

Building on Strengths

Sweden

Building on strengths is a strategic element in promoting favourable mental-health outcomes. For example, it was used as part of the Mental Health Promotion Strategy of New Zealand's Ministry of Health in order to promote health and contribute to a reduction in inequalities by enhancing the mental health and well-being of people due to their socio-economic status or vulnerability from social isolation. In particular, there was an emphasis on "strengthening individuals by increasing resiliency through programmes that promote coping skills" ([Ministry of Health, 2002, p. 1](#)).

Further, in Western society, vulnerability and the need for resilience have become far more pronounced, particularly in certain social groups, so much so that it has been described by Beck as the "risk society" ([see Furlong & Cartmel, 2007](#)). And, according to Giddens ([1991](#)), young people now have constantly to create their identities in relation to new situations, values and norms. Old structures no longer give support, meaning that life and identity have become parts of an interactive project.

In the context of schools and the curriculum, we focus on two aspects of building on strengths in relation to resilience and the rather narrower concept of coping. As pointed out in the Maltese contribution to this curriculum rationale (entitled "Developing a Positive Mindset"), mindfulness, which is one of the central thematic elements in the curriculum, has been shown to be effective at enhancing optimism, social competence behaviours, and positive self-concept in primary school children ([see Schonert-Reichl & Lawlor, 2010](#)).

a. Positive self-concept and self-esteem

According to Weiten, Dunn and Hammer ([2012](#)) "a self-concept is a collection of beliefs about one's own nature, unique qualities, and typical behavior. Your self-concept is your mental picture of yourself. It is a collection of self-conceptions. For example, a self-concept might include such beliefs as 'I am easygoing or 'I am pretty' or 'I am hardworking'". Importantly, a self-concept is not time-bound. It concerns not only what you are now, but also what you have been and what you might become, which explains in part why it is relevant to future achievement. It applies in a variety of domains, of which Bracken ([1992](#)) refers to six: social, competence, affect (awareness of emotional states), physical (feelings about looks, health, physical condition, and overall appearance), academic, and family.

Historically, self-esteem (how much you value yourself) has been seen as one of three parts of self-concept, the others being self-image (how you see yourself) and ideal self (how you wish you could be). The closer you actually are to your ideal, the better-off you will be ([Rogers, 1959](#)).

In brief, there are two aspects to how self-concept and self-esteem relate to well-being and success: level and congruence. Respect for oneself is of benefit in itself, but it must also be congruent rather than incongruent. That is, the self-concept must be aligned to reality.

b. Use of strengths in academic and social engagement

Positive and realistic (congruent) self-concepts in students, especially if these are reinforced by teachers, can be expected to impact on academic and social engagement, and thereby on school achievement ([Purkey, 1970](#)). As Purkey pointed out as early as in 1970, attention should be paid to self-concept (rather than just ability or talent) as a factor in academic success, and its theoretical background and development in social interaction should be considered in relation to how teachers and schools can enhance positive and congruent self-concepts in students.

Here, it is worth pointing to the age periods pointed to as major periods of transition in young people's lives, albeit more specifically in relation to coping: "(1) infancy to toddlerhood (about age 2); (2) ages 5 to 7; (3) late childhood to early adolescence (about ages 10 to 12); (4) early to middle adolescence about ages 14 to 16; and (5) middle to late adolescence (about ages 18 to 22). [... Each period requires] transitions in cognitive and emotional development as well as significant changes in regulatory capacities and the social environment" ([Zimmer-Gimbeck & Skinner, 2011, pp. 2-3](#)) Our curriculum, in particular with its concern with the use of available social resources, including support-seeking, is designed for children in three of these groups, i.e., children aged 3 to 12).

Social engagement involves having any kind of engagement in activities with others. It is a broader than civic engagement, which refers more to activities in the political and societal arenas. Social relations have powerful effects on physical and mental health. By promoting social participation and social engagement, a sense of value, belonging and attachment can be provided ([for an overview, see Berkman, Glass, Brissette, & Seeman, 2000](#)). Promoting skills to help social engagement is therefore vital for a young person's development of resilience.

References

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Sweden Theme: Building on Strengths

Sub-theme 1: Positive self concept and self-esteem

Set of Activities 1: Knowing things about oneself to have a positive self-concept.

Set of Activities 2: Finding out positive things about oneself to enhance self-esteem.

Set of Activities 3: Realizing that our strengths are a part of what we were, are and also what we may become.

Set 1: Building on strengths, positive self concept and self-esteem.

Learning Goals

By the end of this unit, children (all levels) will be able to:

- Know who they are
- See that they are unique special persons
- Have strengthened beliefs about themselves

Tips for Teachers

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 1: My name

Learning Goal

Knowing who I am

Learning Outcome

By the end of this study unit, I will be able to know that I am a unique person and that my name is an important part of who I am .

Age Group:

Early years

Level:

Basic

Materials needed:

Manual

Activity Steps

- I. Mindfulness
- II. Talk to the children about being somebody special. Tell them that each one of them is a unique human being. Being unique is fantastic; it is nice both to know other unique people and to know oneself. What we are called, our names is part of who we are. We often identify ourselves with our names.
- III. Let each child tell you his or her name.
- IV. Now make a rhythm of the names. For example: clap the syllables rhythm in each name. Start with your own name. Lisa would be Li-sa, Anthony would be An-tho- ny (a clap for each syllable). Clap each name. You can also let the children walk about in the room and stamp their feet for each name's syllables.

Sing a song with the names (in Sweden every kindergarten teacher knows a song where you include every child's name).

Take Home Activity

Activity 2: My name

Learning Goal

Knowing who I am

Learning Outcome. By the end of this unit, I will be able to:

Know that I am a unique special person and that my name is an important part of who I am. I will also find out what my friends like about you.

Age Group

Early Years

Level

Intermediate

Materials needed

Photos of all children taken with a digital camera, glue, sheets of paper, a big sheet of paper.

Activity Steps

- I. Mindfulness

- II. Talk to the children about being somebody special. Tell them that each one of them is a unique human being. Being unique is fantastic; it is nice both to know other unique people and to know oneself. What we are called, our name, is part of who we are. We often identify ourselves with our names.
- III. Use a photograph of each child taken with a digital camera. Pin the photographs to the wall and point to each photograph, and ask the children to say something nice about each child. Show them what to do by saying something nice about a colleague of yours, or about yourself. Also, give them examples of what things they could say. For example: “Maria is good at sharing”, “Sam is good at listening”, and so on. Take notes.
- IV. Get the children to sit in a ring. One by one, get each child to sit in the middle of the ring while you read from your notes what nice things the others have said about him/her. Make sure they all have at least three positive things.
- V. Glue the photograph to a sheet of paper and write three positive things about each child underneath the photo. (This is to make sure that all the children have an equal number of positive things said).
- VI. Make a summary on a big sheet of paper that says: In this group we are called and we are (with the names and the 3 positive things about each child).
- VII. Read from the big sheet of paper so that all the children hear.
- VIII. Get the children to show the little sheets of paper with their photographs on to their parents, and get the parents to add one extra positive thing about their child. (Make sure to follow this up.) This can be done in school or at home.

Take Home Activity

See VIII above

Activity 3: My name

Learning Goal

Knowing who I am

Learning Outcome. By the end of this unit, I will be able to:

Know that I am a unique special person and my name is an important part of who I am. I will also find out why I got my special name.

Age Group

Early years

Level

Advanced

Materials needed

Sheets of paper and crayons or colouring pens. A sheet for parents that reads: "Please tell me why you gave me my name." (see handouts)

Activity Steps

- I. Mindfulness
- II. Talk to the pupils about being somebody special. Tell them that each one of them is a unique human being. Being unique is fantastic; it is nice both to know other unique people and to know oneself. It is not always the

- case that you think about who you are. One important thing is what we are called, our names. We often identify ourselves with our names.
- III. Get the children to draw their names on a sheet of paper, and decorate their names in a way that shows something about their name or themselves. You can show them what to do by illustrating your own name, e.g. with appropriate flowers or colours ,or an animal you like.
 - IV. Gather the children together, and let those who want to share their illustrations of their names.
 - V. Ask them if anybody would have liked another name, if so which one?
 - VI. On the back of the sheet of paper the children can reflect upon the following: I like my name because...

Take Home Activity

Get the children to ask their parents how and why they decided to give them that special name. Follow this up, and let those who want to tell you and the other pupils why they got their name.

Activity 4: My name

Learning Goal

Knowing who I am

Learning Outcome. By the end of this unit, I will be able to:

Know that I am a unique special person and my name is an important part of who I am. I will also find out why I got your special name.

Age Group

Early primary

Level

Basic

Materials needed

A handout for parents that reads: "Please tell me why you gave me my name."
(see handouts)

Sheets of paper and crayons or colouring pens.

Activity Steps

- I. Mindfulness
- II. Talk to the pupils about being somebody special. Tell them that each one of them is a unique human being. Being unique is fantastic; it is nice both to know other unique people and to know oneself. It is not always the case that you think about who you are. One important thing is what we are called, our names. We often identify ourselves with our names.
- III. Let the children draw their names on a sheet of paper, and decorate their names in a way that shows something about their name.
- IV. Gather the children together, and let those who want to share their illustrations of their names.
- V. Ask them if anybody would have liked another name, if so which one?
- vi. On the back of the sheet of paper the children can reflect upon the following: I like my name because...

Take Home Activity

Get the children to ask their parents how and why they decided to give them that special name. Follow this up, and let those who want to tell you and the other pupils why they got their name.

Activity 5: My name

Learning Goal

Knowing who I am

Learning Outcome. By the end of this unit, I will be able to:

I will know that I am a unique special person and my name is an important part of who I am. I will also find out the meaning of my name or something else about my name.

Age Group

Early primary

Level

Intermediate

Materials needed

Sheets of paper, crayons or pens, a dictionary of names (an etymology book) or computers. A handout to the parents explaining the homework. (see handouts)

Tell the parents they can use the internet to find out the meanings of names, or other things that can be connected to a name.

