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Lifelong
Learning
Programme

BUILDING HEALTHY RELATIONSHIPS



EARLY PRIMARY
6/8 YEARS

Italian Version:

VALERIA CAVIONI
MARIA ASSUNTA ZANETTI

Acknowledgments

GIUSY BEDDIA
MARA LUPICA SPAGNOLO
GAIA VILLANI



By Antonija Balic Simrak

RESCUR – RESILIENCE CURRICULUM

BUILDING HEALTHY RELATIONSHIPS



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).

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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/>



for Italy: rescur.italy@gmail.com

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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 MANTANING 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 I: MAKING AND HAVING FRIENDS

LEARNING GOALS

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

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

ACTIVITY 4: Friends are precious

Learning goal

- The children will be able to identify strategies that can be used to value and keep positive relationships with peers.

Learning outcome

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

- Know what to do to keep positive relationships with my friends and how to be a good friend

Age : 6-8 years

Level: Basic

Materials: Sheets of papers, posters

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Activity

- Start the activity reading the following story “An old friend”

That day was a special day for Sherlock as his family was organizing a big surprise party for the grandfather’s birthday. There were lots of decorations in the house and Sherlock’s mother prepared many cakes and sweets for everybody. When Sherlock’s grandfather came back home he found all the family singing “Happy birthday to you, happy birthday to you!!!”

Grandfather was really moved by this unexpected party, partly because he met some of his old friends of his childhood again. He was happy at the beginning but then suddenly he got upset when he noticed that his best friend when he was a child was not at the party.

“How are you? Do you feel ok, grandpa? You look sad.” – Sherlock said.

“I wanted to see my old friend Robert” – whispered the grandfather – “but I am afraid he forgot about me because some years ago we argued and he did not want to be my friend anymore.”

“What happened with Robert?” – asked Sherlock.

“You know, my dear, friends are really precious but I didn’t realize that until I was missing him. We were very close friends when we were children but one day we had an argument. He was not very tall and I made fun of him in front of the children because of this. He was very hurt, he did not want to speak with me anymore and I had no opportunity to apologize for it. I would really like to meet him again, I’m so sorry for what I did. I made a very big mistake!”

As soon as he finished this story, Robert came out from behind a door, he had heard everything. He hugged the grandfather and he said he was happy to have rediscovered an old friend.

2. In order to better understand the story, use the following questions:
 - Do you like the story?
 - How did the grandfather feel at the party?
 - What happened between the grandfather and Robert?
 - In your opinion, why did the grandfather want to see Robert again?
3. Ask the children to first reflect individually on following questions:
 - Who are my friends?
 - What do I like about them?
 - What things do you do with your friends?
4. Let them write their own answers on sheets of papers
5. Divided children in small groups, let the children discuss on the following questions :
 - What are friends?
 - Why are friends important?
 - What characteristics do you think friends should have?
6. After the discussion, ask each group to make a list of behaviours they now to value friends and keep positive relationships them.
7. At the end, collect all the raised ideas on a poster



At home

The children ask their parents to talk about a special friend they have explaining why this person is special.

ACTIVITY 5: Getting along with others

Learning goal

- The children will reflect on strategies to get along with others

Learning outcome

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

- Get along with others

Age : 6-8 years

Level: Intermediate

Materials: Sheets of papers, posters, pens





Activity

1. Start the activity by reading the previous story “An Old Friend”.
2. To better understand the story, use the following questions:
 - Do you like the story?
 - How did the grandfather feel at the party?
 - What happened between the grandfather and Robert?
 - In your opinion, why did the grandfather want to see Robert again?
3. Ask children to first reflect individually on following questions:
 - Who are my friends?
 - What do I like about them?
 - What things do I do with my friends?
4. Let them write their own answers on sheets of papers.
5. Divide the children into small groups where they are asked to identify behaviours which help them to get along with others. The list that is generated should be put up on a flipchart. Help the children reflect deeper, including for instance behaviours such as: caring, cheerfulness, generosity, helpfulness and honesty
6. At the end, discuss with children and list what they wrote in order to make a common list of behaviours to get along with others.

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At home

Each pupil selects one behaviour from the list that he/she has to look for in others in the week ahead. He/she should also try to practice that behaviour him/herself. He/she records his/her behaviour on a diary.

