give someone a hug• Bring flowers to your teacher• Collect books for the library



	<ul style="list-style-type: none">● Donate food to the homeless shelter● Smile at someone● Hold the door for someone● Donate a toy to a toy drive● Feed the birds● Bake dessert for a neighbor● Tell someone how much you love them● Say thank you to the cashier in the supermarket
Evaluation methodology	<p>After the implementation of the activities, the teacher has to ensure that on a daily basis children get used to asking for things politely, being kind, saying thanks afterwards, and bringing it to their attention when they forget to do it. How do you ask for it? (“Please”), What do you say now? (“Thanks”).</p>



Lesson 5: Understanding Forgiveness

Lesson Overview:

Forgiveness helps to repair relationships, thus promoting cooperation. This lesson includes an activity aiming to make children aware about what forgiveness is and its importance for promoting positive relationships.

Objectives

At the end of the lesson children would be able to:

- Be aware and understanding the importance of asking for forgiveness and of forgiving

“Warm up” activity

As a warm-up activity teacher read a story about forgiveness; how and why to say sorry. For example, possible books with related content could be the following:

I'm Sorry! by Barry Timm

Sorry! by Landa Norbert

(<https://www.youtube.com/watch?v=cRiprMov4gk>)

Activity 1: I'm Sorry – I Forgive You

Setting

Whole-group circle

- Cards showing different situations



Material checklist



Pictures retrieved from: <https://www.istockphoto.com>



<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Case studies – scenarios
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 4. Positive Relationships
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	By reading a story about forgiveness, children become aware that sometimes children and adults alike get something wrong or suffer from the mistakes made by others. When this happens it is better to apologize and ask for forgiveness or accept and forgive those who have wronged us. "Asking for forgiveness and forgiving helps to create and maintain positive relationships with others".
Activity (Duration: 15 min)	Children are shown cards that contain different situations: <ul style="list-style-type: none">● A girl is throwing sand at other classmates.● A boy has tripped another who has fallen to the ground.● A girl destroys what other children have built.● A boy feels bad because someone has taken his cards.● A girl feels hurt because her friend has shouted at her. Once the pupils have seen and identified the scenes on the cards, they have to comment, analyze and evaluate in small groups their specific card and verbalize what has to be done in every situation: "to forgive" or "to ask for forgiveness", and express which would be the most appropriate way to act. Then, when they have come to an agreement, the teacher invite the children to think of similar situations they have experienced in their life.
Material for homework exercises	Every family reads a story about forgiveness and represents what they have learned in different ways, for example by designing a poster, making a drawing, writing a personal letter etc. Each child brings the book to the class and presents to their classmates what he/she has done with his/her family at home. All the materials produced by the children and their parents are gathered, and a book about forgiveness is compiled.
Evaluation methodology	The teacher should take advantage of situations that present in daily school life in order to address and work around these problematic situations in class. The aim is to make children realize that the most important thing is assuming responsibility for their actions or the benefit of oneself and others.