Activity Steps

- I. Mindfulness
- II. Talk to the pupils about being somebody special. Tell them that each one of them is a unique human being. Being unique is fantastic; it is nice both to know other unique people and to know oneself. It is not always the case that you think about who you are. One important thing is what we are called, our names. We often identify ourselves with our names.
- III. Tell them about your name, how you got it, and also what your name means. Most names have a meaning and you can look up the meaning of your name.
- IV. If your name does not have a special meaning, find out something else about the name. Maybe, you are named after a historic or famous person, e.g. Elvis. If so you can write a few lines about that person. Ask the children if they know why and how they got their names. Let those who know tell you why and how.
- V. Let them find out the meanings of their names, or some other connections, either on a computer or in a book.
- VI. Encourage them to write down their names and related information about their names. Let them decorate the sheet of paper in any way they like.

Let those who want to show their drawing and speak about the meaning of their name or any other relevant information related to their name. Ask them how it feels to have a name with that special meaning. Get them to write that down, as a reflection on the back of the sheet of paper

Take Home Activity

Get the children to show their parents, and find out about the meanings of other names in the family, or other information related to the names. Follow up, and let those who want to share what they have found.

Activity 6: My name

Learning Goal

Knowing who I am

Learning Outcome. By the end of this unit, I will be able to:

know that I am a unique special person and my name is an important part of who I am. I will also discover positive things about yourself.

Age Group

Early primary

Level

Advanced

Materials needed

Sheets of paper, crayons or pens, dictionaries.

A handout to the parents explaining the homework. (see handouts)

Activity Steps

- I. Mindfulness
- II. Talk to the pupils about being somebody special. Tell them that each one of them is a unique human being. Being unique is fantastic; it is nice both to know other unique people and to know oneself. It is not always the case that you think about who you are. One important thing is what we are called, our names. We often identify ourselves with our names.

III. Write your name on the whiteboard or on a clipboard. If your name is Anna you write like this: A (Adorable)

N (Nice)

N (Nurturing)

A (Always happy)

IV. Now, write something about yourself for each letter in your name (as in the brackets above). Encourage the pupils to do the same. Let them have dictionaries to help them find positive words about themselves. It is important to let the children themselves decide what description fits them. If they have difficulty in finding something, help them to do so.

v. Let them decorate their sheets of paper, and those who want to can share what they have written. Let them reflect on the back of the sheets on which positive word they like the best.

Take Home Activity

Get the children to show their parents, and see if they can find other positive words to add to your name. Follow up the homework.

Activity 7: My name

Learning Goal

Knowing who I am

Learning Outcome. By the end of this unit, I will be able to:

Konow that I am a unique special person and my name is an important part of who I am. I will also discover positive things about myself.

Age Group

Late primary

Level

Basic

Materials needed

Sheets of paper, crayons or pens, dictionaries.

A handout to the parents explaining the homework.

Activity Steps

- I. Talk to the pupils about being somebody special. Tell them that each one of them is a unique human being. Being unique is fantastic; it is nice both to know other unique people and to know oneself. It is not always the case that you think about who you are. One important thing is what we are called, our names. We often identify ourselves with our names.
- II. Write your name on the whiteboard or on a clipboard. If your name is Anna you write like this: A (Adorable)

N (Nice)

N (Nurturing)

A (Always happy)

- III. Now, write something about yourself for each letter in your name (as in the brackets above). Encourage the pupils to do the same. Let them have dictionaries to help them find positive words about themselves

Let them decorate their sheets of paper, and those who want to can share what they have written. Let them reflect on the back of the sheets on which positive word they like the best.

Take Home Activity

Get the children to show their parents, and see if they can find other positive words to add to your name. Follow up the homework.

Activity 8: My name

Learning Goal

Knowing who I am

Learning Outcome. By the end of this unit, I will be able to:

know that I am a unique special person and my name is an important part of who I am. I will also discover the meaning of my name and find other important information about my own name and my friends' names.

Age Group

Late primary

Level

Intermediate

Materials needed

List of names with what each name means, internet or etymology book, crayons or pens. Also dictionaries to find out about names that have no meaning, e.g. Kennedy (after the surname of a former president of the USA)

A handout to parents, explaining the homework, and including the following questions: Did you know the meaning of your child's name? Do you think the meaning of your child's name fits the child? or Did you know this about the person your child is named after? Do you think the extra information about your child's name fits the child? Please talk to your child about this.

Activity Steps

- I. Mindfulness
- II. Talk to the pupils about being somebody special. Tell them that each one of them is a unique human being. Being unique is fantastic; it is nice both to know other unique people and to know oneself. It is not always the case that you think about who you are. One important thing is what we are called, our names. We often identify ourselves with our names.
- III. Have a list with the names and next to the name what each name means. (Look them up on the internet or in an etymology book.)
- IV. Let the pupils sit in groups of five and talk about the meaning of their names. Do they think the meaning fits their personality? If so, how and if not, how.
- V. Let each child illustrate their name on a sheet of paper; they can choose whether they want to take the meaning of the name into account.

Let those who want to share with the rest of the group.

Take Home Activity

Show your parents the meaning of your name and the other information about it. Did they know? Do they think the meaning or the information fits the child? Follow up.

Activity 9: My name

Learning Goal

Knowing who I am

Learning Outcome. By the end of this unit, I will be able to:

know that I am a unique special person and my name is an important part of who I am. I will also create one fancy and one secret name for myself.

Age Group

Late primary

Level

Advanced

Materials needed

Translation of “The naming of cats” by T.S Eliot

Send a handout to the parents and ask them to find and read the poem together with their children. Also, get the children to show their illustrations. Ask the parents to discuss names (real, fancy and possibly secret ones) (see handout)

Activity Steps

- I. Mindfulness
- II. Talk to the pupils about being somebody special. Tell them that each one of them is a unique human being. Being unique is fantastic; it is nice both to know other unique people and to know oneself. It is not always the case that you think about who you are. One important thing is what we are called, our names. We often identify ourselves with our names.

III. Read **The Naming Of Cats** by **T. S. Eliot**

The Naming of Cats is a difficult matter,
It isn't just one of your holiday games;
You may think at first I'm as mad as a hatter
When I tell you, a cat must have **THREE DIFFERENT NAMES**.
First of all, there's the name that the family use daily,
Such as Peter, Augustus, Alonzo or James,
Such as Victor or Jonathan, George or Bill Bailey--
All of them sensible everyday names.
There are fancier names if you think they sound sweeter,
Some for the gentlemen, some for the dames:
Such as Plato, Admetus, Electra, Demeter--
But all of them sensible everyday names.
But I tell you, a cat needs a name that's particular,
A name that's peculiar, and more dignified,

Else how can he keep up his tail perpendicular,
Or spread out his whiskers, or cherish his pride?
Of names of this kind, I can give you a quorum
Such as Munkustrap, Quaxo, or Coricopat,
Such as Bombalurina, or else Jellylorum-
Names that never belong to more than one cat.
But above and beyond there's still one name left over,
And that is the name that you never will guess;
The name that no human research can discover--
But THE CAT HIMSELF KNOWS, and will never confess.
When you notice a cat in profound meditation,
The reason, I tell you, is always the same:
His mind is engaged in a rapt contemplation
Of the thought, of the thought, of the thought of his name:
His ineffable effable
Effanineffable
Deep and inscrutable singular Name.

IV. Tell the pupils what fancy name you would like for yourself, and also tell them you have been thinking of a secret name, just like the cat. Do not tell them your secret name but tell them what you want your secret name to say about yourself. Discuss with the pupils the possible things you want this secret name to say about yourself.

V. Let the pupils think about a fancy name and also about a secret name. Talk to them about what they want their secret names to say about themselves. Let them share their fancy names, but not their secret names.

Let them illustrate their names (their real name and the fancy name)

Take Home Activity

Show your parents the illustration, read the poem together and talk about names.

Set 2:

Learning Goals

By the end of this unit, children will be able to:

Early years, early primary and late primary:

- Have strengthened beliefs about themselves
- Know things they are proud of
- Know things they are good at
- Know what their parents think they are good at
- Know of strengths they have

Late primary:

- Know about unique qualities in themselves

Tips for Teachers

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 1: Things I am good at

Learning Goal

Strengthening beliefs about oneself

Learning Outcome. By the end of this study unit, I will be able to:

Express things I am good at, things I can be proud of, and also what my parents think I can be proud of/am good at.

Age Group

Early years

Level

Basic

Materials needed

Manual, a hedgehog finger-doll or toy. Handout where it says: I am good at/proud of....., material for a poster

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the following story to the children

Zelda is a hedgehog living in a garden close to where you live. Her home is in a bush in the corner of the garden. She likes to be in the garden, and she particularly likes it when it is dusk or dawn. She often runs happily around, and sometimes it looks as though she is dancing. One evening when Zelda is out looking for something to eat, she sees a little boy sitting on a swing. The boy is singing a song, and Zelda likes what she hears. She thinks the boy is very good at singing and she thinks, if I were as good at singing as this boy, I would be proud of myself. She then thinks about what she can be proud of herself. Well, I am quite good at finding insects she says to herself, and I am also a generous friend because I willingly share what I have. Others tell me I am kind because I care about others, and I often notice how they feel and comfort them if needed. I am good at giving hugs. Oh, it does feel good to think about things I am good at, Zelda mutters to herself. She has a nice warm feeling in her body that stretches all the way from her little ears to her feet. She rolls around and turns herself into a ball with all her spines sticking out. She looks like a little ball when she curls up like that.

3. Talk to the children about Zelda. How does she feel? What makes her feel in this way? Get the children to ask Zelda questions.
4. Tell the children about something you are proud of. Tell them more than one thing to make sure that they get ideas about what they can be proud of themselves.
5. Let each child have a sheet of paper, and help them to fill in what they can be proud of. Get the other children to come up with suggestions for each child when you help them to fill in what they can be proud of. Choose one thing

6. Homework: Get the parents to fill in one more thing the child is good at and can be proud of.
7. Make a poster of the things the children are proud of: The heading can be: In this group, the children are good at/proud of ... (make a list)

Take Home Activity

Activity 2: Things I am good at

Learning Goal

Strengthening beliefs about oneself

Learning Outcome. By the end of this unit, I will be able to:

Learn to express things I am good at, things I can be proud of, and also learn about what my parents are proud of

Age Group

Early years

Level

Intermediate

Materials needed

Manual

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the story to the children

Zelda is a hedgehog living in a garden close to where you live. Her home is in a bush in the corner of the garden. She likes to be in the garden, and she particularly likes it when it is dusk or dawn. She often runs happily around, and sometimes it looks as though she is dancing. One evening when Zelda is out looking for something to eat, she sees a little boy sitting on a swing. The boy is singing and she thinks, if I were as good at singing as this boy, I would be proud of myself. She then thinks about what she can be proud of herself. Well, I am quite good at finding insects she says to herself, and I am also a generous friend because I willingly share what I have. Others tell me I am kind because I care about others, and I often notice how they feel and comfort them if needed. I am good at giving hugs. Oh, it does feel good to think about things I am good at, Zelda mutters to herself. She has a nice warm feeling in her body that stretches all the way from her little ears to her feet. She rolls around and turns herself into a ball with all her spines sticking out. She looks like a little ball when she curls up like that.

