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UNIVERSITY  
OF CRETE



SVEUČILIŠTE U  
ZAGREBU



ÖREBRO UNIVERSITY



Lifelong  
Learning  
Programme

# BUILDING HEALTHY RELATIONSHIPS



LATE PRIMARY  
9/11 YEARS

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# RESCUR – RESILIENCE CURRICULUM

## BUILDING HEALTHY RELATIONSHIPS



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RESCUR IS A THREE YEAR LLP COMENIUS PROJECT (2012-2015) COORDINATED BY THE UNIVERSITY OF MALTA AND INCLUDING UNIVERSITY OF CRETE (GREECE), UNIVERSITY OF LISBON (PORTUGAL), OREBRO UNIVERSITY (SWEDEN), UNIVERSITY OF PAVIA (ITALY), AND UNIVERSITY OF ZAGREB (CROATIA).

IT IS AIMED AT DEVELOPING A RESILIENCE CURRICULUM FOR EARLY AND PRIMARY EDUCATION IN EUROPE THROUGH INTERCULTURAL AND TRANSNATIONAL COLLABORATION, TAPPING INTO THE RESOURCES AND EXPERTISE OF THE VARIOUS PARTNERS.

THE CURRICULUM WILL BE DEVELOPED ON THE BASIS OF THE CURRENT SOCIAL, ECONOMIC AND TECHNOLOGICAL NEEDS AND CHALLENGES OF THE PARTNERS INVOLVED, AND SEEK TO DEVELOP IN LEARNERS THE REQUISITE KNOWLEDGE AND SKILLS NEEDED TO OVERCOME SUCH CHALLENGES IN THEIR LIVES TO ACHIEVE ACADEMIC SUCCESS AND SOCIAL AND EMOTIONAL WELLBEING AS YOUNG CITIZENS IN THE EU.

IT WILL SEEK TO ADDRESS THE NEEDS OF VULNERABLE CHILDREN SUCH AS ROMA CHILDREN, CHILDREN WITH DISABILITY, GIFTED CHILDREN, AND CHILDREN OF REFUGEES, IMMIGRANTS AND ETHNIC MINORITIES.

THE CURRICULUM WILL BE PILOTED IN A NUMBER OF SCHOOLS IN EACH PARTNER COUNTRY AND THE FINAL PRODUCT INCLUDES MANUALS FOR SCHOOL TEACHERS AND PARENTS.

FOR FURTHER INFORMATION:



<http://www.rescur.eu/>



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LATE PRIMARY MANUAL 9/11 YEARS

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## BUILDING HEALTHY RELATIONSHIPS

THERE IS A GROWING CONSENSUS THAT RESILIENCE IS RELATED WITH HAVING POSITIVE AND HEALTHY SOCIAL RELATIONSHIPS WITH ADULTS AND PEERS (WERNER, 1990). MUCH RESEARCH HAS BEEN CARRIED OUT ABOUT THE IMPORTANCE OF THIS PROTECTIVE FACTOR, SUGGESTING THAT INDIVIDUALS WHO DO NOT HAVE A FUNCTIONAL SOCIAL SUPPORT SYSTEM ARE MORE VULNERABLE TO STRESS AND DIFFICULTIES AND LESS LIKELY TO COPE EFFECTIVELY WITH ADVERSITY. FURTHERMORE, HAVING SUPPORTIVE RELATIONSHIPS WITH ONE OR MORE CLOSE FRIENDS IS A PROTECTIVE FACTOR AGAINST PEER REJECTION ITSELF (BOLGER & PATTERSON, 2003).

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THE QUALITY OF SOCIAL RELATIONSHIPS OFFER OPPORTUNITIES FOR CHILDREN TO FEEL SOCIALLY ACCEPTED AND LOVED OR, WHEN THE QUALITY OF THE SOCIAL RELATIONSHIPS IS POOR, IT MIGHT FOSTER A SENSE OF VULNERABILITY AND OBSTRUCT HEALTHY SOCIAL AND EMOTIONAL DEVELOPMENT.

THE THEME **BUILDING HEALTHY RELATIONSHIP** SEEKS TO ENABLE THE CHILDREN TO DEVELOP SUCH RELATIONSHIPS IN THEIR HEALTHY DEVELOPMENT AND DEAL SUCCESSFULLY WITH THE CHALLENGES AND STRESSORS THEY ARE SET TO FACE IN THEIR LIVES.

## SUB-THEME I: ESTABLISHING AND MAINTAINING HEALTHY RELATIONSHIPS

THE ACTIVITIES OF THE FIRST SUBTHEME **ESTABLISHING AND MAINTAINING HEALTHY RELATIONSHIP** ARE DESIGNED TO SUPPORT THE DEVELOPMENT OF PRO-SOCIAL SKILLS IN ORDER TO CREATE A STRONG NETWORK OF POSITIVE RELATIONSHIPS. THEY FOCUS ON KEY AREAS, NAMELY: MAKING AND SUSTAINING FRIENDSHIPS SEEKING AND PROVIDING SUPPORT, NURTURING RELATIONSHIPS AND A SUPPORTIVE AND INCLUSIVE SCHOOL CLIMATE. (CEFAI, 2008).

PEER RELATIONSHIPS ARE A VERY IMPORTANT SOURCE OF WELLBEING FOR CHILDREN; THEY CAN HELP REDUCE, MEDIATE AND PREVENT THE EFFECTS OF STRESS, AND ALSO PROVIDE INFORMATION TO DEAL WITH DIFFICULTIES (SCHAFER, 1996). CHILDREN WHO ARE ABLE TO BUILD AND MAINTAIN POSITIVE RELATIONSHIPS WITH FRIENDS AND PEERS ACQUIRE BETTER SOCIAL SKILLS, DEVELOP A STRONGER SELF-AWARENESS AND AWARENESS OF OTHERS, AND SHOW A HIGHER DEGREE OF EMPLOYING AND RECRUITING EMOTIONAL SUPPORT IN TIMES OF STRESS (DOLL, ET AL., 2004).

THE FIRST SET OF ACTIVITIES HELPS CHILDREN TO REFLECT ON THE VALUE OF FRIENDSHIP AND IT ALLOWS THE CHILD TO DEEPEN HIS/HER STRATEGIES TO BUILD, MAINTAIN AND PROTECT POSITIVE RELATIONSHIPS WITH FRIENDS AND DEAL SUCCESSFULLY WITH SITUATIONS WHICH PUT FRIENDSHIP AT RISK. THE SECOND SET OF ACTIVITIES FOCUSES ON THE DEVELOPMENT OF SKILLS TO SEEK AND PROVIDE SUPPORT TO OTHERS FACING DIFFICULTIES.