ATTIVITÀ 6: S.O.S....friendship at risk!

Learning goal

- The children will reflect on situations where friendship is put at risk

Learning outcome

Alla fine di questa unità, sarò in grado di:

- Identify situations where I need to be careful and kind when interacting with my friends in order to not lose their friendship

Age : 6-8 years

Level: Advanced

Materials: Poster, markers

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Activity

- Start the activity reading the story “An Old Friend”(Activity 1)
- To better understand the story, use the following questions:
 - Do you like the story?
 - How did the grandfather feel at the party?
 - What happened between the grandfather and Robert?
 - In your opinion, why did the grandfather want to see Robert again?
- Ask children to first reflect individually on following questions:
 - Who are my friends?
 - What do I like about them?
 - What things do I do with my friends?
 - How do my friends behave toward me?
 - How do I behave toward them?
- Ask the children to make examples of which behaviours that are good friendship behaviours.
- Collect all ideas on a poster
- Encourage the pupils to brainstorm suggestions about what kind of problems friends sometimes encounter focusing on what types of behaviours could damage a friendship.
- Write all suggestions on a poster.
- Close the activity by helping the children discuss strategies they use to avoid or cope problems with friends.



At home

The children discuss together with their parents which qualities and behaviour promotes a good friendship. They grade the behaviours together on the “A good friend” worksheet, 1 star if disagree, 2 stars if agree, 3 stars if strongly agree. They can also add and evaluate extra-sentences at the end of the worksheet.

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A GOOD FRIEND: IN MY OPINION, A GOOD FRIEND...	
LET YOU HAVE OTHER FRIENDS	☆☆☆
SHARES FOOD, TOYS AND TOOLS WITH YOU	☆☆☆
THINKS ABOUT YOU WHEN YOU'RE NOT SPENDING TIME TOGETHER	☆☆☆
SMILES AT YOU	☆☆☆
MAKES YOU LAUGH EVEN IF YOU DIFFICULT SITUATION	☆☆☆
LISTENS TO YOUR IDEAS AND VALUES THEM	☆☆☆
FORGIVES YOU WHEN YOU WRONG	☆☆☆
UNDERSTANDS YOUR FEELINGS	☆☆☆
CAN SEE THINGS FROM YOUR POINT OF VIEW	☆☆☆
HELP YOU WHEN NEEDED	☆☆☆
.....	☆☆☆
.....	☆☆☆

SET 2: PROSOCIAL BEHAVIOR

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

ACTIVITY 4: Zelda is in trouble

Learning goal

- The children will identify friends from whom they can ask support

Learning outcome

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

- Identify a number of friends from whom I can ask support.

Age : 6-8 years

Level: Intermediate

Materials: Sheets of paper, markers

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Activity

1. Initiate the activity reading the following story “Zelda is in trouble”

One day, Zelda was exploring the forest looking for flowers, she was so curious that despite her mum’s warnings’ she was walking on her own. She was walking on a dry soil covered by lots of leaves but, while she was walking, she did not realize that leaves stuck on her body and she could not move anymore or see where she was heading.

She was panicking as she did not know what to do.

She tried to walk a bit more because she knew she was almost at Sherlock’s house and she started shouting: “Sherlock! Sherlock! Where are you? Help me, please! It’s Zelda, I’m stuck in the soil because of these leaves and I can’t move anymore! Please come here and help me!” – said Zelda

As soon as Sherlock recognized Zelda’s voice, he came to rescue her immediately: “Here I am, Zelda!” – and with his small paws he removed all the leaves. “Now you’re free.” – said Sherlock – “but be careful on where you walk next time!”

Zelda was very happy and she said to Sherlock the squirrel: “Thank you so much Sherlock! You’ve been really helpful. Now I will pay much more attention to where I put my feet.”

“You’re welcome, Zelda! It was my pleasure to help you.” – answered Sherlock.

2. Guide the children to better understand the story through following questions:

- What was Zelda was doing in the forest?
- What happened to Zelda while she was walking?
- What did she do when she found herself in trouble?

3. Ask the children to think about one time they found themselves in trouble (for instance got lost somewhere, did not feel well, or they have been hurt...).