3. Ask them if they know how Zelda feels. Where in the body do they have that feeling? Get the children to show you what they look like when they have that feeling.
4. Tell them what you are proud of, give them a few examples to inspire them.
5. Get each child to tell you what he or she is proud of
6. Write a poem together with the children about what they are proud of. The poem could start: We are a group of children who are proud of ourselves.

Anna is proud of ...

Stephen is proud of ..., and so on.

If you want to, then read the poem and get the children to use body movements and gestures to illustrate what the different children are proud of. For example, if Anna is proud of her smile, when you read about Anna, all the children can smile.

Take Home Activity

Get the children to ask their parents what they are proud of in themselves or in their family. (see handout) Ask the parents to write this down. Follow up by asking the children the next day.

Activity 3: Things I am good at

Learning Goal

Strengthening beliefs about oneself

Learning Outcome. By the end of this unit, I will be able to:

Be aware of things I am proud of

Age Group

Early years

Level

Advanced

Materials needed

Manual, materials to make a badge (paper, crayons, glue, etc.), a ready-made badge with your name and three things you are proud of written on it.

Activity Steps

1. Start the lesson with a Mindfulness Activity.
2. Read the following story to the children

Zelda is a hedgehog living in a garden close to where you live. Her home is in a bush in the corner of the garden. She likes to be in the garden, and she particularly likes it when it is dusk or dawn. She often runs happily around, and sometimes it looks as though she is dancing. One evening when Zelda is out looking for something to eat, she sees a little boy sitting on a swing. The boy is singing a song, and Zelda likes what she hears. She thinks the boy is very good at singing and she thinks, if I were as good at singing as this boy, I would be proud of myself. She then thinks about what she can be proud of herself. Well, I am quite good at finding insects she says to herself, and I am also a generous friend because I willingly share what I have. Others tell me I am kind because I care about others, and I often notice how they feel and comfort them if needed. I am good at giving hugs. Oh, it does feel good to think about things I am good at, Zelda

mutters to herself. She has a nice warm feeling in her body that stretches all the way from her little ears to her feet. She rolls around and turns herself into a ball with all her spines sticking out. She looks like a little ball when she curls up like that.

3. Talk to the children about being proud. What is that? How does it feel? Are there things they are proud of? Get them to tell you. Also tell them what you are proud of.

4. Show the children a badge you have made. The badge has got your name on it and also three things you are proud of.

5. Get the children to make a badge where their name is in the middle. On it, they should write three things they are proud of. Let them decorate the badge.

Take Home Activity

Activity 4: Things I like about myself

Learning Goal

Strengthening beliefs about oneself

Learning Outcome. By the end of this unit, I will be able to:

I get aware of things I am good at, and I will also find out what my parents think I am good at

Age Group

Early primary

Level

Basic

Materials needed

Manual, handouts (2 for each child, one for the teacher and one for the parents). See handouts.

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the following story to the pupils

Zelda is out looking for food. She is quite good at finding things to eat. Today, she has a friend with her. Her friend is not as good as Zelda at finding insects and other yummy things to eat. She says to Zelda: "How do you do it, you are so good at finding nice insects"? "I just find them" Zelda says. "Look" she says "I have eaten so many, so now I can find some for you" "That is so kind of you", her friend says. "You are always so generous". When her friend says that, Zelda gets a warm feeling in her body. The warm feeling makes her feel really good. Zelda really likes hearing nice things about herself, and she thinks that her friend may feel the same. So she says "You are such a good friend because you always comfort me when I am sad, so you deserve these insects". When her friend hears what Zelda says, she looks really happy and she has a smile on her face. Again, Zelda feels good. She is surprised at how good it feels to be nice to somebody else.

3. Talk to the pupils about how Zelda and her friend feel. Do they ever feel like that? What makes them feel like that? Tell the pupils about times when you have felt the same. Also, tell them that one thing that makes you feel good is to think about things you are good at. Show them the flower with six petals, where you have your name in the middle and, on three of the petals, you have written things you are good at. Explain that somebody in your family will fill in the other three petals. Now give them a sheet, ask them to draw a flower each with six petals on. They should fill in three things they are good at. Gather the pupils together, and let those who want to share.

Take Home Activity

Get the parents to fill in the other three petals with things they think their children are good at. Follow up the next day.

Activity 5: Things I am good at

Learning Goal

Strengthening beliefs about oneself

Learning Outcome. By the end of this unit, I will be able to:

Know about things I am good at and also find out what my parents think I am good at

Age Group

Early primary

Level

Intermediate

Materials needed

Manual, crayons, sheets of paper. A letter explaining what the parents should do together with the pupils (see handout)

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the following story to the children

Zelda is out at dawn walking with her brother and father. They are looking for food and Zelda has found some insects. Her father calls her and says “I think you have to try something else to eat, it is important to have more than one thing”. Zelda gets excited; she really would like to learn about what things she can eat. Her father shows her different kinds of worms. She does not like the look of them and she feels a bit hesitant about eating them. She shuts her eyes and swallows a worm. Mm mm, they taste nice she thought and went about looking for worms. She also asked her father to teach her something else and her father taught her about beetles. Wow, Zelda was thinking, I now know of lots of things I can find to eat. Her father looked at her and said: “You are fantastic, you are not afraid of new things and you learn so fast”. When her father gave her those compliments, she

beamed at him and said thank you. Her father looked at her and said: “There are many things you are good at, name some to me”. Zelda felt shy all of a sudden, but she started thinking about the things she is good at. The first thing that came into her mind was that she often helps others and she comforts others; she also shares what she has with others, and she is good at dancing. When she started thinking about these things she felt so happy, she wanted to dance. She started singing and did a “happy” dance.

3. Talk to the pupils about being good at things. Tell them that we often think about what we are not good at. But, it is more important for you to see what you are good at, and also find out things you want to be good at. Draw your hand on the whiteboard, and for each finger write something you are good at.
4. Hand outs, get the pupils to draw their hand on the sheets of paper. Get them to fill in five things they are good at.
5. Do a happy dance together

Take Home Activity

Get the children to take the sheets home and get their parents to add one thing they think their child is good at. (see handout) They should write that at the top of the paper where the child’s name is. Suggest that they should make add something a bit special, like: Anna the great cyclist, or Peter the fantastic drawer, or Anna who gives lovely hugs, or Peter who is so good at comforting others. Follow up the next day.

Activity 6: The suitcase

Learning Goal

Strengthening beliefs about oneself

Learning Outcome. By the end of this unit, I will be able to:

Find out good things about myself, my strengths

Age Group

Early primary

Level

Advanced

Materials needed

Manual, handout with a suitcase drawn on it.

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the following story to the pupils

Sherlock the squirrel is out and about. He is busy collecting nuts and other things to keep in his nest. He wants to make sure he has enough for the coming winter. As he jumps from one branch of a tree to another, he sees a big eagle above him. He gets very frightened and wonders what to do. He hides on a branch and thinks. He knows he has to move quickly if he is to avoid getting caught by the eagle. He must not fall to the ground because he would then be an easy bite for the eagle. He remembers what his mother told him: concentrate on the things you do best. If you do that, you will get into a mood where most things are possible. Imagine you have a suitcase filled with the things you know you can do and things you are good at. Sherlock starts thinking about what he has in his suitcase. He says to himself: I am quick, I can jump from branch to branch, I can hide on branches, I can fly between trees using my tail, I have a family that I love, I easily learn things, and I am a nice cuddly son to my mother. Thinking about these things makes him feel good and strong. He flies from branch to branch and before he knows it, he is in his nest and the eagle flies away, chasing something else to eat.

3. Draw a suitcase on the whiteboard, and talk to the children about your strengths and things you are good at. Write those on the suitcase.
4. Hand out the sheets to the children and get them to fill their suitcases with all the things they want. About half way through the exercise, let those who want to share what they have in their suitcases. This to help the pupils who haven't got so many ideas.

Take Home Activity

Get the pupils to ask their parents to add one or two things to their child's suitcase. Follow up next time.

Activity 7: The suitcase

Learning Goal

See unique qualities in oneself

Learning Outcome. By the end of this unit, I will be able to:

Know about qualities in myself, and I will also find out one quality my parents value in me.

Age Group

Late primary

Level

Basic

Materials needed

Manual, the same handout as for the advanced activity for early primary.

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the following story to the pupils

Sherlock the squirrel is out and about. He is busy collecting nuts and other things to keep in his nest. He wants to make sure he has enough for the coming winter. As he jumps from one branch of a tree to another, he sees a big eagle above him. He gets very frightened and wonders what to do. He hides on a branch and thinks. He knows he has to move quickly if

he is to avoid getting caught by the eagle. He must not fall to the ground because he would then be an easy bite for the eagle. He remembers what his mother told him: concentrate on the things you do best. If you do that, you will get into a mood where most things are possible. Imagine you have a suitcase filled with the things you know you can do and things you are good at. Sherlock starts thinking about what he has in his suitcase. He says to himself: I am quick, I can jump from branch to branch, I can hide on branches, I can fly between trees using my tail, I have a family that I love, I easily learn things, and I am a nice cuddly son to my mother. Thinking about these things makes him feel good and strong. He flies from branch to branch and before he knows it, he is in his nest and the eagle flies away, chasing something else to eat.

3. Draw a suitcase on the whiteboard, and talk to the children about your strengths and things you are good at. Write those on the suitcase.

4. Hand out the sheets to the children and get them to fill their suitcases with all the things they want. About half way through the exercise, let those who want to share what they have in their suitcases. This to help the pupils who haven't got so many ideas.

Take Home Activity

Get the pupils to ask their parents to add one or two things to their child's suitcase. Follow up next time.

Activity 8: My unique qualities

Learning Goal

See unique qualities in oneself

Learning Outcome. By the end of this unit, I will be able to:

Know about my own unique qualities, and also the qualities in my family

Age Group

Late primary

Level

Intermediate

Materials needed

Manual, a list of qualities, crayons, pens and The handout with of paper two circles on. In the inner circle it says My Qualities and in the outer circle it says Qualities in my family.