RESEARCHERS HAVE LINKED RESILIENCE, IN PARTICULAR, TO ACTIVE PRO-SOCIAL STRATEGIES THAT INCLUDE POSITIVE SOCIAL INTERACTIONS AND SUPPORT (HOBFOLL ET AL., 2009). SOCIAL SUPPORT LEADS A PERSON TO BELIEVE THAT HE/SHE IS CARED FOR AND LOVED, ESTEEMED AND VALUED, AND/OR THAT HE/SHE BELONGS TO A NETWORK OF COMMUNICATION AND MUTUAL OBLIGATION (HUPCEY, 1998). AN IMPORTANT ASPECT OF THIS SOCIAL SUPPORT SYSTEM IS THE ABILITY TO ASK FOR HELP FROM OTHERS IN AN APPROPRIATE MANNER. THIS IS A VERY IMPORTANT COMMUNICATION SKILL WHICH ENABLES THE CHILD TO RECRUIT PHYSICAL, SOCIAL AND EMOTIONAL SUPPORT FROM OTHERS THAT PROTECTS THE CHILD FROM THE NEGATIVE IMPACT OF NEGATIVE EVENTS.

IN THE THIRD SET OF ACTIVITIES CHILDREN WILL LEARN TO BE CHERISH OTHERS, TRUST THEM AND TAKE CARE OF THEM IN A RECIPROCAL RELATIONSHIP. NURTURING RELATIONSHIPS ARE A CRUCIAL FOUNDATION FOR BOTH ACADEMIC AND SOCIO-EMOTIONAL DEVELOPMENT. THEY FOSTER WARMTH AND INTIMACY, PROVIDING SECURITY, PHYSICAL SAFETY AND PROTECTION. THROUGH ACTIVITIES, OLDER CHILDREN WILL ALSO ACQUIRE SKILLS TO APPRECIATE AND RESPECT INDIVIDUAL AND CULTURAL DIFFERENCES

THE LAST SECTION OF THE THIRD SET ENDS WITH ACTIVITIES CONCERNING THE QUALITY OF THE SCHOOL CLIMATE WHICH IS CONSIDERED AS A PRODUCT OF THE BELIEFS, VALUES AND ATTITUDES IN THE SOCIAL INTERACTIONS AMONG STUDENTS AND WITH TEACHERS, DEFINING THE PARAMETERS OF ACCEPTABLE BEHAVIOURS WITHIN THE SCHOOL'S CONTEXT (KOTH ET AL., 2008). THE ACTIVITIES FOCUS ON THE CREATION OF A CLASSROOM CLIMATE BUILT ON TRUST AND SENSE OF BELONGING.



### SET 1

MAKING AND HAVING  
FRIENDS



### SET 2

PROSOCIAL BEHAVIOUR



### SET 3

NURTURING RELATIONSHIPS AND  
SCHOOL CLIMATE

## SET 1: MAKING AND HAVING FRIENDS

### LEARNING GOALS

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

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3-5 YEARS	<ul style="list-style-type: none"><li>• TALK ABOUT THE EXPERIENCE OF HAVING A FRIEND AND APPRECIATE ACTIVITIES SHARED WITH FRIENDS</li><li>• EXPLORE THE EXPERIENCE OF MISSING A FRIEND</li><li>• TALK ABOUT DIFFICULTIES THAT CAN ARISE IN MAKING NEW FRIENDS AVOIDING DISCRIMINATORY BEHAVIORS</li></ul>
6-8 YEARS	<ul style="list-style-type: none"><li>• IDENTIFY STRATEGIES THAT CAN BE USED TO VALUE AND KEEP POSITIVE RELATIONSHIPS WITH PEERS</li><li>• GET ALONG WITH OTHERS</li><li>• REFLECT ON SITUATIONS WHERE FRIENDSHIP IS PUT AT RISK</li></ul>
9-11 YEARS	<ul style="list-style-type: none"><li>• ENCOURAGES THE CHILDREN TO INCREASE THEIR TRUST IN ONE ANOTHER</li><li>• DEEPEN THEIR UNDERSTANDING OF THE RELATIONSHIP BETWEEN TRUST AND FRIENDSHIP</li><li>• THE CHILDREN WILL LEARN HOW TO COPE WITH BETRAYAL AND LEARN HOW TO FORGIVE</li></ul>

### ACTIVITY 7: A game to trust you

#### Learning goal

- Encourages the children to increase their trust in one another

#### Learning outcome

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

- Trust friends that care for me

Age : 9-11 years

Level: Basic

Materials: Blindfold

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#### Activity

- Introduce the topic telling the children that they are going to make a game to understand the need to trust their friends.
- To perform this game you first prepare the classroom creating a path with some obstacles using equipment already in the classroom namely books and chairs. Be careful that all obstacles set up are safe.
- Then divide the children into groups of two. Each couple has to hold hands, blindfold one of the children in each pair. The non-blindfolded child represents the guide of the "blind" child.
- Children have to complete the path walking slowly together hand by hand, avoiding or jumping obstacles. The non-blindfolded child can help the other child by talking to him/her and giving him/her advice on what to do and where to go.
- Each child has to do the game two times taking both of the roles, one time as the guide, the other time as the "blind" child.
- At the end of the game, lead a discussion about the game asking the children
  - Did you like the game? Why?
  - How did you feel when you were they guide?
  - How did you fell when you were the "blind" child?
  - Why role did you prefer? Why?
- Collect all the ideas on a poster and focus the children's attention of emotions related to the two roles, wheatear they are similar or different. Moreover, explain and reflect with children how it was vital to encourage a high level of responsibility towards people in these game since they are being asked to take physical risks by trusting others.
- At the end of the activities each child draw a picture of the game





### At home

At home, the children discuss with their parents how to find people who are worthy of trust making a list of characteristics they must have and/or show.

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## ACTIVITY 8: Why should I trust you?