4. Select one of the children’s’ stories and ask them to brainstorm suggestions on strategies to use to cope that situation.

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5. Ask the children to make a list of all people whom they can ask for help
6. Divided in pairs, the children will explain why they selected those people on the list describing reasons for their decision.



At home

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The children ask to parents to tell them about one time they found themselves in difficulties and exploring details on what they did to cope the situation. The children then make a drawing of it.

ATTIVITÀ 5: Listen to me!

Learning goal

- The children will talk about being able to listen carefully to what other people say and need

Traguardo di apprendimento

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

- Listen friends' needs

Age : 6-8 years

Level: Intermedio

Materials: Sheets of papers, poster



Activity

1. Start the activity reading the story “Zelda is in trouble” (Activity 4)
2. Guide the children to better understand the story “Zelda is in trouble” with following questions:
 - What was Zelda was doing in the forest?
 - What happened to Zelda while she was walking?
 - What did she do when she found herself in trouble?
 - How did Sherlock understand that Zelda was in trouble?

3. Guide the children to deepen the activity's discussion topic underlying that Sherlock listened Zelda's request of help.
4. Ask the children:
 - When someone talks to you, do you always listen carefully to him/her?
 - If others did not listen to you, how would you feel?
5. Divided in groups, the children write on a sheet of paper a list of behaviours they can show to express they are listening other's needs and requests.
6. Collect all ideas on a poster



At home

The children ask to somebody from their family what he/she need to feel happy, identifying three things. With the help of their parents they discuss and compare these needs with their own then draw a picture of their needs.

ACTIVITY 6: Sherlock is attentive to Zelda's needs

Learning goal

- The children will pay attention to the needs of others

Learning outcome

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

- Be attentive to the needs of others

Age : 6-8 years

Level: Advanced

Materials: Posters



Activity

1. Guide the children to better understand the story “Zelda is in trouble” (Activity 4) with the following questions:
 - What was Zelda was doing in the forest?
 - What happened to Zelda while she was walking?
 - What did she do when she found herself in trouble?
 - How did Sherlock understand that Zelda was in trouble?
2. Ask the children to reflect on these questions:
 - When people talk to you, do you usually listen to them?
 - When someone tells you a personal problem, do you listen to him/her?
 - Have you ever encouraged somebody to ask an adult help?
3. Next divided in groups, the children invent a story where somebody needs help and they organize a role-play from it.
4. At the end, guide the children to deepen their understanding for the importance of pay attention to the needs of others by asking them:
 - From which signs and behaviour can you understand that somebody needs help?
 - What can you do when a friend needs help?
 - How do you feel after you helped him/her?
5. With the help of the children, write on a poster all behaviours or skills they know to help a friend

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At home

The children ask all their family members what they need to feel happy identifying three things. With the help of their parents the children discuss and compare these needs then draw a picture of their needs.

SET 3: NURTURING RELATIONSHIPS AND SCHOOL CLIMATE

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

ACTIVITY 4: I'm not so different

Learning goal

- The children will reflect on individual differences

Learning outcome

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

- Be respectful for individual differences

Age: 6-8 years

Level: Basic

Materialis: Poster, crayons, markers, pencils, “Me & You” worksheet

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Activity

1. Read the story “Too different from Zelda” to the children “

After a long and cold winter, finally the spring arrived in the forest. Flowers were blooming in all the fields and Zelda and Sherlock could already see the first fruits on some trees. They were happy because they knew that the animals of the forest used to celebrate the beginning of spring with a huge party at the Big Tree

This year the party was organized by the family of the Owls, they were famous in all the forest to be a bit strange because they used to go out only during the night. Nobody knew them very well but everybody was pleased to be invited to the party.

Sherlock got immediately his invitation card. Zelda, even though she received her card as well, decided to not go to the party. She said the owls, because they knew everything about the world, they were not funny animals, they never enjoyed anything or made jokes and they were always interested in books. "You know Sherlock" - said Zelda - "Owls always think they're the best animals, they always want to win everything and do not want to get along with other animals. They always rush to do everything, without waiting for others "

Sherlock was not very interested in Zelda's opinion because he really wanted to go to the party and finally he managed to bring also Zelda with him, even if she did not like to go.