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Hand out a list of qualities to the pupils. See hand out (you can add qualities if you want to)

warm	caring	empathetic	happy	lovely	thoughtful
earnest	honest	daring	brave	perseverant	unafraid
curious	attentive	assertive	bright	deep	devoted
easy-going	joyous	natural	tolerant	coherent	clever
lovable	sincere	willing	helpful	capable	playful
adventurous	amiable	artistic	impressive	outgoing	orderly
crafty	competent	idle	affectionate	intelligent	serious
steady	mature	charming	curiousfrank	friendly	stable
cheerful	confident	energetic	hearty	kind	lively
inventive	jovial	devoted	dutiful	inspiring	smart
passionate	tactful			amusing	sweet
				able	outspoken

3. Tell the pupils about what qualities you find in yourself. Get each child to tell you about one quality they have.
4. Let the pupils choose five qualities they think would describe them. Let them write these qualities in the inner circle. Also, let them decorate the sheet of paper.

Take Home Activity

Get the children, in their family, to write down three qualities they have as a family. Follow up next time.

Activity 9: My quality flower

Learning Goal

See unique qualities in oneself

Learning Outcome. By the end of this unit, I will be able to:

Know about qualities I have

Age Group

Late primary

Level

Advanced

Materials needed

Manual, list of qualities, handout where the pupils will draw a flower with five petals.

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Talk to the pupils about the qualities people can have. Get them to list qualities on the whiteboard. Add qualities from the list above, so that there will be plenty of them.
3. Divide the pupils into groups of six. Provide them with a sheet of paper where they shall draw a flower and five petals. In the middle, the pupil writes his/her name. They pass their sheet of paper around to the others, and each child fills in a quality he/she thinks their school friend has. (They can only choose from the list you have made together.) Each child should now have five qualities written on their sheet of paper.

Let the children reflect on the following: Were you surprised at anything your friends wrote? Is there something you would like to add to your flower?

4. Gather the pupils together and talk about how they feel. Also, make a big flower together, where you put the name of the class in the middle. Write: These are the qualities we have as a class. Get the pupils to list the qualities they think they have as a class

Take Home Activity

Show your flower to your parents; ask them to add one quality. They can write that quality at the top.

Set 3:

Learning Goals

By the end of this unit, children (all levels) will be able to:

- Realizing that our strengths are a part of what we were, are and also what we may become.
- Understand how they express feelings and how they used to express them
- Know about dreams they have for the future
- Know what people influence them

Tips for Teachers

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 1: When I was little

Learning Goal

Understanding how the past and the present are part of what we may become.

Learning Outcome. By the end of this study unit, I will be able to:

Know about what I liked when I was younger, and also what I think I will like when I get older

Age Group

Early years

Level

Basic

Materials needed

Manual and a handout to the parents where they should fill in what the children liked to eat when they were little

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read this story to the children using hand or finger puppets:

Zelda the hedgehog is trotting around in a field; she has just learnt to catch some food. She likes worms, they are her favourite. When she comes home and tells her mother what she has caught, her mother smiles at her. "Tell me" the mother says. "Do you remember when you were a baby hedgehog"? "Not really" Zelda says. "When you were little your spines were all white and under your skin. Now they are brown and hard. You were a very pretty baby hedgehog" her mother says. "Tell me more about when I was little" Zelda says. "You slept a lot and you loved the milk I gave you". "Did I drink milk?" Zelda asks. "Yes" her mother says, you used to like it. "But now I love worms" Zelda says. "I know" her mother says. "What do you think will be your favourite food when you are fully grown?" "Oh I don't know" Zelda says. "What is your favourite?" "I really like little mice", her mother says. "Then I will probably like that too", says Zelda, and walks out to find some more yummy worms.

3. Talk to the children about what they like to eat now, their favourite food. Did they like the same food when they were little? What do they think they will like when they get older?
4. Make a rhyme together with the children. The rhyme should consist of what they like to eat. For example, Martin likes eggs and Lisa likes fruit...
5. Read the rhyme and let the children move around to the rhythm or clap their hands. When their favourite food comes up, they can put their arms up in the air.

Take Home Activity

Get the parents to write down what the children liked to eat when they were younger.

Activity 2: When I was little

Learning Goal

Understanding how the past and the present is part of what we may become.

Learning Outcome. By the end of this unit, I will be able to:

Know about what I liked when I was younger and also what I think I will like when I get older

Age Group

Early years

Level

Intermediate

Materials needed

Manual and handout to the parents, a big nut or something similar that can be hidden.

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the story to the children using hand or finger puppets.

Sherlock the squirrel is out playing with his friends. They are playing hide and seek. Sherlock is having a lot of fun, he really enjoys this game. Another game he really likes is “hiding the nut”. Hiding the nut is a game where somebody hides a nut, and somebody else looks for it. It’s Sherlock’s turn to look. He starts by asking: “bird, fish, or in-between?” His friend will say “fish” if he has hidden the nut low down, “bird” if it is high up, or “in-between” if it somewhere in the middle . When Sherlock gets close to the nut, his friend will say “it’s getting warm”, or “it’s hot” when he is really close to the nut. Sherlock remembers when he was smaller, his favourite game was peekaboo; he laughed out loud when his parents played it with him. Sherlock has an older brother who also likes to play, but he prefers other games. Sherlock wonders what he will like when he gets older.

3. Ask the children what games they like playing. Also ask if they remember what they liked when they were little. What is their favourite toy? What is their favourite food? Do they think they have changed since they were small?
4. Play hiding the nut with the children
5. Next day follow up what the parents have said, and also get the children to think about whether these things will change.

Take Home Activity

Handout to the parents: What was my favourite food, my favourite toy, and my favourite game when I was little. (see handouts)

Activity 3: Expressing feelings

Learning Goal

Understanding how the past and the present are part of what we may become

Learning Outcome. By the end of this unit, I will be able to:

Know about how I expressed feelings when I was little, and how I do it now and when I get older

Age Group

Early years

Level

Advanced

Materials needed

Manual, sheets of paper, crayons, pens, and a handout for the parents

Activity Steps

1. Start the lesson with a Mindfulness Activity.
2. Read the story using hand or finger puppets.

Sherlock the squirrel is in the woods playing with his friends. They are playing “Follow my leader”. Sherlock is the leader, and he jumps on branches, jumps between branches, and runs on the ground. The other squirrels follow him and do what he does. There are lots of squirrels, both younger and older than Sherlock. All of a sudden he hears a lot of noise, and he sees how a young squirrel starts screaming. He is screaming and screaming and screaming. What is this all about?, he wonders. He stops the game and walks up to the squirrel who is screaming. “What’s up?” he says. The young squirrel, called Peter, says. “Anna stamped on my tail and it hurts!” “Oh,” Sherlock says and asks “Are you angry or sad?” “I am angry”, Peter says, “I am angry with Anna for stamping on my tail”. “Do you think she did it on purpose?” says Sherlock. “No, I don’t, but I’m angry anyway.” “I see”, says Sherlock and talks to Anna about it. Anna is sad because Peter is angry with her, and Anna cries all the time. “What shall I do?” Sherlock thinks. He goes to his mother and asks her what he can do. His mother tells him that both Anna and Peter are young, and that they both need comforting at the moment. Sherlock’s mother also says that it is natural for young squirrels to react the way Peter and Anna are reacting. “When they get older they

will know better how to express their feelings ,and also how to comfort themselves, or seek comfort” Sherlock’s mother says. Sherlock goes back to the young squirrels and talks to them; he comforts both of them and they both calm down. Soon they are all playing again, and this time Anna is the leader, and after her it is Peter’s turn. Both Anna and Peter are happy again and Sherlock feels good for being able to help them both feel better.

3. Ask the children if they remember how they showed their feelings when they were younger (e.g. screamed when they were hungry, screamed when they were sad, slept when they were content etc.) If they do not remember, ask them to tell you how babies show their feelings.

How do they show their feelings now? For example, when they are angry, sad, happy? Get them to show you what they look and sound like. How do adults show their feelings?

4. Get the children to draw a picture of how they showed anger when they were babies and how they show anger now.

Take Home Activity

Ask your parents how you showed feelings when you were younger, and also ask them how they think you will show the same feelings when you get older. (handout)

Activity 4: Favourites

Learning Goal

Understanding how the past and the present are part of what we may become

Learning Outcome. By the end of this unit, I will be able to:

Knowing about what my favourites are today, and also think about how I think this will change as I get older.

Age Group

Early primary

Level

Basic

Materials needed

Manual, a flower with three petals, crayons, pens

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Tell a doll, finger-doll, toy or animal about when you were little. Tell it about what you liked to do, what food you liked, and also about your favourite toy when you were little. Show the children a flower where you have illustrated these things. Also, get the doll to tell you about these things.
3. Give them a flower each and get them to draw their favourite food, toy and game they like to play.
4. Gather the children together and let those who want to share their favourites.
5. Ask the children if they think this will change, if so, how?
6. If there is time, get them to do another flower to show what they think they will like in the future. Document with a digital camera.

Take Home Activity

Activity 5: Favourites

Learning Goal

Understanding how the past and the present are part of what we may become

Learning Outcome. By the end of this unit, I will be able to:

Know about things I enjoy doing, and also speculate about what I will like to do when I am older

Age Group

Early primary

Level

Intermediate

Materials needed

Manual, sheets of paper, crayons, pens, and a handout to the parents (What did you like to do when you were my age? How has this changed, developed?)

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Draw a hand on the whiteboard and talk to the children about five things you enjoy doing. Write on each finger and on the thumb. Now draw another hand, and talk about what you think you will like doing when you get older. Try to show how the past and the present will be a part of this.
3. Let the pupils first draw a hand where they write the things they like to do now, and, on the same sheet of paper, they draw another hand, which shows what they think they will enjoy doing when they get older.
4. Gather the pupils together, and let those who want to share what they have written.

Take Home Activity

Ask your parents what they liked to do when they were your age and also ask how this has developed or changed. Parents shall tell their children what they liked to do when they were their age, and also how this has changed (or not changed but developed). Follow up next day.

Activity 6: When I am twenty

Learning Goal

Understanding how the past and the present are part of what we may become

Learning Outcome. By the end of this unit, I will be able to:

Know about dreams I have about the future and the qualities I have to get you there

Age Group

Early primary

Level

Advanced

Materials needed

Manual and handouts where it says:

When I am 20 I would like to.....