### Learning goal

- The children will deepen their understanding of the relationship between trust and friendship

### Learning outcome

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

- Understand why being a good friend means to be honest

Age : 9-11 years

Level: Intermediate

Material: "A great friend" worksheet, pens, posters, markers



### Activity

- Start the activity using the "a great friend" worksheet. Ask the children to first discuss, divided in small groups, the following sentences:
  - A great friend is....
  - A great friend does....
  - A great friend says....
  - A great friend is not...
- Each group fill the worksheet writing down their own ideas about previous sentences.
- Starting from qualities and behaviour a friend shows, guide the discussion on the importance to give and receive trust and be honest with friends asking them:



# RESCUR – RESILIENCE CURRICULUM

## BUILDING HEALTHY RELATIONSHIPS

- Why is it important to be honest and loyal with your friends?
  - How do we give trust to friends?
  - How do you receive trust from friends?
  - What hinders trust from building?
  - What helps you to give and receive trust?
  - What can you do to encourage trust?
  - What kinds of trust do we need in the classroom?
  - How do you show trust towards a classmate?
4. Divided in groups, the children summarize all main ideas with drawings or thoughts to explain why trust is important related to friendship

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At home

At home, the children discuss with their parents asking them about experiences they had in their own life where they found people who were worthy of trust.





## A GREAT FRIEND

<p>IS</p>	<p>DOES</p>
<p>SAYS</p>	<p>IS NOT</p>

A GREAT FRIEND

## ACTIVITY 9: A bridge after a betrayal

### Learning goal

- The children will learn how to cope with betrayal and learn how to forgive

### Learning outcome

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

- Cope with betrayal and learn how to forgive

Age : 9-11 years

Level: Advanced

Materials: posters, pens or markers

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### Activity

1. Introduce the topic reading the following short story:

*Paula and Chris were best friend. They met the first time in the kindergarten, now they are teenagers and they are still close friends ever since they first met.*

*One day they had a cross-country race at school, Paula knew she was not very skilled in it and she told to the teacher that she was not feeling well to avoid the race.*

*Chris who was very quick and agile, confided to everybody that she was lying because she was not able to run fast.*

*Paula heard Chris's word and she felt betrayed by him.*

*"I thought you were my friend but you were acting so mean! I don't want to see you ever again in my life!" – she shouted and she ran away.*

*Chris realized that he had made a big mistake but he did not know what to do.*

1. Divide the children into two separate groups, one group represents Paula's point of view, the other group is Chris' point of view.
2. The two groups discuss on the following questions:
  - What happened in the story?
  - Why did I behave in that way?
  - What did I feel?
  - What could I have done to avoid the quarrel?
3. The two groups explain their thoughts.
4. Collect all ideas in a poster keeping divided the two points of view





5. Starting from the previous suggestions, help the children to focus on the emotions raised to the experience to be betrayal.
6. Reflect with the children on the following questions and discuss with them on possible answers:
  - Have you ever feel betrayed?
  - What happened?
  - How do you cope with betrayal?
  - How do you heal from being betrayed?
7. Ask to the children to reflect on their stories focusing on where feelings of betrayal came from in order to identify the source of the betrayal
8. Deepen the possibility to forgive somebody after a betrayal asking the children:
  - Have you ever forgiven somebody even if he/she was not sorry for what he/she did?
  - Do you think is it important the forgiveness? Why?
  - What does it mean for you to forgive?
9. Close the activity emphasizing why it is important to heal the emotional wound as best you can. Forgiveness is so important because it is the key to get pass the anger.



### At home

At home the children ask their parents to tell them their own experiences of feeling betrayed concentrating on emotions they felt and strategies they used to cope the situation

## SET 2: PROSOCIAL BEHAVIOUR

### LEARNING GOALS

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

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3-5 YEARS	<ul style="list-style-type: none"><li>• IDENTIFY THE NEED TO FEEL SAFE AND HAPPY WITH FRIENDS</li><li>• EXPERIENCE WAYS TO THANK PEOPLE</li><li>• APPRECIATE THE IMPORTANCE OF ASKING FOR SUPPORT FROM AN ADULT</li></ul>
6-8 YEARS	<ul style="list-style-type: none"><li>• IDENTIFY FRIENDS FROM WHOM THEY CAN ASK SUPPORT</li><li>• TALK ABOUT BEING ABLE TO LISTEN CAREFULLY TO WHAT OTHER PEOPLE SAY AND NEED</li><li>• PAY ATTENTION TO THE NEEDS OF OTHERS</li></ul>
9-11 YEARS	<ul style="list-style-type: none"><li>• DESCRIBE HOW TO HELP SOMEONE IN TROUBLE</li><li>• IDENTIFY STRATEGIES TO HELP OTHERS THOSE WHO ARE DISCRIMINATED AND ISOLATED</li><li>• DESCRIBE HOW TO SUPPORT FRIENDS</li></ul>

## ACTIVITY 7: When someone is in trouble

### Learning goal

- The children will describe how to help someone in trouble

### Learning outcome

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

- Describe how to help someone in trouble

Age : 9-11 years

Level: Basic

Materials: “Help me! How you can be helpful?” worksheet, pens

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### Activity

1. Start the activity by showing the “Help me: how you can be helpful?” worksheet to the children.
2. Divided in groups, the children reflect on the pictures, thinking and writing ideas to help characters in the picture.
3. Children write for each image how they can provide help to the characters.
4. At the end, discuss strategies that children identified and reasons for the choices.






### At home

The children help their parents in some tasks at home writing what they did and how they felt in a diary. At the end of the week, the children discuss what they wrote with their parents.

HELP ME! HOW YOU CAN BE HELPFUL?



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## ACTIVITY 8: How can I be helpful?

### Learning goal

- The children will identify strategies to help others those who are discriminated and isolated

### Learning outcome

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

- Identify strategies to help others who are discriminated and isolated

Age : 9-11 years

Level: Intermediate

Materials: Cards with stories, pens and markers, sheets of paper, posters

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### Activity

1. Divided two groups, each group selects one of the following stories
2. Divided in group, children work to solve the problem answering the questions. They can present their work representing the final product on a poster, through a written text or dramatizing the story.
3. At the end, collect the suggestions on a poster to summarize all the strategies identified.



### STORY 1

Jennifer is a Roma girl who has just arrived in your class. She lives in a “moving” house, in a caravan, because her family is nomadic and they occasionally travel changing territory. Jennifer often changes village and her classmates and every time she has to know new friends. You see that some children in your school isolate her in games, some also say they do not like her because her skin is a bit darker and she always seems a bit sad and alone. She does not speak your language very well and it seems she has no friends.

Do you think she needs help?  
What can you do to help her?  
Why?

### STORY 2

Valery is a new girl at your school. She doesn't look very friendly because she spends her time in the playground on her own with her own games. One day you noticed her coming to you and your friend and she looks at you while you are playing volleyball with your best friends.

Do you think she needs help?  
What can you do to help her?  
Why?



At home

Children discuss with their parents asking them what strategies they can identify to solve problems of the two previous stories. At the end, children make a drawing about what they parent suggested.