Reference list

- Arguis R., Bolsas A., Hernandez S., Salvador M. (2010). *The “Happy Classrooms” Programme: Positive Psychology Applied to Education*. Retrieved from: <http://educaposit.blogspot.com.es/p/free-programme-download.html>
- Big Friends by Linda Sarah & Benji Davies. Retrieved from: <https://www.youtube.com/watch?v=NVCoi57qkOw&t=64s>
- Center for Healthy Minds & Healthy Minds Innovations, Inc., (2017). A mindfulness kindness based curriculum for preschoolers. Retrieved from: <http://www.mindfulmomentsinedu.com/uploads/1/8/8/1/18811022/kindnesscurriculum.pdf>
- Gana, G., Zisopoulou, E., Theodoridis, N. et al., (2004), *The school - workshop of art and creation*. Thessaloniki: AUTH, Manolis Triandaphyllidis Foundation
- Landa, N. (2009). *Sorry!* Little Tiger Press
- National Research Council, National Academies. (2001). *Early childhood development and learning: New knowledge for policy*. Washington, DC: National Academy Press.
- Norrish, J., Robinson, J. & Williams, P. (2011). *Positive Relationships*. Corio: Geelong Grammar School.
- Oldland, N. (2013). *Up the creek*. Kids Can Press
- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York, Washington, DC: Oxford University Press, American Psychological Association. Retrieved from: http://www.ldysinger.stjohnsem.edu/@books1/Peterson_Character_Strengths/character-strengths-and-virtues.pdf
- Rose-Krasnor, L., Rubin, K. H., Booth, C. L. & Coplan, R. (1996). The relation of maternal directiveness and child attachment security to social competence in preschoolers. *International Journal of Behavioral Development*, 19, 309–325.
- Sanders, S. (1992). *Designing Preschool Movement Programs*. Human Kinetics, IL: Champaign
- Sarah, L. & Davies, B. (2016). *Big Friends*. Henry Holt and Co.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY, US: Free Press.
- Timms, B. (2020). *I'm Sorry!* Tiger Tales
- Zachopoulou E., Tsagaridou N., Pickup I., Liukkonen J. & Grammatikopoulos, V. (2007) (Eds). *Early Steps: Promoting healthy lifestyle and social interaction through physical education activities during preschool years*. Thessaloniki: Xristodoulidi Publications.
- Wartner, U. G., Grossmann, K., Fremmer-Bombik, E. & Suess, G. (1994). Attachment patterns at age six in South Germany: Predictability from infancy and implications for preschool behavior. *Child Development*, 65, 1014–1027.



Module 5. Achievement and Self-Esteem

Introduction to the Module

Accomplishment can be defined as a process of fulfilling goals, the capability of performing daily activities and having a perception and sensation about achievement (Butler & Kern, 2014; Seligman, 2011).

In the RESILIENT PRESCHOOLS project, also the training package addresses several psychological traits that arise from Positive Psychology principles, Positive Education and the PERMA model of Seligman's (2011). The **Accomplishment / Achievement**, addressed in this Module, represents the A of PERMA acronym.

The accomplishment factor of the PERMA model intends to **promote a sense of confidence and competence through the attainment of meaningful** outcomes (Norrish et al., 2013, p. 152). The sense of accomplishment is a result of working towards and reaching goals and aspirations, mastering an endeavour, being motivated and having the necessary persistence to finish what you have settled. According to some authors, like Sheldon et al., accomplishing meaningful goals can lead to positive emotions and wellbeing (2009). Therefore, accomplishment includes several dimensions like **persistence, perseverance, and passion to attain goals.**

Besides, **Self-Esteem** is also addressed in this Module and refers to **a person's global sense of his/her value or worth.** The self-esteem concept can be defined as how much an individual appreciates and likes themselves and perceives to be a valuable person (Rosenberg, 1965). Recent studies reinforce that it is a self-referential judgment with a potentially significant impact on personal and scholarly adaptation, both in motivational and performance terms.

The main aim of this module is to present the theoretical background of Achievement and Self-Esteem in the framework of the PERMA model and provide useful tools and activities that preschool teachers can use with themselves and their children.

For this purpose, by accepting to travel in this learning journey, it is expected that preschool educators will be able to:

- Understand the benefits of implementing Positive Psychology and PERMA model in their practice, particularly, in what concerns the promotion of achievement and its importance for the development of self-concept and self-esteem.



- Adopt daily habits to strengthen both their achievement and well-being in preschool children.
- Adapt and apply practical activities, tools and interventions to promote a sense of accomplishment and self-motivation of their children.

Besides theoretical support, this module offers a set of lessons and activities to be implemented in class. These lessons and activities are the following:

LESSON 1: The Importance of Setting relevant and realistic Goals

- Activity 1: Creation of a Fortune Wheel

LESSON 2: The Importance of Celebrating Achievements

- Activity 2: Special Achievements Board
- Activity 3: Achievements Celebration

LESSON 3: Promote a sense of self and identification of positive traits

- Activity 4: “All about ME” Collage/Drawing
- Activity 5: “All about YOU” Collage/Drawing

LESSON 4: Celebrate Skills Acquisition

- Activity 6: Celebrate Skills Acquisition

LESSON 5: Acknowledge failure as a learning/growth experience and promote a growth mindset