Qualities I have which will help.....

A handout to the parents, where it says:

What dreams/hopes did you have when you were young? Have any of them come true or close to true? What helped/thwarted your dreams?

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Talk to the pupils about how the past and the present are part of who you are and also of what you may become. Give them some examples of hopes or dreams you had when you were younger and how you reached your goals, or came close to reaching them. Tell the pupils what qualities you think helped you in this. Also tell them about things you want to happen within the next 10-15 years, and what qualities will help you make them happen. (If you need a list of qualities see earlier in the manual)

3. Give the hand outs to the pupils, and get them to fill in what they will like when they are 20.
4. Divide the pupils into groups of five and encourage all of them to find qualities in their school friends that will help them reach their goal.
5. Gather the pupils together and let those who want to share their goals and qualities

Take Home Activity

Talk to your parents about the questions on the sheet. Ask the parents to tell their children about dreams and hopes they had when they were young and what helped them to make them come true, or what thwarted them.

Activity 7: The tree

Learning Goal

Understanding how the past and the present are part of what we may become

Learning Outcome. By the end of this unit, I will be able to:

Know about things in the past and the present and how they may influence who I will become

Age Group

Late primary

Level

Basic

Materials needed

Manual, a handout with a big tree on it, a tree with instructions for the family to work on.

Activity Steps

1. Start the lesson with a mindfulness activity.
2. Draw a big tree on the whiteboard and talk to the pupils about the tree. Tell them that the tree can symbolize your life.

The roots represent your past, for example things that happened to you when you were little and people who were important to you.

The trunk represents the present; things that happen now, and people that are important now.

The branches and the top of the tree represent the future; what you want to happen and people you want to be important in your life.

Tell the pupils about a few things from your past and the present, and things you want from the future.

3. Hand out the sheets of paper with the tree on. Ask the pupils to write things on the roots, the trunk, and the branches/top of the tree.
4. Divide them into groups of five and let them share what they want to share.
5. Gather the pupils together and get a few of them to share.

Take Home Activity

Talk to your parents about your family, the past, the present and the future. Use the tree as an aid. The parents should be asked to share with their children the past, the present and the future of the family

Activity 8: The runestone

Learning Goal

Understanding how the past and the present are part of what we may become

Learning Outcome. By the end of this unit, I will be able to:

Know about things in the past and the present, and how they may influence who I will become

Age Group

late primary

Level

intermediate

Materials needed

Manual, sheets of paper, crayons, pens

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Draw a runestone on the whiteboard. Tell the pupils what it is. (It is a stone where the Vikings told their life stories). Continue by telling the pupils important things that have happened in your life (past and present). Now tell them that, even if the Vikings could not say what they wanted the future to bring, this is what you will do and also say why you think it is possible. For example: I want to write a book because I think I have some important ideas to share with others and I know I can write.
3. Get the pupils to draw their own runestone, and fill in the past, the present and the future. Get them to share in groups of three.

Take Home Activity

Show your runestone to your parents and get them to add things they think are important. Ask the parents to look at the runestone and add things they think are important

Activity 9: My governing board

Learning Goal

Understanding how the past and the present are part of what we may become

Learning Outcome. By the end of this unit, I will be able to:

Knowing who influences me and also whether I want them on your board or not

Age Group

Late primary

Level

Advanced

Materials needed

Manual, handouts with a drawing of a person (lots of space above the head), crayons and pens.

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Draw a person on the whiteboard. Tell the pupils that this is you. Also tell them that you are who you are because of people who have influenced you. All these people have been important to you, both in a good way but not always so. Give examples of people on your “board” – both people you want there and even those those you may want to get rid of.
3. Give the hand outs to the pupils and get them to think about people who have influenced them. Encourage them to think about which ones they want to keep on their board and which ones they would like to get rid off.
4. Let them have a ne handout where they can draw who they want on their “board”. Be careful to tell them that they can add people they want to be there. Let those who want to share their board do so.

(Sweden) Theme: Building on strengths, use of strengths in academic and social engagement

Sub-theme 2: Use of strengths in academic and social engagement

Set of Activities 1: Using strengths when feeling uncomfortable and in comforting myself and others.

Set of Activities 2: Promoting social skills and promoting social participation.

Set of Activities 3: Valuing oneself and others

Set 1:

Learning Goals

By the end of this unit, children will be able to:

- Early years:
 - Realize the strength in knowing about feelings they and others have
 - Use their strengths to comfort themselves and others.
 - Understand the strength in being able to comfort myself and also realize that this will help me to cope in different situations.
- Recognize the strength in being aware of what I feel.
- Early primary:
 - Find out what others like doing
 - Learn new games

Tips for Teachers

- 1.
- 2.
- 3.
- 4.
- 5.

- Take steps to be able to do more things they like doing
 - To make a plan
- Late primary:
- Be aware of how we can use body language
 - Be aware of how different tones of voice can be an asset
 - Using my strengths in listening to others by being aware of body posture, tone of voice and other skills.

Activity 1: Falling over

Learning Goal

Understanding the strength in recognizing feelings and also see the strength in being able to give comfort.

Learning Outcome. By the end of this study unit, I will be able to:

Realize the strength in being able to comfort myself, see how it will make me cope better.

Age Group

Early years

Level

Basic

Materials needed

Manual, digital camera

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read this story to the children using hand or finger puppets:

Zelda has just gone out to play with the other hedgehogs. She runs to see what they are doing. They are playing a game where they chase each other. Zelda joins the others and runs around in the field. Her little feet are going really fast. She loves running, it feels so good. All of a sudden she falls over and hurts her nose. She gets really sad and rolls up like a ball with all the spines sticking out so nobody can get close to her. One of her friends goes up close to her and asks what has happened. Zelda rolls out and says "I have hurt my nose". "Let me see", her friend says and when Zelda shows her, the friend hugs Zelda and blows lightly on her nose. Zelda feels how the warmth of her friend reaches her, and she instantly feels better. Soon, the pain in her nose has gone and she can play with her friends again. Zelda feels she is fortunate who has a friend that knows how to comfort others. She thinks "I want to be able to comfort myself in that way".

3. Talk to the children about feeling sad. What makes you sad? Get the children to tell you. Also, talk to them about what you look like when you are sad. Get them to show you what they look like when they are sad. Take photographs of the children showing sadness with a digital camera.
4. Continue by talking about how they want to be comforted when they are sad by others or by themselves. Also tell them what a strength it is to be able to comfort yourself. Tell them that this is a strength they can acquire. Talk to them about different kinds of ways of comforting themselves. (Eg. Soothing, relaxing, laughing, hugging, listen to music, cuddle with a pet, talk to somebody or a pet, playing, massage, and so on) Let them give you examples and add a few of your own. Get them to show you how they can comfort themselves when they are sad. Take photographs.
5. Write a poem with the children about comforting. Like this: When Lisa is sad she can.....When Peter is sad he can..... and so on.
6. Display the photographs and the poem on the wall

Take Home Activity

Activity 2: Moving house

Learning Goal

Understand how recognizing feelings is a strength. Understand the strength in being able to comfort myself. Knowing how this will help me cope better.

Learning Outcome. By the end of this unit, I will be able to:

Realizing what feelings I and have, and also to find ways to comfort myself. Understand what a strength it is to be able to comfort myself. I will also understand how this strength will help me coping better.

Age Group

Early years

Level

Intermediate

Materials needed

Manual, and a doll or finger doll that looks like a squirrel

Activity Steps

1. Start the lesson with a Mindfulness activity.

2. Read the story to the children using hand or finger puppets.

Sherlock has just found out that he and his family are moving home. They will have to move because the tree where they are staying is going to be cut down. When Sherlock hears about this, he gets a funny feeling in his stomach and in his head. He really does not know what this feeling is, but it is not good. When he talks to his father about it, the father says: “I think you are worried and that is natural. It is natural to feel worried when important things are changing, like now when we are about to move somewhere else”. “Can you tell me what you worry about?”, the father says. Sherlock sits down and thinks about his worries.

3. Ask the children what they think Sherlock worries about (e.g. the move, new friends, new room, new school, etc.). Make sure to listen to the children’s ideas.
4. How do they think Sherlock can comfort himself? Get them to show you how he can comfort himself. Talk to them how important it is to be able to comfort yourself, what a strength it is. It is strength both as a friend but also a strength within myself, to be able to handle unpleasant feelings. It is also something one can get better at.
5. Tell them about something you have worried about, and get them to come up with suggestions about how you could have been comforted or how you could have comforted yourself.(for example: hugs, soothing words, holding, relaxing, listening to music, self talk, pep-talk and so on)
6. Ask them what things children of their age worry about, and also how they can comfort themselves or be comforted.
7. Get them to show different ways of comforting other children and themselves and take digital photos. Make a little exhibition of the photos with the heading: “We are good at comforting ourselves”.

Take Home Activity

Activity 3: Missing mother

Learning Goal

Using strengths to recognize feelings and being able to comfort myself.

Learning Outcome. By the end of this unit, I will be able to:

Using strengths to recognize feelings I have and to know how to deal with them.

Age Group

Early years

Level

advanced

Materials needed

Manual, digital camera, Handouts saying “When I am lonely I want to.....”

Activity Steps

1. Start the lesson with a Mindfulness Activity.
2. Read the following story using hand or finger puppets.

Zelda woke up this morning feeling very odd. She wasn't as happy as she normally is when she wakes up. She was completely alone, nobody was around. “Where are they all?” she wondered. She rushed around but could not find anybody. She sat down and tried to think about what was happening. She remembered that it was today her mother and father were going to visit grandma, and that their neighbour was going to look after Zelda. She had wanted to come along, but her parents had said no; grandmother was far too ill to have so many visitors. Zelda went to the neighbour to have breakfast; it was nice, she had a few worms and plenty of insects. She really likes worms. Even though the neighbour was nice to her and tried to chat with her, Zelda felt really lonely. She went to sit where she could see if anybody was coming. She could not see anybody, and she felt like the loneliest hedgehog in the world. Tears started to run down her nose, and now she felt both lonely and sad. She was closing her eyes and thinking about her grandmother when she heard her mother's voice. She jumped up and ran to meet her mother. Mother did not look very happy. “What is wrong?” Zelda asked. “I feel lonely” mother said, “I miss my mother”. “Just like me”, Zelda

said and hugged her mother. When they were standing together giving each other hugs, they started to smile. "I feel better now" mother said. "So do I" thought Zelda.