When Zelda came in, many owls looked at her curiously. She did not understand exactly why but she noticed that they were friendly, like they were interested in her.

She started thinking that maybe it was not true that they were as so strange and so little cool and nice.

"Hello" – said Eliano, the eldest owl. "Welcome to the party, I'm very happy to meet you!".

They talked for a long time, Eliano told Zelda about his passions for the books and for the mountains, he loved to climb mountains and observe the sky. Zelda spoke about her life in the



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forest, her family, and she explained how to prepare some delicious cakes with red berries, Eliano and the other owls really liked them! Despite their differences and different interests, they kept talking a lot.

“I’m so glad to have met you Zelda” –said Eliano at the end of the party. Zelda came back home happy to have learned that, although Eliano looked so different, finally he was a really a nice animal and she was also amazed and proud and have taught him how to cook a delicious cake with red berries.

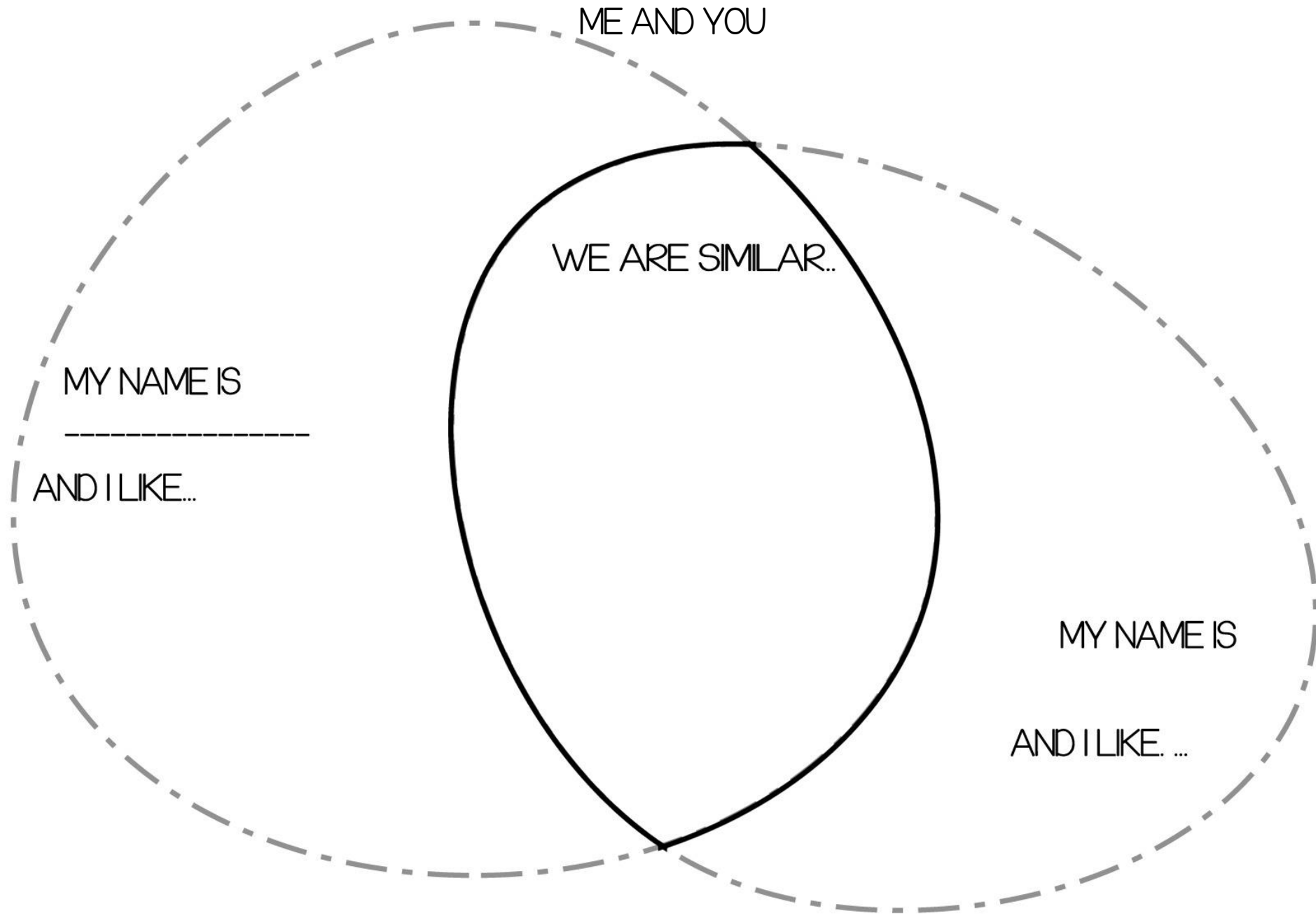
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2. Help the children to understand the story asking:
 - Did you like the story?
 - Why Zelda did not like to go to the party?
3. Make a poster, with the help of the children, drawing a hedgehog and an owl
4. Ask the children to list differences and similarities between a hedgehog and an owl
5. Divided in pairs, the children write down differences and similarities they have with a classmate, filling the “me & you” worksheet
6. Taking turn, all pairs, explain to the class what they identified as similarities and differences
7. The teacher takes notes of all ideas and help the children to discuss on the importance of similarities and differences focusing in particular on reasons to keep and respect individual differences.
8. The teacher collects all ideas the children had on a poster