## ACTIVITY 9: : Beeing a good friend

### Learning goal

- The children will describe how to support friends

### Learning outcome

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

- Describe how to support friends

Age : 9-11 years

Level: Advanced

Materials: Sheets of paper, pens, box

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### Activity

1. Ask the students to consider and reflect upon a time when they knew that they were really helpful to someone else.
2. Ask the children to write their own stories anonymously on sheets of papers. At the end, all stories are collected in a box
3. Each student, selects one story at random without looking and read it in front of the classroom.
4. First the children guess the author of the story, then they reflect on each story with the help of following questions:
  - What happened in the story?
  - How did the character feel?
  - What would you have done in his/her place?
5. Discuss the idea of reinforcing pro-social behaviours, empathizing with others and supporting others in order to develop and maintain positive relationships.
6. In groups, the children create a cartoon of their favourite story related to the previous activity



## At home

The children work at home with a parent to identify what they can do to help each other. Ideas can be recorded on a sheet of paper.



## SET 3: NURTURING RELATIONSHIPS AND SCHOOL CLIMATE

### LEARNING GOALS

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

3-5 YEARS	<ul style="list-style-type: none"><li>• FEEL CONFIDENT TO TRUST ADULTS</li><li>• RECOGNIZE WHAT THEY NEED TO FEEL SAFE AND PROTECTED</li><li>• GET WARMTH AND SECURITY FROM RELATIONSHIPS WITH ADULTS</li></ul>
6-8 YEARS	<ul style="list-style-type: none"><li>• REFLECT ON INDIVIDUAL DIFFERENCES</li><li>• IDENTIFY BEHAVIOURS THAT ARE CAUSED BY THEIR OWN PREJUDICES</li><li>• FIND INDIVIDUAL AND CULTURAL DIFFERENCES AND TALK ABOUT THE VALUE OF SUCH DIFFERENCES IN FRIENDSHIP</li></ul>
9-11 YEARS	<ul style="list-style-type: none"><li>• IDENTIFY WAYS TO SHOW CARE AND CONCERN FOR OTHERS</li><li>• DESCRIBE THE POSITIVE QUALITIES OF THEIR CLASSROOM CLIMATE</li><li>• EXPRESS CARING BEHAVIOURS TOWARDS CLASSROOM PEERS</li></ul>

## ACTIVITY 7: I care for you

### Learning goal

- The children will identify ways to show care and concern for others

### Learning outcome

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

- Know ways to show care and concern for others

Age : 9-11 years

Level: Semplix

Materials: Poster, markers, pens, sheets of paper

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### Activity

1. Introduce the topic ask students:
  - How do friends let their friends know that they are special and they care for them?
  - How do you do it?
  - Have you ever been worried for someone? Why? What did you do?
  - Which things you can do that might make these people feel you do not care for them?
2. Individually, each child makes a list of the most important people in his/her life and reflect on all ways he/she uses to show these people that he/she cares about them
3. Divided in groups, the children build two posters with ways to show care and not to show care to people
4. Let the children show their suggestions and close the activity by underlying that everyone need to express and receive caring behaviours from those who matter to them.



### At home

Each student selects one person from the previous list and he/she make a drawing or write a story about a time when she/he took care of that person explaining what happened and what he/she did.

## ACTIVITY 8: Me and my classroom

### Learning goal

- The children will describe the positive qualities of their classroom climate

### Learning outcome

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

- Describe the positive qualities of my classroom climate

Age : 9-11 years

Level: Intermediate

Materials: “My class” worksheet, pens, sheets of paper, posters

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### Activity

1. Invite the children to reflect on how they feel in their own classroom.
2. Ask them to fill individually “My class” worksheet
3. Let those want to share contents of their sheets
4. Divided in small groups, let the children identify and write down on a sheet of paper all qualities and emotions they found related to classroom daily life.
5. Collect all the ideas and discuss with all the children on which ones are connected with positive classroom’s experiences and which are negative ones.
6. Ask them to reflect on which aspects that can make a classroom safe and inclusive and what they would need to feel fully included in the class
7. Collect all ideas in a poster



### At home

At home the children make a drawing about a time when somebody said or did something to make them feel better in their class after their feelings had been hurt.



## MY CLASS

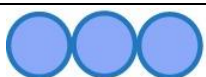
MY CLASSROOM IS LIKE

I OFTEN FEEL LIKE

MY CLASSMATES THINK MY CLASSROOM IS

MY TEACHER THINKS MY CLASS IS

MY PARENYS THINK MY CLASS IS





## ACTIVITY 9: Magic Touch

### Learning goal

- The children will express caring behaviours towards classroom peers

### Learning outcome

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

- Express caring behaviours towards classroom peers

Age : 9-11 years

Level: Advanced

Materials: Bandanna, music, poster, pens

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### Activity

1. Gathered in circle, introduce the activity explaining to the children. They are going to make a game to learn how show care to the other classmates.
2. Ask to one child to sit in the middle of the circle, blind him/her and switch on the music to maintain concentration. The other children, one per time, can express their care to the blind child, making a gesture of affection that includes touching him/her gently on his/her body. Gesture must be done on the top of him/her body (for instance on the head, face, back, hands) and need to be something pleasant not an intrusive and painful.
3. Let the children express care freely for the one in the circle, then change the child in the middle.
4. Let every child be one time inside the circle.
5. At the end of the game, use following questions to lead a discussion:
  - Do you like the game?
  - Why?
  - How was being in the middle of the circle?
  - How did you feel? Can you describe which emotions you felt?
  - How did you experience being in the circle giving care to the other?
  - Was it difficult or simple? Why?
  - How did you feel? Can you describe which emotions did you feel?
6. Close the activity collecting on the ideas on a poster



## At home

The children write on a sheet of paper all gestures they do at home to show care for the others

## SUB-THEME 2: DEVELOPING COOPERATION SKILLS AND EMPATHY AND ENGAGING IN RESPONSIBLE AND ETHICAL BEHAVIORS

THE SECOND SUB-THEME TITLED **DEVELOPING COOPERATION SKILLS AND EMPATHY AND ENGAGING IN RESPONSIBLE AND ETHICAL BEHAVIORS** IS COMPOSED OF THREE SET OF ACTIVITIES TO ENHANCE COOPERATIVE SKILLS, EMPATHY AND MORAL REASONING.