3. Talk to the children about feeling lonely. Have they had that feeling? Where do they feel it? What do they look like when they feel lonely? What makes you feel lonely? Continue to talk about what you can do when you feel really lonely, how you can comfort yourself. (sing a song, read, listen to music, mindfulness, call a friend, talk to a pet, mindfulness, and so on) If somebody else feels lonely what can you do? (hugs, massage, body contact, play and so on)
4. Perform a silent theatre, where the children show with their bodies and movements that they feel lonely. Also do a silent theatre showing what they can do to comfort themselves and what they can do to comfort their friends. Take photos with a digital camera. Make it into a power point.
6. Finish off by asking the children how they can comfort themselves when they feel lonely. Let them finish off a sentence that starts with: When I feel lonely I want/can..... Post the sentences to the wall.

Take Home Activity

Let the children show their parents how they can comfort themselves when they feel lonely and they should also ask their family members what they do. Let the family members fill in the sheets that says: When I feel lonely I want to/can..... Make sure to follow up.

Activity 4: Games I like playing with my friends

Learning Goal

Building strength by enhancing social participation

Learning Outcome. By the end of this unit, I will be able to:

I will know about games I like to play, and maybe learn a new game,

Age Group

Early primary

Level

Basic

Materials needed

Manual and a handout where it says " Games I like playing with my friends". On the same handout ask the parents them to talk to their children about the games they liked to play when they were little.

Activity Steps

1. Start the lesson with a Mindfulness activity
2. Read the story to the children

Sherlock is in the garden playing "Hiding the Nut" with his friend. He has just hidden the nut and is shouting to his friend, "Fish" meaning he has hidden the nut close to the ground. His friend gets really close to the nut, and Sherlock shouts "It's hot, hot, hot", meaning that the friend is close to finding the nut. The friend finds the nut, and now it is the friend's turn to hide the nut. They go on playing for a long time. After a while they have a drink and cookies with nuts. They are in a really good mood, because they enjoy playing together so much. "Now let's play again", says Sherlock. What shall we play?

3. Talk to the children about having friends. Do they have friends? What do they like doing with their friends? What games do they like? List the games they like, and play one game at a time until they have played all the games on the list. (This may take more than one session.)

Take Home Activity

Ask your parents about the games they liked to play with their friends.

Activity 5: Things I like to do

Learning Goal

Building strength through social participation

Learning Outcome. By the end of this unit, I will be able to:

Know about some steps to take to do more things I like doing

Age Group

Early primary

Level

Intermediate

Materials needed

Manual, a handout where it says: One thing I would like to do.....

Tomorrow I can..... . In a week I can

A letter to the parents asking them to help the children by suggesting things they can do tomorrow or in a week's time.

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the following story:

Zelda has just come home from a day out in the fields. She has been spending time with her friends. They have been chasing insects and playing together. One of Zelda's friends had to leave the others a bit earlier because she was going to a theatre group. "That sounds nice", Zelda thought. "I'm not sure I want to be in a theatre group but I would like to make music with others", she thought. She was sitting down thinking about what music she would like to make. "I know", she thought, "I want to sing together with others; singing is using your voice as an instrument and it does not cost anything. I like the sound of people singing together, and it is also great fun".

Ask the children what Zelda can do to make her wish come true, for example check if there are any workshops around or singing groups. Talk to the pupils about something you would like to do (preferably involving others, for example playing chess), things that do not cost a lot. Ask the children if they have any idea of what you can do, even tomorrow (find a club), that would help you to do what you want to do, and also what you could do or what could happen within a week to make this come true. (for example visit a chess club)

4. Ask the children what they would like to do. Also, talk to them about the steps they could take to make sure the things they want to do to come true. Help them by using an example, and talk about what a person could do tomorrow, and also within a week. For example if I want to join a football club I could find out what clubs there are and within a week I can visit one or more of them to find out what is needed to belong to that particular club.

5. Deliver the hand outs to the pupils, and let them work in pairs helping each others with thinking about what they can do tomorrow and within a week to make what they want happen.

Take Home Activity

Show your handout to your parents, and ask them if they have any other suggestions.

Activity 6: My plan

Learning Goal

Building strengths by engaging with others

Learning Outcome. By the end of this unit, I will be able to:

make a plan

Age Group

Early primary

Level

Advanced

Materials needed

Manual, and hand outs that say: “My plan is to”.

On the handout also asking parents to help. A letter to the parents asking them to help their child to make a plan

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the intermediate-level story, and then ask the pupils what things they would like to get involved in. After listening to them, tell them about a thing you would like to get involved in, preferably where there are others as well as you , and which is more or less free to do (for example, you would like to join a beginner’s football team or you would like to join a playgroup or play more with my school friends). If you were to make a plan to make this happen, what steps would there be? Ask the pupils to help you, and write the steps on the whiteboard. This is an example of what it might look like:

Today, I will.....

Tomorrow, I will.....

Next week, I will.....

These people can help me.....

I need.....

3. Use one or two examples of what the pupils want to do and make a plan according to what you have on the whiteboard.

4. Give them the hand outs and let the pupils work in pairs helping each other making plans.

Take Home Activity

Show your plan to your parents, and ask if they have any other suggestions

Activity 7: My body language

Learning Goal

Using strengths by enhancing social contacts

Learning Outcome. By the end of this unit, I will be able to:

Know how to use body language that makes me and others feel comfortable

Age Group

Late primary

Level

Basic

Materials needed

Manual

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Talk to the children about something you know they like (e.g. sport or music). Use a shy or avoidant body language, looking down at the floor, looking away, avoiding eye contact, and so on.

3. Ask them what they think about what you have just talked about. Was there something they missed? Have a discussion about body language, about what you express with your body? Ask them how you can use your body language to make people feel different things (fear, anger, shyness, embarrassment, etc.).
4. Get the pupils to tell you what kind of body language they think is important when meeting other people to make them feel comfortable. (e.g. eye contact, body posture, having both feet on the ground, etc.). Also talk to them how their body language may affect their friendship.
5. Get the children to work in pairs, talking about something using the body language that you have agreed will make others feel comfortable. If you want to, you can give them scenarios like trying to make a new friend or meeting somebody for the first time at school or a club.

Take Home Activity

Use the body language you have practiced today when you speak to somebody outside school.

Activity 8: My tone of voice

Learning Goal

Building on strengths in social interaction

Learning Outcome. By the end of this unit, I will be able to:

Know how different tones of voice affect me and others

Age Group

Late primary

Level

Intermediate

Materials needed

Manual, Handouts (for copying) to teachers, which say: (“shy”, “angry”, “sad”, “nervous”, “strident”, “happy”, “curious”, etc. (each pupil should have one of each), and also pieces with sentences like “Oh it’s you, “Where did you get that?” and “Who were you with?” (again, one of each to each pupil).

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Tell the students about something they like (e.g., music, sport) using an angry tone of voice, screaming, shouting and sounding unpleasant; then, ask them what they were thinking while you spoke to them. They will probably say that it was unpleasant to listen to you, that they felt uneasy. Now, talk to them in a shy avoidant kind of way and follow up. Use a frightened, nervous tone of voice, and get the pupils to guess which tone of voice you are trying to show them.
3. Get the pupils to work in groups of three. They should say one sentence each in a particular tone of voice, drawing the sentence and the tone of voice from the pieces of paper.
4. Gather the pupils together, and ask them what tone of voice you should have if you want people to take you seriously and to what you say. Get them to practice together with you
5. Talk about body posture and tone of voice, showing how they go together. Talk to them about the homework, about what they could negotiate with their parents (e.g. extra time with the computer, staying up later, etc.). Make sure to follow up.

Take Home Activity

Use a tone of voice and body posture that you think will help you in negotiating something with your parents

Activity 9: Being a good listener

Learning Goal

Use the strength of being a good listener

Learning Outcome. By the end of this unit, I will be able to:

You will learn to listen to others using body posture, tone of voice and listening skills

Age Group

Late primary

Level

Advanced

Materials needed

Manual

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Talk to the pupils about a friend you have, a friend you like talking to, a friend who is good at listening. Ask them if they have friends who are good listeners. A friend who is good at listening is worth a lot. That is a friend you like talking to, and a friend you are comfortable sharing things with. What sort of listening skills does such a friend have? List on the white board! Make sure to note what body posture and tone of voice the friend has, and also make sure that it is a friend who knows how to ask questions, or finding things out in some other way. What kind of questions do they want the friend to ask? Help the students by listing some questions and sentences that are good to use as a good listener, e.g.: Who? What? When? Tell me more. What would you like to do? What do you feel? What would you like to feel? What can you do?
3. Get the pupils to work in pairs. One of them tells the other about something they have been pondering over, while the other uses listening skills. After five minutes, they swap roles.
4. End the session by summing up their experiences.

Take Home Activity

Sweden: Building on strengths

Sub-theme: Use of strength in academic and social engagement

Set of Activities 1: Building on strengths in giving and receiving positive feedback

Set of Activities 2: Use social skills in building on strengths

Set of Activities 3: Using strengths in reinforcing positive relationships and enhancing social relations

Set 2:

Learning Goals

By the end of this unit, children will be able to:

Early years:

- Give and receive positive feedback

Early primary:

- Use listening skills
- Use I – messages

Late primary:

- Know how to be a good friend
- Know some of the strengths they have at home, in school, during spare time and as a friend
- Put their strengths into words
-
-
-

Tips for Teachers

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 1: My family, strengths we have

Learning Goal

Building on strengths in giving and receiving positive feedback

Learning Outcome. By the end of this study unit, I will be able to:

Know about things I like in my family, and also what my family likes.

Age Group

Early years

Level

Basic

Materials needed

Manual, a handout where it says: “What I/we like about our family”.

Asking parents to tell their children about things they like in their family

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the following story: Zelda has just gone on a school outing. The pupils are going to the woods to look at exciting things. They will learn about trees and flowers, and other things that grow in the woods. Zelda is speaking to a friend of hers who talks a lot about her family, all the things she likes about her family. When Zelda goes home, she thinks a lot about her family and things she likes about her family. When she gets home she says to her mother: “I love my family, and I really like it that we are a family who has a lot of fun together.” “It makes me feel happy when you say that”, her mother says. “What do you like about our family?”, Zelda asks.

“Oh”, her mother says “I like the way everybody is helping out”. When she says that, Zelda feels both happy and proud.