At home

The children at home, choosing somebody in their family, fill the “Me & You” worksheet discussing on similarities and differences they found each other. Everyone can writes in the gray side shapes which aspects or qualities they have (eg. I like to play soccer), in the central part, the child, with the help of the adult, transcribes common aspects.



ACTIVITY 5: Beyond the appearance

Learning goal

- The children will identify behaviours that are caused by their own prejudices

Learning outcome

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

- Identify behaviours that are caused by my own prejudices

Age : 6-8 years

Level: Intermediate

Materials: Poster, crayons, markers, pencils, “Eliano, the eldest owl” worksheet

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Activity

- Read the story “Too different from Zelda?” (Activity 4) to the children .
- Ask the children recap the story and help them to understand the story asking them:
 - Did you like the story?
 - Why Zelda did not want to go to the party?
 - What did Zelda think about owls?
 - What did Sherlock do?
 - What did Eliano the eldest owl do?
 - How did Zelda feel after she spoke with Eliano?
- Ask children if it happened to them to behave like Zelda; Zelda thought that the owls, since they liked reading and they looked strange, they were unfriendly and not funny. At the end Zelda realized that he was wrong in judging the owls, but also she taught them something to Eliano and she was happy for it. In this way Eliano learned something useful as well.
- Let children share their experiences
- Using “Eliano, the eldest owl” worksheet, ask children to list prejudices that Zelda had before knowing Eliano, what she learned then and how she felt after knowing the owls
- Collect all idea on a poster.

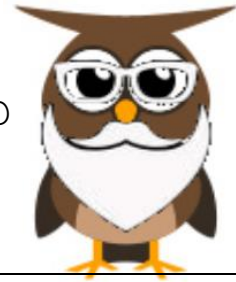


At home

The children ask their parents to tell them one time when they judged somebody or something before knew him/her/it directly. The children take note of the event on a sheet of paper and make a picture of it.

ELIANO THE ELDEST OWL

WRITE ZELDA'S PREJUDICES BEFORE KNOWING ELIANO ZELDA AND WHAT SHE LEARNED AND HOW SHE FELT AFTER MEETING THE OWLS



BEFORE: PREJUDICES

AFTER: WHAT SHE LEARNED AND HOW SHE FELT

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ACTIVITY 6: Differences and similarities

Learning goal

- The children will find individual and cultural differences and talk about the value of such differences in friendship

Learning outcome

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

- See individual and cultural differences and talk about the value of such differences in friendship

Age : 6-8 years

Level: Advanced

Materials: “Children’s cultures” cards, pens or markers, sheets of paper

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Activity

- Read the story “Too different from Zelda?” (Activity 4) to the children
- Help children to understand the story asking:
 - Did you like the story?
 - Why Zelda did not want to go to the party? What did she think about the owls?
 - What did Sherlock do?
 - What did Eliano the eldest owls do?
 - How did Zelda feel after she spoke with Eliano?
- In small groups, the children list all differences they can find between Zelda and Eliano.
- Collect all ideas and introduce the importance of respect and to value individual difference instead of rejecting people that look different from their appearance
- Using pictures from the “children’s cultures” cards, divide students in small groups and ask them to discuss the following questions together:
 - In your opinion, where do these children come from?
 - How did they spend their day?
 - Which language do they speak?
 - Which are their favourite games?
 - Do you think their lifestyle is similar or different to yours? Why?
- Explain that sometimes everyone can find ways that people are alike although they look different on the surface in order to build friendship.
- Ask the children to find someone in his/her class who is like him/her in some way and then ask them:
 - What is his or her name?
 - How is this person not like you?
 - How is he or she like you?
 - Can you list differences and similarities?