THE FIRST SET OF ACTIVITIES IS MEANT TO PROVIDE MATERIALS TO STRENGTHEN SKILLS RANGING FROM THE ABILITY TO TAKE TURNS AND SHARE TO COOPERATION AND TEAMBUILDING ACTIVITIES SUCH AS MAKING ARTWORK, TAKING COLLECTIVE DECISIONS OR PLAYING GAMES IN TEAMS. COLLABORATION AMONG PEERS FOSTERS CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT (SLAVIN, 1980, 1990), INCLUDING BETTER ATTITUDES TOWARD OTHERS (SLAVIN, 1990). FURTHERMORE, WORKING WITH ANOTHER PEER BOTH IN ACADEMIC AND IN LEISURE ACTIVITIES, HELPS CHILDREN GROW MORE COOPERATIVE AND RESPECTFUL AND EXHIBIT HIGHER SELF-ESTEEM (GENSEMER, 2000). ACTIVITIES ARE ORGANIZED FOR CHILDREN TO WORK TOGETHER AND COOPERATE TO ACHIEVE THE SAME GOAL, DISCUSSING THE BEST WAY TO UNDERTAKE A TASK AND ENSURING THAT EVERYONE ACTIVELY PARTICIPATES.

THE SECOND SET ILLUSTRATES ACTIVITIES TO SUPPORT THE ABILITY TO RECOGNIZE AND APPRECIATE THE MOTIVES, BEHAVIOURS, DESIRES AND FEELINGS OF OTHERS. EMPATHY IS AN ESSENTIAL BUILDING BLOCK FOR SUCCESSFUL INTERPERSONAL RELATIONSHIPS (REID ET AL, 2013). THE TERM REFERS TO HAVING AN AFFECTIVE RESPONSE THAT CORRESPONDS WITH THE EMOTIONAL STATE OF ANOTHER PERSON, AS WELL AS THE ABILITY TO MENTALLY UNDERSTAND ANOTHER PERSON'S PERSPECTIVE (DAVIS, 1983). CONSIDERED A NECESSARY PREREQUISITE FOR SOCIAL AND PROSOCIAL BEHAVIOUR, EMPATHY ALSO INFLUENCES THE INDIVIDUAL'S ACCEPTANCE BY PEERS AND CONTRIBUTES TO THE DEVELOPMENT OF MORALITY (BELACCHI & FARINA, 2012; COPLAN, 2011; EISENBERG, 2000).

THE THIRD SET OF ACTIVITIES HELPS STUDENTS, WITH THE TEACHER'S GUIDANCE, TO CRITICALLY REFLECT ON, DISCUSS AND ELABORATE CO-CONSTRUCTED SOLUTIONS TO MORAL AND ETHICAL DILEMMAS (GASSER & MALTI, 2012). SOCIAL RELATIONSHIPS HAVE POSITIVE EFFECTS ON MORAL DEVELOPMENT. CHILDREN LEARN HOW TO TAKE OTHERS' PERSPECTIVES THROUGH SOCIAL INTERACTIONS WITH PEERS AND CRITICALLY REFLECT ON THEIR OWN MORAL ARGUMENTS AND ETHICS. PRACTICING ETHICAL AND RESPONSIBLE BEHAVIOURS REQUIRES CHILDREN TO FOCUS BEYOND THE SELF, AND DEVELOP INTELLECTUAL AND EMOTIONAL HONESTY, AND A WILLINGNESS TO CONFRONT AND ARTICULATE THEIR VULNERABILITIES IN ORDER TO MAKE NECESSARY CHANGES IN THEIR PERSONAL LIVES (STAUB & VOLLHARDT, 2008).



SET 1

SHARING, COOPERATION AND  
TEAMWORK



SET 2

EMPATHY



SET 3

ETHICAL, RESPONSIBLE AND  
MORAL BEHAVIOUR

## SET 1: SHARING, COOPERATION AND TEAMWORK

### LEARNING GOALS

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

3-5 YEARS	<ul style="list-style-type: none"><li>• TAKE TURNS DURING PLAY ACTIVITIES</li><li>• DESCRIBE THE IMPORTANCE OF SHARING</li><li>• PARTICIPATE IN A GROUP ARTWORK THAT INVOLVES COLOURING AND COLLABORATIVE WORK</li></ul>
6-8 YEARS	<ul style="list-style-type: none"><li>• WORK WITH ANOTHER PEER ON A COMMON TASK</li><li>• WORKING TOGETHER TOWARD A COMMON GOAL</li><li>• UNDERSTAND THE IMPORTANCE OF WORKING IN COLLABORATIVE GROUP WORK</li></ul>
9-11 YEARS	<ul style="list-style-type: none"><li>• MAKE COLLECTIVE DECISIONS WITH EVERYONE PARTICIPATING</li><li>• WORK TOWARD A COMMON PURPOSE, IDENTIFYING INDIVIDUAL ROLES AND TASKS WITHIN COLLABORATIVE GROUP WORK</li><li>• ENCOURAGE, MOTIVATE AND SUPPORT EACH OTHER</li></ul>



## ATTIVITÀ 7: Listening to different opinions

### Learning goal

- The children will make collective decisions with everyone participating

### Learning outcome

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

- Take a decision with the others

Age : 9-11 years

Level: Basic

Materials: Sheets of paper, pens

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### Activity

1. Ask the children to divide themselves in 3 groups, each group representing one of the following life's context:
  - School
  - Family
  - Friends
2. Children, reflecting on their previous life's context, think of which people they meet there and how to behave towards them. You can help children using the following questions. You can choose the appropriate question according with life's contexts.
  - How much time do you spend at/with school/family/friends?
  - Who are the people that you meet in school/ in your family/with friends?
  - What do you do with school?
3. Together the children decide and make a list of 5 shared behavioural rules they applied on their own context and write down the rules on a sheet of paper. Encourage all children to participate and to negotiate differences in opinions in order to find some common rules.
4. At the end of the activities, every group show their rules to others.
5. Discuss with all the children about the rules. Ask each child to reflect on them and then write a shared list of rules.
6. Discuss the difficulties they faced to find those 5 five shared rules and working together.





### At home

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At home, the children interview a parent about a time they needed to make a shared difficult decision together with somebody else. They write the story of the event on a sheet of paper.