3. Ask the children if they understand how Zelda feels. Tell them about one or two things you like about your own family, and then get the children to tell you what they like about their families. Help them by writing what they like on their sheet of paper.

5. Follow up by making a poster, where you show what families in this class like about themselves

Take Home Activity

Get your family/parents to tell you, and write on the sheet of paper, something they like about the family. If possible they could also bring a photo of their family to school, a photo that shows them enjoying something like an outing or a family gathering.

Activity 2: We appreciate each other

Learning Goal

Using strengths by giving and receiving positive feedback

Learning Outcome. By the end of this unit, I will be able to:

Know what others appreciate about me

Age Group

Early years

Level

Intermediate

Materials needed

Manual. a big sheet of paper, digital camera, pens, crayons

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the following story: Sherlock is playing with his friend Susie. They are jumping from branch to branch. Susie is really good at steering with her tail, and Sherlock is impressed. They continue their game by jumping from the branches in one tree to the branches in another. They are shouting out loud when they jump. After a while, they have to rest, and sit together on a branch and breathe heavily. "You are so good at steering with your tail", Sherlock says to Susie. "Thanks", Susie says. After a little while she adds "You are the best jumper I have ever seen, you jump so far." "Thanks", says Sherlock.
3. Ask the children how they think Sherlock and Susie feel when they get the compliments. Do they know what they are good at? Get them to tell you about things they are good at. These do not have to be things they do, but also things they are, the kinds of people they are.
4. Make a rhyme of the things the children say about themselves:

Maria is good at....., Paul is good at singing ..., and so on. Make this into a poster that says: "In this class we appreciate things in ourselves". Let the children decorate the poster. As they are doing this, take photographs that can sit next to the poster.

Take Home Activity

Activity 3: The flower

Learning Goal

Use the strength in giving and receiving positive feedback

Learning Outcome. By the end of this unit, I will be able to:

Know what my friends like about me

Age Group

Early years

Level

Advanced

Materials needed

Manual, a handout with a flower with four petals on

Activity Steps

1. Start the lesson with a Mindfulness Activity.
2. Tell the children about something nice or a compliment a friend has given you. Tell them how it felt. And you can also talk about how important it is to be explicit about the things you like in others. List things on the white board to give the children ideas. Include both things somebody can be good at, and also things like being careful, saying nice things, etc.
3. Divide the pupils into groups of five. Each child gets a flower. The pupils write their name in the middle of their flower. The others fill in one thing each about the others that they like.
4. Let the children decorate their own flower, and finish off by putting all the flowers in a “vase” on the wall

Take Home Activity

Activity 4: My strength as a listener

Learning Goal

Use my strengths while listening

Learning Outcome. By the end of this unit, I will be able to:

Use important listening skills

Age Group

Early primary

Level

Basic

Materials needed

Manual, a handout explaining to parents what you want the children to practise

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Have a doll or an animal or something else you can talk to. Start by talking in a shy, avoidant way, using both voice and body language. Ask the children what the doll hears or understands (maybe nothing if you speak really quietly). Get the children to come up with suggestions about how to talk to the doll (with both voice and body language). Now talk to the doll in the way the children have suggested.
3. Continue to talk about how nice it is if you have somebody who can listen to you. Talk to the doll again, and get the doll to turn her head away from you, lie on the floor, look somewhere else, etc. Ask the children if they think the doll is listening. Ask how the doll can show that she is listening (by looking at you, maintaining an upright body position, and asking questions).
4. Get the children to work in pairs. Each one should tell the other about something she or he likes doing. Each member of the pair will both tell and listen.
5. Finish off by talking about important listening skills.

Take Home Activity

Practice at home what you have learnt today.

Activity 5: I - messages

Learning Goal

Building strengths for social engagement

Learning Outcome. By the end of this unit, I will be able to:

use I-messages

Age Group

Early primary

Level

Intermediate

Materials needed

Manual, I-message sentences (I feel.....when.....because.....I would like.....).Ask parents to practise with their children.

Activity Steps

1. Start the lesson with a Mindfulness activity.

2. Say the following sentences in front of the children. You make me so angry (in an angry voice) when you talk like that.

You make me so sad (in a very sad voice) when you do that.

Explain that when you say that somebody else *makes* you feel something, you say that it is that person's fault that you feel that way. Also, explain that you yourself are responsible for your feelings, which is why it is very good to learn how to give "I-messages". In an I-message, you take responsibility for your own feelings, you are not blaming anyone else. Now, say the same sentences with an I-message.

I get angry when you talk like that, because I think you want to be rude; I would like you to use other words.

I feel sad when you do not look at me when I talk to you because I get the feeling that you do not want to hear what I want to say; I would like you to look at me.

An I message has the following components I feel..... because..... I would like.....

Again, explain the differences between the two ways of communicating.

- 3 Get the children to work in pairs and practise I-messages. They can think of things they want to say to somebody else.
4. Discuss the I-message again, the power of the I- message is that you are not blaming anybody else but you can ask them to say things or do things in a different way and that way feelings can change. You take responsibility for your own feelings. The other person can listen to the I-message and they won't feel accused, it is not their fault but they can change their way of expressing something or doing something.

Take Home Activity

Practise I-messages at home

Activity 6: The journalist

Learning Goal

Use listening skills to strengthen social engagement

Learning Outcome. By the end of this unit, I will be able to:

be a good listener

Age Group

Early primary

Level

Advanced

Materials needed

Manual, film cameras. This activity may take more than one lesson

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Interview a doll or an animal. The first time you do the interview, make sure you talk a lot, and not listen to the doll. Afterwards, ask the children if they think the doll liked being interviewed by you. Why not? (You talked too much, you interrupted, you started talking about yourself, you looked away, you did other things when the doll was saying something etc.)

Ask the pupils how they think a good journalist would act (Look at the other person, talk very little, nod to show that you hear, ask questions so that the person will talk more, and so you understand more) When you listen properly you show respect and the other person feels important. Make up a few “journalist tips” together. Write them on the white board.

3. Get the pupils to work in pairs and practise being a journalist. The other pupil can either be himself/herself, or a sportsman or a movie/singing star. The pupils swap roles half way through the exercise.
4. Film the pupils when they are acting as journalists (or let other pupils do the filming)
5. Look at the films together and make sure to give positive feedback, i.e. make sure you emphasize the things the pupils do well. (If you do not have film cameras, use a digital camera and take photos; get the pupils to give the positive feedback, and write it next to the photo of the interviewer.)

Take Home Activity

Activity 7: Friendship

Learning Goal

Reinforcing positive relationships and enhancing social engagement

Learning Outcome. By the end of this unit, I will be able to:

Know about being a good friend

Age Group

Late primary

Level

Basic

Materials needed

Manual, Handouts: “Things I would like to learn to be a good friend”, followed by items like: “.....can help me”, “My first step would be to..... “. Explain to the parents that they can look at the sheet of paper and try to help their child.

Activity Steps

1. Mindfulness activity
2. Start by asking the pupils about their friends. Some friends are school friends; others are friends because the parents are friends, or because they are relatives; and you also have “best friends”. Everybody wants to have friends; without friends, you can be rather

lonely. You can always make new friends, and you can make friends all through your life. Tell the pupils about a friend you made quite recently. Tell them about this friend, what qualities you appreciate in her/him. Ask the children about the qualities they like in their friends. List the qualities on the white board.

3. Get each pupil to think about what qualities they have as friends. Also, point out that you can always learn new ways of being a good friend. Encourage all the pupils to find two or three things they would like to learn to be good friends. (For example accepting a friend even though you don't agree with his/her opinion, be forgiving; use your sense of humour, finding things that unite us etc.). Ask them to write these down on the sheet of paper. Also, encourage them to think about who can help them to learn these things.

4. Let them think of a first step they can make to learn these things. Encourage them to practise.

Take Home Activity

Show your parents your sheet of paper and ask if they can help you.

Activity 8: Who I am

Learning Goal

Using positive relationships to strengthen social engagement

Learning Outcome. By the end of this unit, I will be able to:

Know about different strength I have at home, in school, during spare time, and as a friend

Age Group

Late primary

Level

Intermediate

Materials needed

Manual, sheets of paper, pens or crayons. A handout encouraging parents to encourage their child's social skills, and also add some qualities they think their child has.

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Talk to the pupils about who you are. Tell them that you are different in different settings. You are a certain person as a teacher, others as parent, friend, and partner, or during your leisure time. The same goes for the pupils: What settings do they move in? (family, school, leisure-time activities, friends).
3. Hand out sheets of papers, and get the children to illustrate the settings they move in. In each setting, they should also write down three social strengths they have (e.g., at home: helpful, kind to my brother, listen to my parents; in school: attentive, helpful, curious, and so on). Make sure they understand that the same strength can be useful in more than one setting.
4. Let those who want to share what they have written.

Take Home Activity

Show your parents what you have done today

Activity 9: Looking for a friend

Learning Goal

Use positive relationships to strengthening social engagement

Learning Outcome. By the end of this unit, I will be able to:

Put my strengths into words

Age Group

Late primary

Level

Advanced

Materials needed

Manual

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Show the pupils a contact ad you have made (looking for a friend):

I am a man, 40 years-old. I like to sing and dance, and I also like animals. I would like a friend who shares my interests, and who would like to go with me on long walks. I am kind, laugh a lot, make jokes, and I am very loyal to the people I like. I am also a good listener, patient and curious. If you want to become my friend, please send me a note. Talk to them about what you can put in an ad like that. You have to write about your qualities and your interests.

3. Hand out sheets of paper and get the students to write an ad. (If you have computers, get them to write them on a computer and then print. If you don't, you will have to write them on your own computer.)
4. Number all the ads. (You are the only one who knows which number corresponds to which person.)
5. (At another time). Put the ads on the wall, and get the pupils to walk around quietly, and write down which ads they would like to answer. Put up a few extra that you have written yourself. They can answer as many as they like
6. Tell the pupils: "Those of you who wanted to answer Ad 1 wanted contact with Anna", and so on. NOTE! Do not attempt to find out which students wanted to answer the various ads. This to avoid competition, or making someone feel bad.