- Activity 7: Present, explain and use ‘The Learning Pit’
- Activity 8: Mistakes to Learn and Grow

LESSON 6: Promoting problem-solving competences

- Activity 9: Teaching and Role-Playing Problem-solving
- Activity 10: Revisit Problem-Solving situations

The world is increasingly challenging and competitive, and schools have a key role and privileged opportunities for assisting students to cope proactively with opportunities and obstacles. Consequently, preschool educators can play a key role, through the encouragement, support, witness and celebration of the children’s efforts. **Ready for this challenge?**



Lesson 1: The importance of setting relevant and realistic goals

Lesson Overview:

This lesson includes one activity aiming to make preschool children more aware of the importance of setting goals and creating a sense of purpose for their actions. Children will be asked to choose and settle on a goal to achieve in relevant categories in their life e.g., family, friends, school, in a specific period. This activity is designed to show the importance of defining, persisting, and celebrating desired goals.

Objectives

At the end of the lesson children would be able to:

- Identify and recognise relevant categories in their life e.g., Family, Friends, School, Football, etc.
- Reflect and comment on the importance of setting relevant and realistic goals.
- Experience positive interactions with their classmates.
- Implement specific efforts, with the support of colleagues and teachers, to persist and achieve the defined goals.
- Understand and appreciate the importance of positive interactions.

“Warm-up” activity

Ask children to perform the following physical activity:

Bigger, Bigger, jump: Squat with knees bent and bottom down but not touching the floor. Slowly straighten your needs as you say, “Bigger.” End by jumping using both feet.



Activity 1: Creation of a Fortune Wheel

<i>Setting</i>	In the classroom
<i>Material checklist</i>	<ul style="list-style-type: none">● Paper● Pencil● Coloured crayons/crayons● Circle (divided into 6 pieces) template● A previous 'Wheel of Fortune' filled by the teacher to be used as an example
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Self-reflection
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	35'
Introducing the activity (Duration: 10 min)	The teacher presents the activity and the wheel of fortune to the children. "Let's play the 'Wheel of Fortune'! We will draw (or use this template) a wheel divided into different sections. Each segment will represent different and relevant categories in our life like Family, Friends, School, Leisure Activities – tennis, football, etc. Now, let's decorate and colour the wheel."
Activity (Duration: 15 min)	<p>After colouring, the teacher explains that today they will use the wheel of fortune to set goals. The teacher can proceed explaining what goals are (example of definition and example of a goal should be provided: A goal is something that you want to do, to be, or to have, and you can't get it right this moment due to several reasons like time, money, permission, etc. For instance, if the category is "Tennis" a goal could be to improve their forehand, learn to serve, practice twice a week etc.)."</p> <p>Afterwards, each child will be asked to choose one category to set a goal to focus on first.</p> <p>For this category, they will think of a goal they want to accomplish in a given period (until Christmas for example). The teacher then makes questions to the children:</p> <ul style="list-style-type: none">● What goal would you like to achieve?● Which steps they will need to take to achieve these goals?● What obstacles they may encounter along the way?





	<ul style="list-style-type: none">● If they do encounter these obstacles, what will they do to overcome them?● Who can help them to achieve the goal? <p>In group, reflection about the steps and difficulties to achieve these goals should be encouraged. The focus should also be given to the way to overcome potential difficulties and obstacles. After the group discussion, each child should draw or write their goal in the wheel of fortune. The teacher should also inspire children to colour and decorate the wheel and hang it in a prominent place in the classroom.</p>
Conclusion (Duration: 10 min)	<p>Periodically, the wheel should be visited by the class and the teacher can pose the following questions:</p> <ul style="list-style-type: none">● Do you remember the goal that you set to achieve?● Which steps did you take to achieve these goals?● What obstacles and difficulties did you find?● Do you need help? How can we help? <p>The teacher can then reinforce that setting and achieving goals is important for our growth and happiness. As the children reach their goals in one segment of the wheel, celebrate it, and then repeat the process above for each segment.</p>
Material for homework exercises	<p>Children can discuss at home with their parents about how setting and achieving goals is important for our growth and happiness. With parents, children can define and explore family goals.</p>
Evaluation methodology	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none">● how well each child understood the notion of setting goals, defining steps to achieve them, and identifying potential difficulties.● how well each child achieved to participate in the activity and define realistic goals