8. Let the children brainstorm their ideas and collect them on a poster underlying the importance of value differences



At home

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At home parents help the children to make a book of children cutting pictures of boys and girl's magazines that have form different countries wearing native clothes or a variety of hair styles, clothing and skin colour in order to show particularities and simulates of those children at school.







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

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

ACTIVITY 4: Working like bees

Learning goal

- The children will work with another peer on a common task

Learning outcome

Alla fine di questa unità, sarò in grado di:

- Work in pair on a common task

Age : 6-8 years

Level: Basic

Materialis: Poster, crayons or markers, sheets of paper

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Activity

- Start the activity reading the following story “Bees’ secret”

One day Zelda’s teachers gave her students a special homework: to observe how bees live and work.

Zelda was very excited to do it, she went into in the forest to find some bees. She walked for quite a bit and finally she saw one bee that was flying from one flower to another one. She noticed there were also other bees close to the first one and that they appeared to be speaking each other through their antennas.

One bee was curious about Zelda’s presence, she came to her asking “Hello, I’m Angy, and you? What are you doing here?”

“Hello Angy, I’m Zelda. I would like to know more on bees. Bees are so small but you are also so smart and fast in find pollen and construct the hive. I’m very impressed!” – answered Zelda.

“The trick is to work together, we always cooperate. One bee is small and cannot do a lot, but the teamwork is very powerful! We can do everything, we can move heavy things and protect ourselves if we are together!”

Zelda was very happy, she discovered the bees’ secret: working together was really a great idea!!

- Help the children understand the story by asking them:
 - What did Zelda have to do as homework?
 - What did Zelda notice at the beginning?
 - What did Angy say to Zelda?
 - Which is the bees’ secret?
- Help the children to reflect on other bees’ behaviours when they work together, for instance what they do to make honey or when they share roles and tasks to protect and provide foods.

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4. Create pairs of children and ask them to make one single drawing of the story “Bees’ secret”
5. When the children finish their drawings, ask them to show their drawings to the others explaining in particular which strategies they used to divide roles between the two of them. To help them, ask the children:
 - How did you start the drawing?
 - Did you divide tasks equally?
6. Ask all the children to brainstorm about all positive and negative aspects they can find on working with somebody else on a common task.
7. Collect all the ideas on a poster emphasizing positive aspects of teamwork.

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At home

At home the children play with parents imagining to be another animal, they can choose the one they prefer. Then they make a picture to explain how the life of that animal is.

ACTIVITY 5: Are we working in a team?

Learning goal

- Working together toward a common goal

Traguardo di apprendimento

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

- Work in a team for a common goal

Age : 6-8 years

Level: Intermediate

Materials: Sheets of papers, posters, pens

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Activity

1. Start the activity reading the previous story “Bees’ teamwork”
2. Help the children to understand the story asking them:
 - What did Zelda have to do as homework?
 - What did Zelda notice at the beginning?
 - What did Angy say to Zelda?
 - Which is the bees’ secret?
3. Create small groups of children and ask them to invent a new story about Angy the bees.
4. When the children finish their stories, let them share their stories to the others.
5. Ask each group which strategies they used to divide roles and tasks within the groups. To help them, ask the children:
 - How did you decide how to organize tasks?
 - Did somebody decide all different roles, tasks and activities for the whole group?
 - Did you divide tasks equally?
 - Are you happy with the role you had?
6. Ask to each group to make a list all positive and negative aspects they can find about the teamwork.
7. At the end, discuss all lists together and make one poster from all the suggestions emphasizing positive aspects.