Take Home Activity

(Sweden) Building on strengths:

Sub-theme (Use of strengths in academic and social engagement):

Set of Activities 1: Valuing oneself and others

Set of Activities 2: Reinforcing positive and realistic self-concepts

Set of Activities 3: Setting goals

Set 3:

Learning Goals

By the end of this unit, children will be able to:

- Know what their friends like in them
- Know what they like in themselves
- Value themselves and others
- Appreciate things in their family, in themselves, in a friend, and at school.
- Know what they want others to say about them
- Know what skills they have as pupils and what skills they want to develop.
- Know how to set goals.
- Know what strengths they have.
-
-
-
-

Tips for Teachers

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 1: Appreciating each other

Learning Goal

Valuing oneself and others

Learning Outcome. By the end of this study unit, I will be able to:

Know what my friends like in me, and also about what I myself like in myself and others.

Age Group

Early years

Level

Basic

Materials needed

Manual

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read the following story:

Sherlock is playing with his friend Susie. They are jumping from branch to branch. Susie is really good at steering with her tail, and Sherlock is impressed. They continue their game by jumping from the branches in one tree to the branches in another. They are shouting out loud when they jump. After a while, they have to rest, and sit together on a branch and breathe heavily. "You are so good at steering with your tail", Sherlock says to Susie. "Thanks", Susie says. After a little while she adds "You are the best jumper I have ever seen, you jump so far." "Thanks", says Sherlock.

3. Ask the children how they think Sherlock and Susie feel when they get the compliments. Do they know what they are good at? Get them to tell you about things they are good at. These do not have to be things they do, but also things they are, the kinds of people they are.

4. Get the children to form a ring. Then, get one child to sit in the middle, and the others to say what he/she is good at. Take notes and make a poster, which shows three things each child is good at. (They can choose which ones you put on the poster.)

Take Home Activity

Activity 2: Appreciation

Learning Goal

Valuing oneself and others

Learning Outcome. By the end of this unit, I will be able to:

Know about things others appreciate in me, and also things I appreciate about myself

Age Group

Early years

Level

Intermediate

Materials needed

Manual, sheets of paper, crayons, pens, a letter you have prepared from a friend where she tells you about things she appreciates in you and in your friendship. Something like this:

“Dear.....,

It is some time since I last wrote to you, and I must say I miss our walks together. I think it is important that I tell you all the things I appreciate about you and also about our friendship. I think we say these things too seldom, and, before you know it, it may be too late. Since you have been my friend for such a long time, I think it is about time for me to tell you some

important things that I like about you. I think you are a warm, kind, generous and caring friend. You often care about others and help them out when they need help. You are modest and gladly let others take credit for things you have done. In our friendship, I value that we have fun together, that we laugh together, and that you are such a good listener. There are lots of more things that I appreciate, but I will tell you about them in my next letter. Of course, I also have qualities I know you like. I know you think I am fun to be with, and that you think I am a generous person.

Your dear friend.....

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Read a fictitious letter from a friend (either the one above, or one of your own), and ask the children how they think you feel when you get a letter like that. Also, talk to them about things one appreciates in friends (to help them with the next task).
3. Get the children to work in pairs, and help each of them to formulate one thing they appreciate in the other, and one thing they appreciate in themselves. Get them to write these down on a sheet of paper, and then decorate their sheet of paper. (For those who cannot write, help them with the writing, and then let them decorate their sheet of paper.)
4. Finish off by letting those who want to share their appreciations.

Take Home Activity

Activity 3: Appreciation

Learning Goal

Valuing oneself and others

Learning Outcome. By the end of this unit, I will be able to:

To appreciate things in my family, in myself, in a friend, and at school

Age Group

Early years

Level

Advanced

Materials needed

Manual and sheets of paper, pens and crayons, possibly photographs of things you appreciate.

A handout to the children where also the parents are asked to look at their child's list and add things to appreciate

Activity Steps

1. Start the lesson with a Mindfulness Activity.
2. Tell the pupils about things you appreciate, if needed explain the word to the children. Show photographs if you have them, e.g. spending time with your family at the swimming bath, walking the dog with a friend, spending time with the pupils at school.
3. Ask the pupils about what they appreciate in their family, in a friend, in themselves, and at school. Let them tell you, and help them to find more examples.
4. Give them the handouts, and get them to illustrate what they appreciate in their family, in a friend, in themselves, and at school.

Take Home Activity

Let your family member add things to appreciate.

Make sure to follow up this home activity

Activity 4: What I want others to say about me

Learning Goal

Reinforcing positive and realistic self-concepts

Learning Outcome. By the end of this unit, I will be able to:

Find out about what I and my friends want others to say about me, and also how I can influence them.

Age Group

Early primary

Level

Basic

Materials needed

Manual, Handouts, pens

Handouts to be sent to the parents asking them to look at their child's sheet, talk to their child about it, and add something if they want to.

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Talk to the children about how you look at yourself; sometimes, it is a reflection of what others say about you. You can also, to some extent, influence what others say about you. If you want them to say that you are generous, what can you do? If you want them to say that you are

kind, what can you do? Continue to talk about what things people want others to say about them.

3. Get the pupils to work in pairs, and write down what they want others to say about them; they should also write down what they can do to make these things happen. Let those who want to share what they have written.

Take Home Activity

Show what you have written to your parents, and let them add things.

Activity 5: All about me

Learning Goal

Reinforcing a positive and realistic self-concept

Learning Outcome. By the end of this unit, I will be able to:

Know what others like about me

Age Group

Early primary

Level

Intermediate

Materials needed

Manual (this activity may take more than one session), a handout for each child with his/her name. On the same handout asking the parents to look at their child's list and add one or two things

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Talk to the pupils about things we like in one another. Today, you are going to focus on what you like about your school friends. Ask one child to leave the classroom and wait outside until you ask him/her to come in again. When the child is outside, the other brainstorm things they like about the child who has gone out. Write them down on the handout. (Make sure to have 10 things about each child.)
3. Get the pupil to come in and read out the list you have; the pupil can guess who said the different things. Continue with all the children.
4. Let the children decorate their own sheet of paper.

Take Home Activity

Show your parents, and get them to add at least one thing.

Activity 6: Me as a pupil

Learning Goal

Reinforcing positive and realistic self-concept

Learning Outcome. By the end of this unit, I will be able to:

Find out what skills I have as a pupil, and also skills I want to develop

Age Group

Early primary

Level

Advanced

Materials needed

Manual, handouts

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Talk about being a pupil. What is that? What does it involve? Are there certain skills pupils have or can acquire? List these skills (e.g., listening, working hard, trying hard, reading, doing homework, being curious about all things, writing skills, maths skills, and so on).
3. Get the children to work in pairs and talk about skills they have and the skills they would like to develop.
4. Get them to write down the skills they have, and also the skills they would like to develop.

Take Home Activity

Show your parents, and ask if they think you should add something, and also ask them what you can do to develop the skills you want to have.

Activity 7: Setting goals

Learning Goal

Setting goals

Learning Outcome. By the end of this unit, I will be able to:

Know how to set goals

Age Group

Late primary

Level

Basic

Materials needed

Manual, handout saying “ I would like to..... as a friend” and also asking the parents to help their children to reach their goal as a friend.

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Tell the pupils about a friend of yours. Tell them about all the assets this friend has. Are there different assets if you are friends in a football team than if you are friends at school? What different kinds of friends are there? Ask them what things they think are assets in a friend (all kinds of friends). List the assets on the white board. Talk to the pupils about the assets you have yourself. Also, make sure to tell them that nobody has all these assets, but that you can get more than the ones you currently have. Give an example of as asset you would like to have, and also how you can go about obtaining it.
3. Get the pupils to work in groups of three and help each other to decide what assets they would like to have as a friend. Also, encourage them to make up a plan for how to reach their goals.
4. Let those who want to share their goals

Take Home Activity

Ask your parents to help you with your plan

Activity 8: Strenghts I have

Learning Goal

Setting goals

Learning Outcome. By the end of this unit, I will be able to:

Know about strengths I have that will help me to set and reach goals

Age Group

Late primary

Level

Intermediate

Materials needed

Manual, pens and handouts where parents also are asked to look at their child's list and add strengths they think their child has in reaching his/her goals.

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Tell the pupils about a goal you want to reach (e.g., getting fit, learning something, or visiting some place). Tell them it is not difficult to have goals, but to reach them is a bit more difficult. Ask them what qualities will help them in reaching their goals. You can give examples of your own for example: I am stubborn, I do not give up, I work hard, I am enthusiastic, I make lists of what to do. List the qualities or strengths the children come up with on the white board.
3. Split the children into groups of five, and let four in the group tell the fifth what strengths he/she has in reaching goals. Get the friends to write the strengths on a sheet of paper with the pupil's name on it. All five should have their strengths written on their sheet of paper. Let them decorate the sheet of paper.

Take Home Activity

Show your parents your list, and see if they want to add something to your list. Also reflect on what type of strengths they know have helped them reaching their goals in the past. They could ask their parents to help them.

Activity 9: My goal

Learning Goal

Setting goals

Learning Outcome. By the end of this unit, I will be able to:

take steps in reaching a goal

Age Group

Late primary

Level

Advanced

Materials needed

Manual and handouts, where it says: (Also asking the parents to look at their child's goal, and think about the ways they can help him or her to reach it)

My goal:

Videos:

Tomorrow, next week, next month

Resources in me and around me that will help me reach my goal

People who can help me

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Tell the students that you have a dream; you want to learn to speak Russian. Also, tell them that when you really want something, it is good to make a plan to reach your goal. Have the same text on the white board, smart board or your computer, so that they can follow what you are talking about.

Your goal is to speak Russian

Videos mean three scenes in a video to show that you have reached your goal (this is a way of making the goal concrete):

Scene 1 I am reading a Russian book

Scene 2 I am speaking with a man from Russia

Scene 3 I am phoning a place in Russia to order something

Under Tomorrow, next week, next month, you write what you are going to do, like:

Tomorrow, I will find out about courses in Russian. Next week, I will have enrolled on a course. Within a month, I will have started the course. Within half a year, I will be able to keep a simple conversation going in Russian, like telling my name, how old I am, and where I come from.

Resources within me and around me. Resources within me: I am stubborn, I like learning new things, I do not give up. Resources around me: my family is very supportive, my colleagues are also supportive.

People who can help me: My children by helping out in the house so I can study, my husband by doing more in the house to give me time, my colleagues (who already speak Russian) by helping me study and practise.

3. Get the pupils to have a goal (academic or other), and follow the steps,
4. Get each pupil to share their steps; if they get stuck, get the others to help,

Take Home Activity

Show your goal to your parents, and ask how they can help you to attain it.