Lesson 2: The Importance of Celebrating Achievements

Lesson Overview:

This lesson includes two activities: in the first one, the teacher jointly creates a “Special Achievements and Memory Board” to hang in one of the classroom walls; in the second a celebration routine is defined to celebrate special achievements during the school year. The main aim of this lesson is to recognize the importance of acknowledging, appreciating, and celebrating achievements as a means to promote motivation and commitment to continuous improvement.

Objectives

At the end of the lesson children would be able to:

- Recognise the importance of acknowledging, appreciating, and celebrating achievements.
- Experience positive interactions with their classmates.
- Implement specific efforts, with the support of colleagues and teachers, to persist and achieve the defined goals.

“Warm-up” activity

With the children, perform the “Shake it high, shake it low” warm-up activity. Using a high voice say “High” as your arms are stretched way above your head and your hands wiggle in the air. Then use a low voice and say “Low” as you wiggle your hand down at your sides.



Activity 1: Special Achievements Board	
<i>Setting</i>	In the classroom
<i>Material checklist</i>	<ul style="list-style-type: none">● Large banner to colour and hang on a classroom wall● Coloured crayons and craft materials
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Storytelling● Group discussion● Self-reflection
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher introduces the activity stating that today they will jointly create a "Special Achievements and Memory Board" on one of the classroom walls. The teacher shows the banner created on one of the classroom walls.
Activity (Duration: 10 min)	The teacher can proceed by explaining the registration process of achievements. Either big or small, each week, a child will select and present an achievement to the class and will prepare a drawing, photo or collage to display on the board.
Conclusion (Duration: 5 min)	The board should be regularly updated (7-15 days). Through group discussion children should regularly be invited to register, bring examples of relevant achievements and to reflect and share with others how they feel about the achievements made. Among the questions posed by the teacher: <ul style="list-style-type: none">● Was it hard to reach this achievement?● What obstacles and difficulties did you find?● Who helped you?● How do you feel about this achievement?



Activity 2: Achievements Celebration

<i>Setting</i>	Indoors (In the classroom) or outdoors
<i>Material checklist</i>	Not applicable
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group celebration● Self-reflection
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher explains that all achievements, either small or big, are important and contribute to growth and wellbeing. So, after the presentation of each achievement in class a celebration ritual will be adopted.
Activity (Duration: 15 min)	Jointly in the class, the teacher and children will decide and agree on the celebration ritual – it can be a dance, a song, stickers, a celebration tunnel, etc. This ritual should complement Activity 1 proposed in this lesson. A rehearsal can be done as well.
Conclusion	Moreover, by the end of the school year, a final celebration of special achievements (party) should be organized in the classroom, collecting the photos of all the celebrations made.
Material for homework exercises	The board from the first activity should be regularly updated and can also be digitally shared with parents through a digital platform like Pinterest.
Evaluation methodology	During the implementation of the activities, the teacher observes and writes notes regarding: <ul style="list-style-type: none">– how well each child feels confident to share and celebrate achievements with their colleagues.– how well each child achieved to participate in the activity and to present periodic achievements with the colleagues.



Lesson 3: Promote a sense of self and identification of positive traits

Lesson Overview:

The main aim of this lesson is to create opportunities to positively impact children's self-esteem and to promote a global sense of his/her value or worth. Through the identification and recognition of positive traits, the two proposed activities focus on encouraging a favourable attitude towards the self and towards the classmates.

Objectives

At the end of the lesson children would be able to:

- Identify and recognise personal positive traits that they should be proud of.
- Identify and treasure situations in which children reveal to be skillful and proficient.
- Recognise, appreciate, and celebrate the positive traits of others and identify situations in which they are revealed to be skilled and gifted.