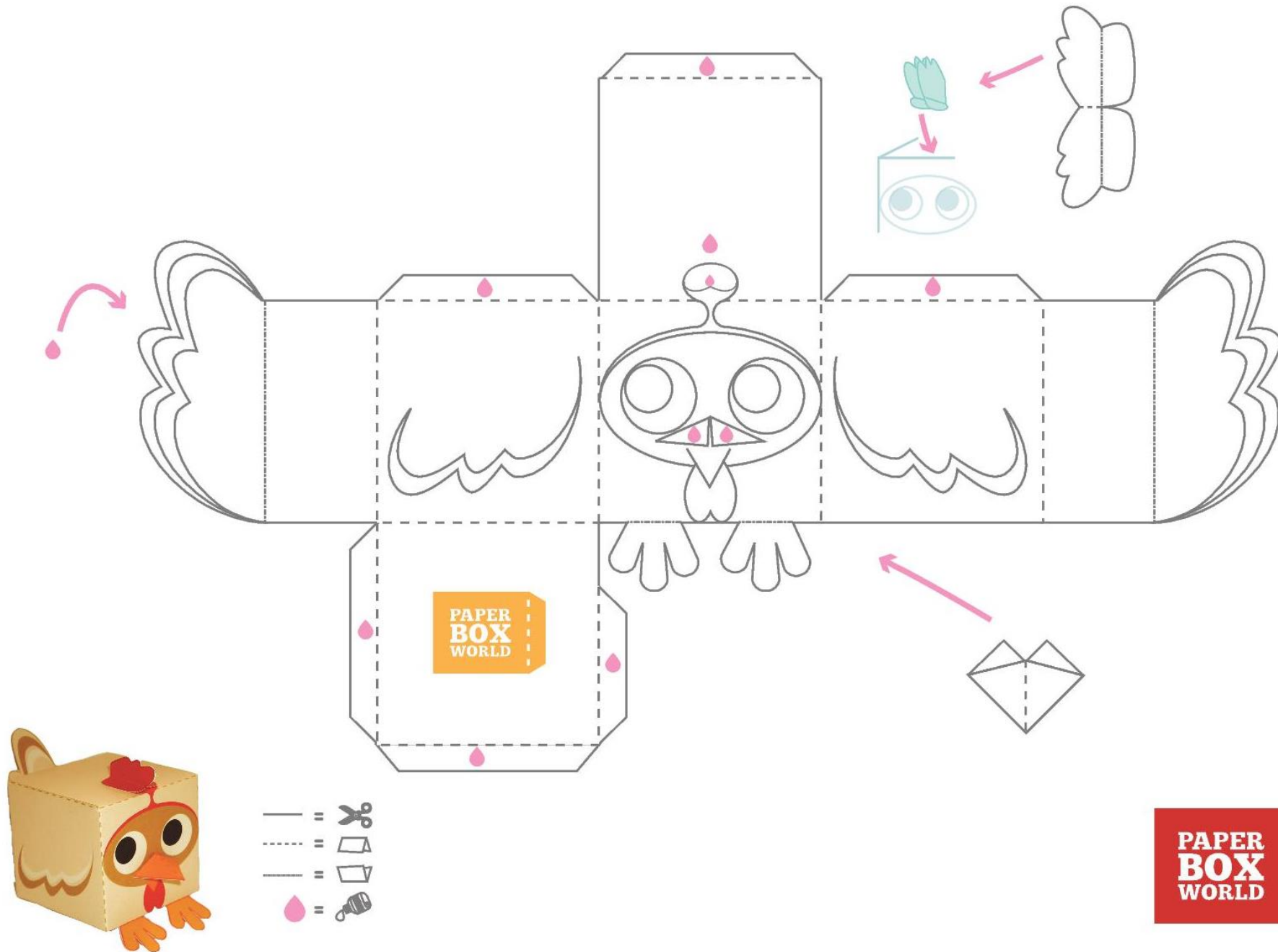


At home

At home, children work together with the help of parents to build paper box toys. The children discuss with their parent on pros and cons of working on a task with somebody else.