## ACTIVITY 8: Paul needs some help!

### Learning goal

- The children will work toward a common purpose, identifying individual roles and tasks within collaborative group work

### Learning outcome

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

- Work toward a common purpose reflecting and identifying individual roles and tasks

Age : 9-11 years

Level: Intermediate

Materials: Sheets of paper, block notes, crayons or markers, poster



### Activity

- Start the activity reading the following story “Paul needs help”

*Paul was born in Africa. His family moved here to find a job and a better quality of life, escaping from civil war. Now Paul is attending your school and one day, your teacher ask to talk about students’ families. Paul, says that his mother still lives in Africa and he is living with his father. When they will have enough money, also Paul’s mother will reach them leaving Africa. He misses her lot. This is the first time Paul tells his story in the class. With the help of your classmates, can you find a way to help him? What can you do?.*



1. Ask child to reflect individually on the following questions:
  - In your opinion, how did Paul feel when he immigrated from Africa?
  - In your opinion, how does he feel now?
2. Ask the children, divided in groups, to think of a fundraising activity to provide money to help Paul. They can write or make a drawing on a poster to present their ideas
3. Discuss how well each team operated:
  - Did someone direct the other team members and help to keep them focused to find a solution?
  - Which skills did you use in this activity?
4. Collect all answers in poster identifying strengths and weaknesses of working in a team.



### At home

At home, the children interview a parent about a time they needed to work with somebody else on an important shared task. They write the story on a sheet of paper describing how the parent felt in that situation.

## ACTIVITY 9: Playing relay races

### Learning goal

- The children will encourage, motivate and support each other

### Learning outcome

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

- Play in a team encouraging, motivating and supporting the others

Age : 9-11 years

Level: Advanced

Materials: Playground, bandanna, bag, small ball, backpacks or bags and poster





### Activity

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1. Introduce the topic of the activity explaining to the children that they are going to play a relay race.
2. Arrange the playground setting two different paths with some obstacles.
3. Divide the children in two teams, each team will follow one path.
4. Describe them how to play: from the starting line, one child per team has to run to pass through all obstacles in their own path.
5. Each child brings a bag (or a backpacks )with a small ball in it. Once the first child in each team finishes the path, he/she puts his/her ball in the bag of the next child that then starts running the same path. Each runner, at the end of the path, takes the ball and he/she inserts it in the backpack of the next child. The first team to finish the game wins.
6. After the games, discuss with the children weather they helped the members of their own team by encouraging and motivating them.
7. Ask them:
  - Is it important to encourage the other? Why?
  - How do you feel when somebody motivates you?
  - When did somebody encourage you?
8. Ask them all ways they know to support the others and collect all ideas on a poster



### At home

The children ask a parent to tell them an event in their life when they supported, encouraged and motivated another person explaining the reasons for that behaviour. The children write the story on a sheet of paper.

## SET 2: EMPATHY

### LEARNING GOALS

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

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3-5 YEARS	<ul style="list-style-type: none"><li>• LEARN TO CONSIDER OTHERS POINT OF VIEW</li><li>• REFLECT ON THE IMPORTANCE TO ASK ABOUT HOW ANOTHER PERSON IS FEELING</li><li>• CHANGE PERSPECTIVE AND OPINIONS AS A RESULT OF A NEW EXPERIENCE</li></ul>
6-8 YEARS	<ul style="list-style-type: none"><li>• PRACTICE SKILLS OF RECOGNIZING HOW OTHERS FEEL</li><li>• RECOGNIZE HOW OTHERS' EMOTIONS CAN AFFECT THEIR OWN EMOTIONS AND BEHAVIOURS</li><li>• REFLECT ON SITUATION OF THOSE WHO WERE FORCED TO EMIGRATE AND / OR REFUGEES IDENTIFYING THEIR NEEDS AND EMOTIONS</li></ul>
9-11 YEARS	<ul style="list-style-type: none"><li>• RECOGNIZE AND TALK ABOUT THE EMOTIONAL NEEDS OF OTHERS</li><li>• IDENTIFY WAYS TO EMPATHIZE WITH OTHERS</li><li>• UNDERSTAND THAT EMPATHY IS A QUALITY FOR BUILDING AND PRESERVING FRIENDSHIP</li></ul>

### ACTIVITY 7: Recognizing emotions

#### Learning goal

- The children will recognize and talk about the emotional needs of others

#### Learning outcome

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

- Understand emotional needs of others

Age : 9-11 years

Level: Basic

Materials: “If you feel so, I can...” worksheet, magazines, scissors, glue, penne, poster

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#### Activity

1. Divide the children in small groups and assign each group an emotion choosing between happiness, sadness, fear and anger.
2. Ask each group to make a collage of pictures of faces expressing that emotion that has been assigned to them by cutting pictures of faces from magazines.
3. Each group write a list of characteristics of expressive cues related to the emotion selected.
4. Ask children to reflect on their behaviours when they meet somebody that shows that particular emotion. Help the children in this activity by using the “If you feel so, I can...”, worksheet. This worksheet helps children to reflect on empathy focusing, in particular, on how they feel related to an observed emotion and on mental states attributed to another person. They reflect on their possibilities of action related on other emotions.
5. At the end, discuss with them on the impact of others’ emotions on their feelings introducing the concept of empathy and explaining them that this is when they feel and they understand emotions of somebody else.







#### At home

The children, with the help of parents, fill the “mum’s and dad’s emotions” worksheet.









### IF YOU FEEL SO, I CAN

WHEN YOU ARE	I FEEL	I THINK YOU NEED	I SHOULD
 HAPPY			
 SAD			
 ANGRY			
 SCARED			

### MUM'S AND DAD'S EMOTIONS

EMOTIONS	WHAT DOES YOUR MUM/DAD DO WHEN SHE/HE FEELS ...?	WHAT DO YOU DO WHEN YOUR MUM/DAD FEELS
 HAPPY		
 SAD		
 ANGRY		
 SCARED		

## ACTIVITY 8: I feel that you need my help

### Learning goal

- The children will identify ways to empathize with others

### Learning outcome

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

- Empathize with others in difficulties and offer my support

Age : 9-11 years

Level: Intermediate

Materials: Sheets of paper, pens, poster

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### Activity

1. Divide the children in pairs and ask them to invent and write a story where one kid called Paul is in trouble and another one called Mark helps him. They are friends. Let them write the scenario on a piece of paper.
2. During this activity the children need to focus on strategies they can use to help the friend in trouble.
3. Let children dramatize their story.
4. Ask children to analyse the emotions of the kid that needs help and the emotions of the helper with the support of following questions:
  - What happened in the story?
  - How does Paul feel before Mark's help?
  - How does Mark feel when Paul is in trouble?
  - Why does Mark help Paul?
5. Discuss with all the children about the feelings they have when they see a friend that is in trouble.
6. Let the children speak about some past event of their life when they helped a friend focusing on which emotions guided their behaviours.
7. Collect all stories on a poster.



## At home

The children record an episode they saw on the television or they read on a book where they noticed someone was in trouble and another person provide support answering question on the sheet. They can answer questions on the “observing others” worksheet.