"Warm-up" activity

Perform the following physical activity with the children "Paint a rainbow in the air: Clasp your hands together and dip them into a pretend bucket of paint on one side of your body. Keep your feet in place on the floor. Reach up with your clasped hands and make an arch over your head to the other side of your body. Each time you reach up and over from one side to the other, call out a colour of the rainbow that you are "painting".



Activity 1: “All about ME”	
<i>Setting</i>	In the classroom
<i>Material checklist</i>	<ul style="list-style-type: none">● Paper● Pencil● Coloured crayons/crayons● White paper, face or body shape template
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Self-reflection● Collage/drawing
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	25’
Introducing the activity (Duration: 5 min)	The teacher can give each child a face or body shape or trace each child on a large sheet of paper and ask them to decorate to look like themselves. Another option is to make a drawing or a collage of images that show the child doing something skillful.
Activity (Duration: 15 min)	Ask each child to select traits or skills that he/she is proud of and draw pictures to highlight each thing.
Conclusion (Duration: 5 min)	If possible, create a banner to show all the things your students can do.



Activity 2: “All about YOU”	
<i>Setting</i>	In the classroom
<i>Material checklist</i>	<ul style="list-style-type: none">● Paper● Pencil● Coloured crayons/crayons● White paper, face or body shape template
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group celebration● Self-reflection● Collage/drawing
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	25’
Introducing the activity (Duration: 5 min)	<p>The teacher can give each child a face or body shape or trace each child on a large sheet of paper. Through a random distribution, the teacher should request the children to draw pictures that show what they like about a classmate.</p> <p>Another option is to make a drawing or a collage of images that show their classmate doing something skillful.</p>
Activity (Duration: 15 min)	Ask each child to select positive traits or of their classmates and draw pictures to highlight each thing.
Conclusion (Duration: 5 min)	If possible, create an additional banner to show all the positive traits and skills that your students recognise in their classmates.
Evaluation methodology	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none">● The level of difficulty or easiness to identify and treasure personal positive traits or skills.● The level of difficulty or easiness to identify and treasure positive traits or skills in others.● How well each child deals with their sense of his/her value or worth.



Lesson 4: Celebrate Skills Acquisition

Lesson Overview:

Praising students' success plays an important part in motivating and empowering children. The main aim of this activity is to understand and appreciate the importance of recognising and celebrating the acquisition of new knowledge, competencies and skills. Through a system of jars and badges, the teacher can recognise and celebrate the acquisition of relevant skills by children during the school year.

Objectives

At the end of the lesson children would be able to:

- Acknowledge the acquisition of new knowledge, competencies and skills.
- Recognise and celebrate the progress made and develop a sense of achievement.

"Warm-up" activity

"Sweep arms up to the sky: Stand with feet parallel and touching each other. Lift your arms up and above your head, reaching as high as you can."



Activity 1: Celebrate Skills Acquisition	
<i>Setting</i>	In the classroom
<i>Material checklist</i>	<ul style="list-style-type: none">● One Jar (or box) per child and respective name tag● Skills Badges (with an illustration of the envisage skills)
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Self-reflection● Group Discussion
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	25'
Introducing the activity (Duration: 5 min)	The teacher presents the system of individual jars and badges that will be used to recognise and celebrate the acquisition of relevant skills by children.
Activity (Duration: 15 min)	<p>Previously, the teacher should choose the skills to focus on (depending on the class characteristics), on a given period, and create a descriptive list of relevant behaviours.</p> <p>Then, the teacher should proceed by describing what achieving the goal would look like, sound and feel with the children.</p> <p>It's also crucial the clarification of expectations regarding what children need to do to be awarded a badge. Images can be displayed in the classroom to illustrate the desired behaviour.</p>
Conclusion (Duration: 5 min)	<p>The teacher should observe the children and be consistent in the award and celebration of the badges.</p> <p>Display the jars and the badges in the classroom and celebrate the achievements made by each children.</p>
Evaluation methodology	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none">● how well each child feels confident to share and celebrate achievements with their colleagues.● how well each child achieved to participate in the activity and to present periodic achievements with the colleagues.



