



Tips for Teachers



- Show children unconditional love and acceptance in a way appropriate to their age.
- Be clear to the children about what behaviors are OK, remind the children about rules, and also encourage them to express their feelings appropriately.
- Talk to the children about how certain behaviours can support them, and the value of such support.
- Commend children's assertive behaviour.
- Provide situations in which children have the opportunity to practice assertive behaviour.
- Encourage discussions about feelings, expectations and problems.
- **Express your own feelings, when it is appropriate showing that feelings are important to share.**
- Encourage children to take responsibility for their own behaviours.
- **Take your own responsibility when something is wrong and you have part of responsibility.**
- Get the children to make a portfolio where they can keep their work (after exhibitions and activities).
- Make sure to get feedback from take-home activities.
- When teachers empathize with children in their class, they contribute to a positive learning environment and encourage children to empathize with one another.
- Be aware that being empathetic makes children more effective in their relationships.
- When empathy is lacking, children need help so that they can understand the other – a useful way is to describe their feelings – something which many children find hard to do.
- **Involve children in making decisions that may affect them and give them clear the choices there are available. Then ask them to express themselves what are the advantages and disadvantages of each choice.**



- By involving children in the decision-making process, we will see greater cooperation, collaboration, positive motivation, self-esteem and autonomy.
- Identify how children's strengths can contribute to others in the school community.
- Establish a network with children from other classes who have similar interests, and organize meaningful activities together.
- Discuss the children's dreams for the future.
- **Show your interest about children's activities that happen outside school and are important to them (e.g. dance lessons, music lessons, athletic activities). If children share with you an important information (e.g. a music concert that he/she is going to have) remember to do follow up questions showing your real interest.**
- Remember that having meaningful relationships with adults is one of the most important factors in helping children succeed in life.
- Inspire the children and show that you believe in them.
- Challenge the children's negative thoughts.
- **Model yourself by change negative thoughts to positive ones and explain the process you may came through in order to make it.**
- Teach the children goal-setting, increasing their thinking strategies and agency (sense of independence, autonomy, freedom).
- Notice, analyse, and celebrate children's successes, emphasizing their own efforts.
- Be honest, realistic, and specific with the children.
- Plan challenging and meaningful tasks, achievable for each child.
- Get the children to set their own rewards for their achievements.
- Listen to what the children have to say, giving them chances to explain their ideas.
- Let the children be as independent as possible, taking responsibilities and experiencing consequences.
- Be positive about your children's futures and encourage them to express their opinions.
- Be aware that you are a role model for your children.
- Initiate and encourage volunteering on the part of the children in the school and the community.
- Use everyday experiences to talk about children's rights and responsibilities.



- Expose children to various types of activities, so that they can discover their unique strengths, special interests and talents.
- Create a forest corner, called Hedgehog and Squirrel. Put a panel (of some kind) on the wall, with a pocket for each child. There should be a little doll in each pocket (little Ann or Tom), and little masks for the four basic emotions. Each child can take his/her doll home and dress it with their parents' help. The doll can be taken to the forest corner where it can complain ... or just talk to Tom and/or Ann (two big dolls). According to a pre-set schedule, or in exceptional situations, the big Tom or Ann doll can be taken home.
- Put slogans for the children in visible places in the classroom: "We will solve a problem without fighting; fighting makes things worse!" "Separate the problem from the person – focus on the problem!" "When we agree – everybody is a winner!" (for preschool children, illustrations with the same meaning).
- Help the children to understand that sometimes there are problems, conflicts or disagreements, but that they can learn how best to manage them when they occur.
- Promote and help children to think and collect information in order best to identify the problems.
- Use everyday problems in the classroom to promote a creative, diverse thinking process. Young children need many opportunities to practice problem-solving skills. Give children chances to think on possible solutions to their own daily problems to enlarge their ability to solve problems. Create a school environment where children feel good on offering suggestions for problem-solving situation. Assign different problems to groups and keep student's attention on how many different solutions can be found on the same problem.
- Incorporate problem-solving skills into challenging class situations, helping the children to think about solutions before acting.
- Promote perseverance and optimism for effective problem-solving in everyday problem situations
- Use everyday problems in the classroom to give opportunities for the children to evaluate solutions, in terms of the time and effort needed and their results. This is in order to explain to the children that the best solution to a problem can be defined in terms of its potential to solve the problem, change in personal and social well-being, and the time/effort required.
- When possible, let the children participate in classroom decisions; they will feel they are contributing to something, and become more responsible for the decisions.
- Model creative problem-solving steps with the children, parents, and staff members whenever there is an opportunity.
- build a healthy and trusting relationship with your pupils, will help children to feel more comfortable at school and ask for help when they are in trouble. Teacher can keep some minutes