OBSERVING OTHERS

WHO NEEDED HELP?

HOW DID THE PERSON IN TROUBLE FEEL?

HOW DID THE PERSON IN TROUBLE THINK?

WHO HELPED HIM/HER?

HOW?

WHAT WOULD YOU HAVE DONE TO HELP HIM/HER?

WHERE DID YOU SEE OR READ IT?



## ACTIVITY 9: I feel your emotions

### Learning goal

- The children will understand that empathy is a quality for building and preserving friendship

### Traguardo di apprendimento

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

- Understand the role of empathy in friendship

Age : 9-11 years

Level: Advanced

Materials: Sheets of paper, pens, container, “emotions’ wheel”, markers, poster

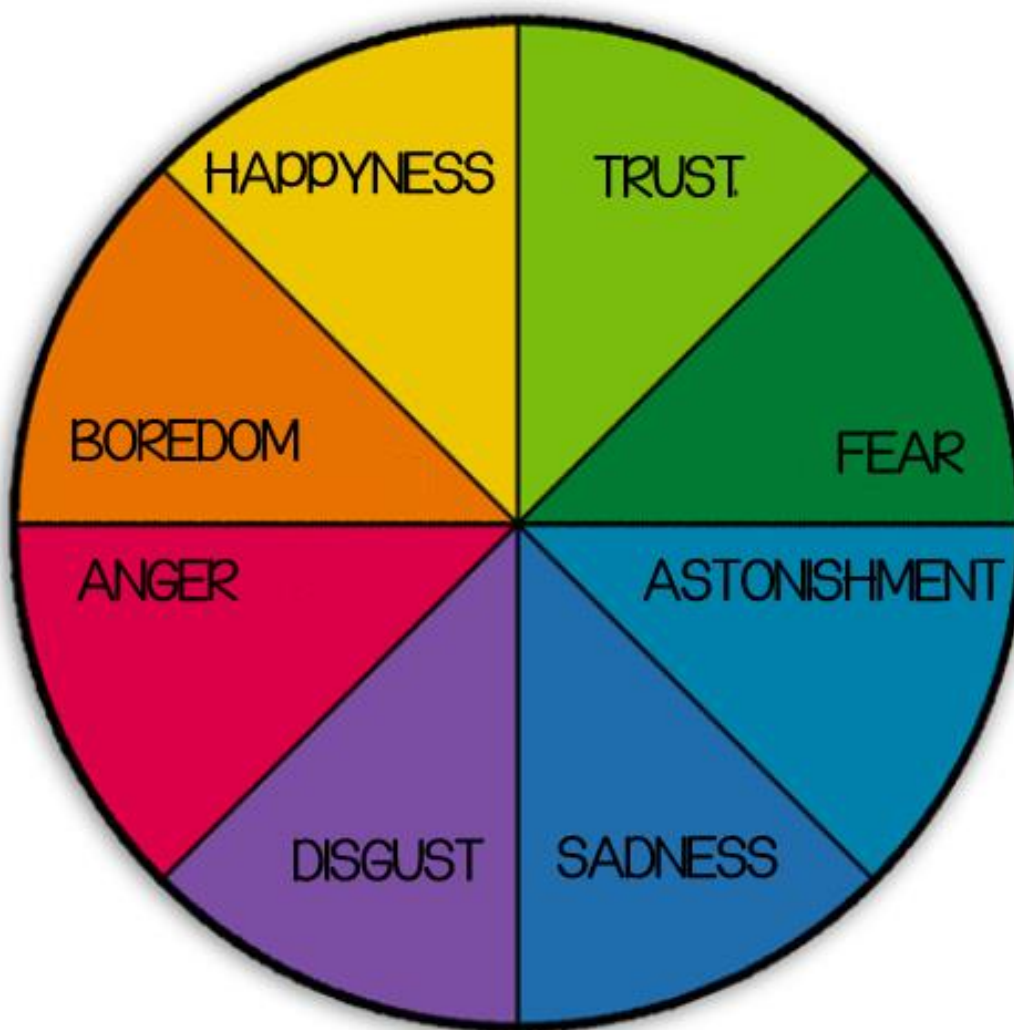
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### Activity

1. Show the “emotions’ wheel” to the children.
2. Ask the children to choose one emotion each and write it on a small sheet of paper
3. Mix all sheets of paper in a container and ask everyone to pick one of them.
4. Every child, referring to the emotions he/she took from the container, reflects to the following questions:
  - When someone close to you feels ... (name of emotion selected) how do you feel?
  - When you understand that a person feels ... (name of emotion selected) what could you do for him/her?
  - When you feel ... (name of emotion selected), what would you like others to do for you?
5. Let them show their answers.
6. Ask the children to brainstorm their thoughts about reasons to be empathic and ways that they know to show empathy to the others.
7. Discuss with the children about the use of nonverbal body language to express to friends that they are paying attention to them. Explain them that these behaviours help show friends that they are focused on them and they care for them.
8. Ask the children, divided in groups, to make posters collecting all behaviours they know to show empathy on others’ needs in order to preserve and build and positive relationships with friends.
9. Close the activity emphasizing that it is important to feel and understand others’ emotions and this is called empathy. Showing empathy is one of the most important skills in building and maintaining relationships because it allows others to feel understood and cared for.

THE EMOTIONS' WHEEL



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At home

The children write about an episode in their life in which they happened to feel the same emotion as another person explain what happened.

## SET 3: ETHICAL, RESPONSIBLE AND MORAL BEHAVIOUR

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### LEARNING GOALS

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

3-5 YEARS	<ul style="list-style-type: none"><li>• LEARN WAYS TO USE POSITIVE BEHAVIORS TOWARDS ANIMALS</li><li>• DESCRIBE THE IMPORTANCE OF DOING POSITIVE AND RESPONSIBLE ACTIONS THAT BENEFIT OTHERS</li><li>• REFLECT ON THE IMPORTANCE OF MAKING RESPONSIBLE AND POSITIVE ACTIONS TO HELP THOSE IN A DISADVANTAGED CONDITION AND/ OR WITH A DISABILITY</li></ul>
6-8 YEARS	<ul style="list-style-type: none"><li>• KNOW WHY IT IS IMPORTANT TO OBEY RULES</li><li>• DESCRIBE WHY IS IMPORTANT TO FORGIVE OTHERS FOR THEIR MISTAKES</li><li>• APOLOGIZE FOR MISTAKES BEING RESPONSIBLE OF THEIR OWN ACTIONS</li></ul>
9-11 YEARS	<ul style="list-style-type: none"><li>• GENERATE ALTERNATIVE SOLUTIONS TO A MORAL PROBLEM</li><li>• LOOK AFTER OTHER PEOPLE</li><li>• REFLECT ON ETHIC BEHAVIOURS COMPARING THEIR IDEAS WITH ETHICAL PRINCIPLES OF THE OTHERS</li></ul>