Lesson 5: Acknowledge failure as a learning/growth experience and promote a growth mindset

Lesson Overview:

This lesson has two activities and a twofold aim: acknowledge the importance of challenges and failure as a chance to seek out feedback to improve performance, and to promote a growth mindset through the identification and recognition of mistakes as opportunities to grow and learn.

Objectives

At the end of the lesson children would be able to:

- Recognise that everyone struggles and faces different challenges, but that challenges are important growth experiences and opportunities to learn and improve.
- Understand the importance of persisting in efforts to overcome a challenge.

“Warm-up” activity

“Take-5 Breath: Sit or stand. Inhale deeply for a count of 5 seconds. If you choose, you can count on your fingers and show one finger for each breath. Then exhale for a count of five seconds. Repeat three times”.

Activity 1: Present, explain and use ‘The Learning Pit’

<p><i>Setting</i></p>	<p>In the classroom</p>
<p><i>Material checklist</i></p>	<p>Display of the ‘pit’ metaphor (based on “The Learning Pit” by James Nottingham, 2007).</p> <div data-bbox="671 600 1230 1048" data-label="Image"> </div> <p>(Image Source: https://biglifejournal.com/blogs/blog/help-kids-overcome-fear-failure)</p> <p>Brief Overview of the underlying conception: the author debates 4 key steps in the learning process: <u>Concept</u>: The material in which children are acquainted but have not mastered; <u>Conflict</u>: Produce an intentional cognitive conflict which will allow children to build a Growth Mindset; <u>Construct</u>: Teach children skills, tools and methods to overcome the challenge and thus master the concept; <u>Consider</u>: Have children reflect on the steps they took to resolve the conflict and consider new ways to use the information they’ve acquired.</p>
<p><i>Pedagogical Strategies</i></p>	<ul style="list-style-type: none"> ● Group reflection and discussion ● Self-reflection
<p><i>Extending RESILIENT PRESCHOOLS Curriculum</i></p>	<p>Module 5. Achievement and Self-Esteem</p>
<p><i>Duration</i></p>	<p>35’</p>
<p>Introducing the activity (Duration: 10 min)</p>	<p>Previously, the teacher should select a brief challenge aligned with the age and skills of the class. It can be a simple and funny activity, e.g. The other hand challenge: suggest children to do everything with their non-dominant hand. If they’re right-handed, they will have to complete tasks with their left hand instead, or vice versa. This probably won’t work with</p>



	<p>ambidextrous. Challenge them to write their name, draw and colour or brush their teeth, etc.</p> <p>In the classroom, the teacher can launch the challenge stating “Challenge time! It’s challenge time!” and explain the challenge to perform. He/she should not offer any advice or encouragement once the children begin. Only observe - while the children are performing the challenge, the teacher can walk around the classroom and monitor their behaviour and language, taking notes of their language and /or photos of the situations.</p>
<p>Activity (Duration: 20 min)</p>	<p>After the children perform the challenge, the teacher can ask children to share how they felt during the activity: “Did anyone make it? How long did it take? How many tries? Did you look at what other people were doing? Why? How did it make you feel? Did you learn anything from what they were doing?”</p> <p>The teacher should then encourage reflection and explain “how everyone has different strengths, and as a result, we all face different challenges, but one thing that we all have in common is that we will all struggle at some stage in our life”.</p> <p>The teacher will then present the ‘pit’ metaphor and use the image display mentioned above, clarifying each step of the process, and reinforcing that stumbles are an indispensable stage in the learning process. During the process, some examples can be given from the photos taken and the notes made about the sentences mentioned by the children during the challenge.</p>
<p>Conclusion (Duration: 5 min)</p>	<p>The teacher should conclude by stating that “When faced with challenges, all of us must travel into ‘the pit’ of uncertainty. Thoughts and sentences like ‘I can’t do this are just hints that deeper thinking and learning is happening inside our brains and should be replaced by “I can do this, I just haven’t figured it out yet”.</p> <p>Efforts should be made to include this metaphor in their daily vocabulary (e.g., during a challenging activity, query, “Who is in the pit? Where are you in the pit? Who is out of the pit?”.</p>