at the end of the day to ask children to share their worries and needs writing them anonymously on a piece of paper. Teacher collects all papers in a "Box Help" and selects some of the papers to manage discussions on strategies to cope difficulties.

- it's importance to emphasize students achievement, teacher can create the 'helpful board' which highlights pupils' weekly in helping the others.
- Uniqueness and diversity can be celebrated using children's names frequently and also greeting them at the door by name
- A warm school climate can be encouraged by teaching children to prepare gifts to give to friends and relatives to remember them on special days (Christmas, Easter, Birthdays...) or when they are sick. Children can make and hand-made present like cards.
- Engage your students in teambuilding and class-building activities to help them get to know each other and cooperate
- To create a school as a real learning community, teacher provides a class photos in the staffroom to help new or supply teachers to quickly learn names of children.
- Making memories of classroom history is an important aspect to build a sense of community and belonging. Teacher can document classroom life through collecting group projects (like posters or handouts) in order to create memory album, memory walls or bulletin board. You can also Leave a camera in class and use it to capture special moments that show children at their happiest times. It might be a student's birthday or a competition they have won. Children can then make a class scrapbook of the times they felt happy at school
- Teach empathy by discussing what people might have felt in so considering some historical events or settings, in fictional settings or in real-life situations
- Help children to be responsible for their behaviors defining and keeping clear classroom rules. With older students it's possible to discuss, set and share rules. Good classroom rules should be limited, explicit and stated in positive terms.
- Children learn positive thinking from the adults around them. So it is important to start off with modelling a positive attitude.
- Students can set up a scrapbook or display file of their best pieces of work. Alternatively, a part of the classroom could be reserved to display the best pieces of work from some of the students for every week
- Try to include optimistic thinking in your everyday school routine. You can do this by taking a 5 minute break to sing a feel-good song or by helping children look back at their day by listing what they liked most about it or what they did well.
- Encourage children to write thank you notes to friends and family members as a way of appreciating others.



- Model positive self-talk by giving children positive comments about their behaviour and efforts in the classroom.
- Give opportunities for children to reach a specific goal or learning objective in different ways: if they feel discouraged about their goals, help them break them down into smaller steps.
- Come up with a symbol that the class can remember to remain hopeful during bad times. It could be a rainbow, a sunflower or a resilient animal that perseveres during bad times.
- Organize a 'Make Someone Smile' day. Encourage children to share their happiness with someone else by doing, saying or writing something nice to another student. Examples can include showing interest in and listening to another child's concerns, telling a person something positive about themselves, making a present, playing with them or writing a special note.
- Set up a 'funny corner' in the class where students can bring those things that make them laugh and share these with their friends.
- At the end of the day, encourage children to look back at and share the funny bits of the day.
- As part of their creative writing, ask children to write a funny story. The children can then perform it in front of the class.
- **Put slogans for the children in visible places in the classroom: "Share your feelings with a loved person (mother, father, teacher, friend, etc.)", "Feelings may have all the colours of the rainbow and all colours have a exceptional beauty".**
- **Put slogans for the children in visible places in the classroom: "I believe in myself", "I believe in my worth".**
- **Put a slogan for the children in visible place in the classroom: "RESILIENT THINKING is in my POC-KET" and write in a fancy way the words Persistence, Optimism and Courage next to the letters POC.**