## ACTIVITY 7: I could do...

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### Learning goal

- The children will generate alternative solutions to a moral problem

### Learning outcome

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

- Reflect and take a decision on a moral problem

Age : 9-11 years

Level: Basic

Materials: “A moral dilemma” story, sheets of paper, pens



### Activity

1. Start the activity reading the following story “A moral dilemma” to the children:

*In a primary school class, children are collecting money for an educational tour: the fee is € 15 per child.*

*Maria, a student, gives to teacher € 20 and receives back 5 € from the teacher. Maria puts her money in a yellow envelope into her diary.*

*During a break, in the afternoon, all children go out in the playground. Enrico, another student, asks the teacher to go to the bathroom. Immediately after this, Paola, Enrico’s classmate, enters in the classroom and she sees that Enrico is opening Maria’s diary and he’s taking the envelope with money. Enrico ask Paola to not tell anyone what he did.*

1. Divided in 2 or 3 small groups, the children discuss and write down on a piece of paper all answers related to the following questions:
  - What should Paola do?
  - Would it matter if Maria was the best friend of Paola?
  - Would it matter if Maria and Paola were not friends?
  - Would it matter if Paola was the best friend of Enrico?
  - If you were Paola, how would you feel?
  - If you were Enrico how you would react?



2. Keeping the previous groups, organize a role play when the children have to describe and motivate their opinions like they if they were in a court.
3. One child that represents one group starts explain their solutions focusing on positive and negative aspects besides their decisions and actions. All groups present their opinions. The teacher facilitates activity giving a fixed time, for instance 3 minutes each group.
4. Organize a discussion to help all children to work together in order to find a common shared solution.
5. At the end of the game, explain to the children the aim of this activities. They worked on a moral dilemma where they needed to decide what they thought and which morally correct behaviour take in that situation where it seemed there were no truly 'right' answers to the questions



At home

The children with the help of parent think of a past situation in their life where they had to deal with a moral dilemma that is when they had to compare two different moral imperatives and choose which one they feel is most important. They describe what happened and what they did writing in on a on a sheet of paper.

## ACTIVITY 8: Looking after other people

### Learning goal

- The children will look after other people

### Learning outcome

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

- understand the importance of looking after other people

Age : 9-11 anni

Level: Intermediate

Materials: Sheets of paper, pens, and posters





### Activity

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1. Introduce the activity by asking the children to first think about some behaviours they know where they look after other people. For instance comforting, rescuing, helping.
2. Then ask the children to reflect upon a time when they looked after other people answering following questions on a sheet of paper:
  - What did you do?
  - How did you look after somebody?
  - How did you feel before?
  - What did you think before?
  - How did you make that person feel after your help?
  - How did you feel after?
  - Would you do the same thing again? If so, why? If not, why not?
3. In circle, let the children share their stories to the classmates
4. Divided in groups, the pupils are asked to reflect on a series of questions:
  - When do others need you to look after them?
  - Who are “the other people” in your life?
  - Why it important to look after other people?
  - How do you look after other people?
5. The children can collect all ideas on posters and discuss those ideas with the other classmates.



### At home

In this activity the children are asked to work with a significant adult to identify which skills that they have that might be useful to make other people feel good, welcome, happy and loved writing list of them.

### ACTIVITY 9: Laura would like to go to the party

#### Learning goal

- The children will reflect on ethic behaviours comparing their ideas with ethical principles of the others.

#### Learning outcome

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

- Reflect on ethical behaviours

Age : 9-11 years

Level: Advanced

Materials: “Fitting in a new group” dilemma, posters, and markers

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#### Activity

- Start the activity dividing the children in groups and assign the following dilemma to each group.

#### “Fitting in a new group” dilemma

*You moved from one city to another one and now you are new in your class. You don't know anybody and you need to make new friends. You noticed the first day that there are several students who teases one of your classmates.*

*Nobody looks at you and you would like to fit in more so you wonder whether it could be a good idea to get into the group by teasing that boy as well. What do you think about it?*

- Students first role-play the dilemma.
- The group need to come to a shared solution on what to do. Teacher can help in this process discussing with children on ethical values that underlie their decisions.
- Each group write on a poster with their ideas explaining which values they compared to take the final decision.
- All groups share and explain their posters to their classmates.
- Then help the children to deepen the topic of the activity by asking them:
  - Can you tell me a definition of ethics?
  - How do ethics influence personal and community values?



- Why do you think it is important to use ethical behaviour?
  - Can you identify three general ethical principles you keep in your life?
6. Guide the discussion deepen ethic behaviours by comparing different raised answers and write all suggestions in a poster.
  7. Close the activity by explaining that ethics involves the ability to define right from wrong throw decision-making. It's not easy to know how to best resolve ethical dilemmas especially when any choice might break up the societal and ethical standards like justice, fairness, friendship or any other aspects of human welfare.



At home

Con l'aiuto dei genitori, il bambino prima legge la storia "Posso andare alla festa?", poi discute e risponde alle domande.

### Can I go to the party?

*Laura is a transfer student and she is attending the last year of primary school. She is making good friends but still feels outside the group of the more popular students .*

*One day one of her classmate says to her "Hi Laura, you know, there will be a party at a Christina's house while her parents will be out of town. You must come, Christina is inviting all of our classmates!!!"*

*Laura didn't know Christina very well but she knows she is one of the most popular girls in the class and most of her classmates are planning to go to the party. Laura thinks that it seems to be perfect opportunity to break out of her small clique and making more friends.*

*She has a very good relationship with her parents, she trusts them and they trust her but she knows there is no way her parents will let her go to the party if they know that Christina's parents will be out of town.*

*Some friends suggest Laura should just not say anything and only lie if her parents asks her directly about adults being at the party. She doesn't know what to do, she would really like to go. Maybe this is the only opportunity she has to go and she wonders: "If they ever find out, what could happen? What would be really important: to have more friends or obey their parents?"*

### Questions:

- Would it be worth it to hide the truth about the party from her parents and risk having to lie?
- What do you think it will happen if Laura's parent will find out about the party?
- Do you think she will deal with the fact that they probably wouldn't trust her anymore?
- What would you have done if you had been Laura?



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### Illustrations

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