Activity 2: Mistakes to Learn and Grow	
<i>Setting</i>	In the classroom
<i>Material checklist</i>	<ul style="list-style-type: none">● Paper● Pencil● Coloured crayons/crayons● White paper for a large banner to display a sentence "This mistake will help me learn and grow."
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group reflection● Self-reflection● Role modelling
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	30'
Introducing the activity (Duration: 5 min)	<p>Children often have difficulties seeing mistakes as opportunities to grow. The main aim of this activity is to create a banner, discuss and practice seeing challenges as an opportunity to make their brain grow and develop.</p> <p>In the circle the teacher should explain that they will talk about how "Mistakes help us learn and grow! Today, we are going to practice looking at mistakes in a new way. We are going to see that they are opportunities to learn and grow." Then, the teacher should encourage children to think about a time they made a mistake in school.</p>
Activity (Duration: 15 min)	<p>As the children think and revisit the situation, the teacher should make them notice how they felt it in their body, asking "how did you feel – bad, good, disappointed, mad, discouraged?" The teacher should proceed telling them to take a few breaths and repeat the following statement: "This mistake will help me learn and grow."</p> <p>The teacher can also role model for the class by sharing an own example. (e.g., might share about learning a new skill. Perhaps the teacher was trying a sport for the first time and fell. However, falling helped him/her to learn more about his/her body and how to balance.)</p> <p>The teacher should reinforce that the next time they think about or look at a mistake, they should say, "Mistakes help me learn and grow."</p>
Conclusion (Duration: 10 min)	<p>To conclude, the teacher should ask the class, "How does this new information make you feel about mistakes?", encourage debate and reinforce that those mistakes can be good and beneficial.</p>





	<p>Finally, he/she can ask "How can we encourage each other to remember that mistakes help us learn and grow?"</p> <p>Then, at the end of the activity children should embellish and hang the banner in a prominent place in the classroom and will practice that instead of saying "I made a mistake", they should say "This mistake will help me learn and grow".</p>
Evaluation methodology	<p>During the implementation of the activities, the teacher can:</p> <ul style="list-style-type: none">● Check for understanding by asking children to share their thoughts about learning from mistakes.● Have them share the examples from their own lives.



Lesson 6: Promoting problem-solving competences

Lesson Overview:

This lesson includes two activities that intend to promote the adoption of daily habits to strengthen problem-solving skills and to contribute to children's achievement and well-being. In the first activity the teacher shares and presents a problem-solving procedure (using images) by teaching children the steps to solve social problems and role-plays different scenarios of problem-solving can help children understand this process. The second activity revisits problem-solving situations and explores how the procedure taught in the first activity helped and also explores the different feelings and emotions felt during the process.

Objectives

At the end of the lesson children would be able to:

- Identify and understand the different steps of the problem-solving procedure.
- Simulate the different steps of the problem-solving procedure in different contexts and familiar situations.
- Recognise the different emotions and feelings involved in the problem-solving process.
- Recognise the importance of using the problem-solving procedure.
- Share positive experiences and celebrate problem-solving situations.

"Warm-up" activity

"Blow up a pretend balloon: Sit on the floor with knees bent in front of you. Hold a pretend balloon in your fingers, and then use your breath to blow air into your hands. As you do so, start to stretch your arms out to the sides. Once your arms are fully outstretched, gently rock or "fall" onto your back with knees tucked into your chest."



Activity 1: Teaching and Role-Playing Problem-solving	
<i>Setting</i>	In the classroom, during circle time
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Images to illustrate a problem-solving procedure (general or specific regarding the problems that are more relevant in the classroom – e.g., sharing, discipline etc.) ● Puppets or dolls to role-play
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Role-playing ● Group discussion ● Self-reflection
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	35'
Introducing the activity (Duration: 10 min)	<p>The teacher presents and goes through a Step-By-Step Problem-Solving sequence (using images). For example, the process can include the following steps:</p> <ol style="list-style-type: none"> 1. Identify what the problem is 2. Think about solutions 3. Think about what will happen if I opt for those solutions 4. Try the solution selected.
Activity (Duration: 20 min)	<p>The teacher can then teach the problem-solving steps by role-playing different scenarios with puppets or dolls. This will help children understand and use this process.</p> <p>As an example, the teacher can act out a situation in which one puppet does not share toys. After that, the teacher can discuss with the children about how the puppets could solve their problem. As children come up with solutions, he/she should register them and then dialogue with the children about which solutions will work and which are fair or unfair, appropriate, or inappropriate, etc.</p>
Conclusion (Duration: 5 min)	Hang the problem-solving steps at the children's eye level and refer to the steps frequently during daily interactions.
Material for homework exercises	Share with parents the problem-solving process and suggest its use at home to train and reinforce problem-solving skills.



Activity 2: Revisit Problem-Solving situations

<i>Setting</i>	In the classroom
<i>Material checklist</i>	<ul style="list-style-type: none">● Images to illustrate a problem-solving procedure (the same used in Activity 1 of this lesson)● Emotion cards
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Self-reflection
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	Some days after the implementation of Activity 1 in this lesson, in the circle, the teacher can revisit problem-solving situations. Together with the children they can describe and rethink a specific situation that occurred (it can be the role-play performed or a specific classroom situation that took place).
Activity (Duration: 10 min)	<p>After describing the situation, the teacher can pose some questions to explore different dimensions of the problem-solving process:</p> <ul style="list-style-type: none">● “Why do we have a problem?” <p>Guide your child to identify the specific problem and causes.</p> <ul style="list-style-type: none">● “How do we feel when we have a problem?” <p>Help the children to recall possible feelings (frustration, anger, curiosity, excitement, hope, etc.). Emotion cards can be used to help noticing and naming emotions.</p> <ul style="list-style-type: none">● “How many solutions can we have for a problem? Who can help us?” <p>Encourage the children to come up with as many solutions as possible and to identify people that can help them find solutions.</p> <ul style="list-style-type: none">● “How can we select a solution?” <p>For the solutions suggested, explore with children the positive and negative consequences of actions.</p> <ul style="list-style-type: none">● “Do we always solve problems? Do all the solutions work?”





	<p>Encourage your child to keep trying until the problem is solved. Remember the lesson about failure in case of need.</p> <ul style="list-style-type: none">● “How do we feel when we find a solution?” <p>Help the children to identify possible feelings (awe, satisfaction, excitement, pride, etc.)</p>
Conclusion (Duration: 5 min)	<p>Conclude revisiting the wall with the images of the problem-solving procedure and refer to the steps frequently during daily interactions.</p>
Evaluation methodology	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none">● how well each child knows and applies the problem-solving procedure.● how well each child is managing challenges and solves daily problems.



Reference list

- Biglifejournal.com. (n.d.). 7 Fun Goal-Setting Activities for Children. Big Life Journal. Retrieved October 15, 2021, from <https://biglifejournal.com/blogs/blog/5-fun-goal-setting-activities-children>
- Butler, J., & Kern, M. L. (2014). The PERMA profiler. Retrieved from http://www.peggykern.org/uploads/5/6/6/7/56678211/the_perma-profiler_101314.pdf
- Challenging Learning. (2021, September 14). Challenging Learning - Learning Pit. Retrieved September 15, 2021, from <https://www.challenginglearning.com/learning-pit/>
- Hafner, M. L. (2019). *The Joy of Movement: Lesson Plans and Large-Motor Activities for Preschoolers*. Redleaf Press.
- Norrish, J. M., Williams, P., O'Connor, M., & Robinson, J. (2013). An applied framework for positive education. *International Journal of Wellbeing*, 3(2), 147–161.
- Seligman, M. E. P. (2011). *Flourish*. New York: Free Press.
- Sheldon, K. M., Abad, N., Ferguson, Y., Gunz, A., Houser-Marko, L., Nichols, C. P., & Lyubomirsky, S. (2009). Persistent pursuit of need-satisfying goals leads to increased happiness: A 6-month experimental longitudinal study. *Motivation and Emotion*, 34(1), 39–48. <https://doi.org/10.1007/s11031-009-9153-1>



**RESILIENT
PRESCHOOLS**

www.resilientpreschools.eu