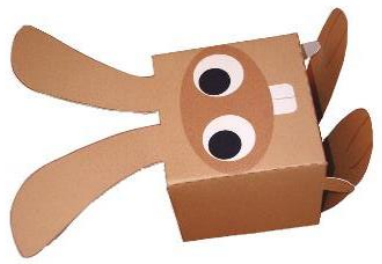
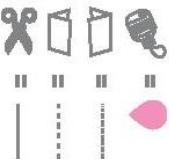
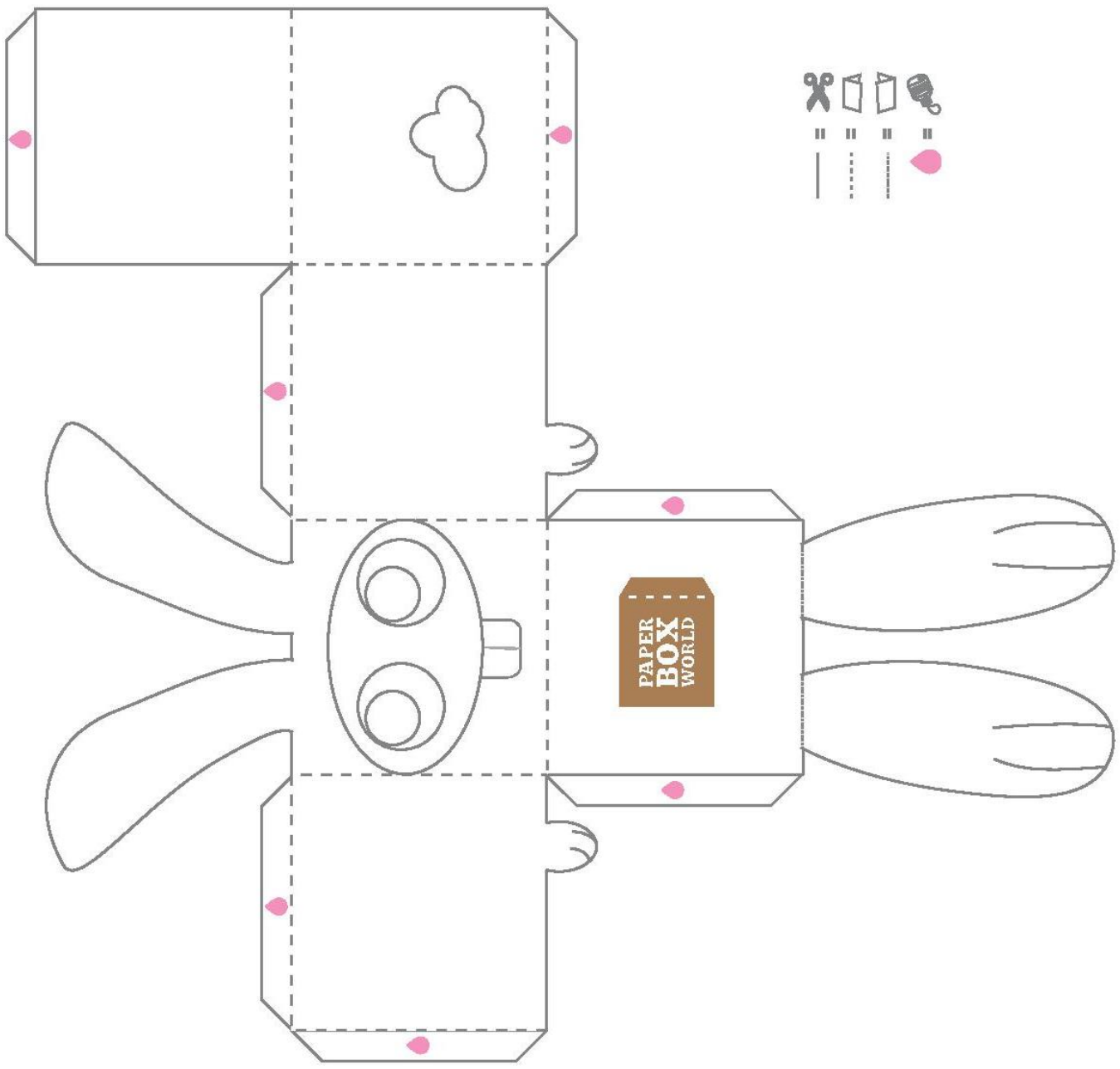
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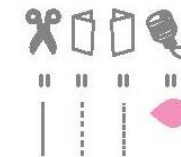
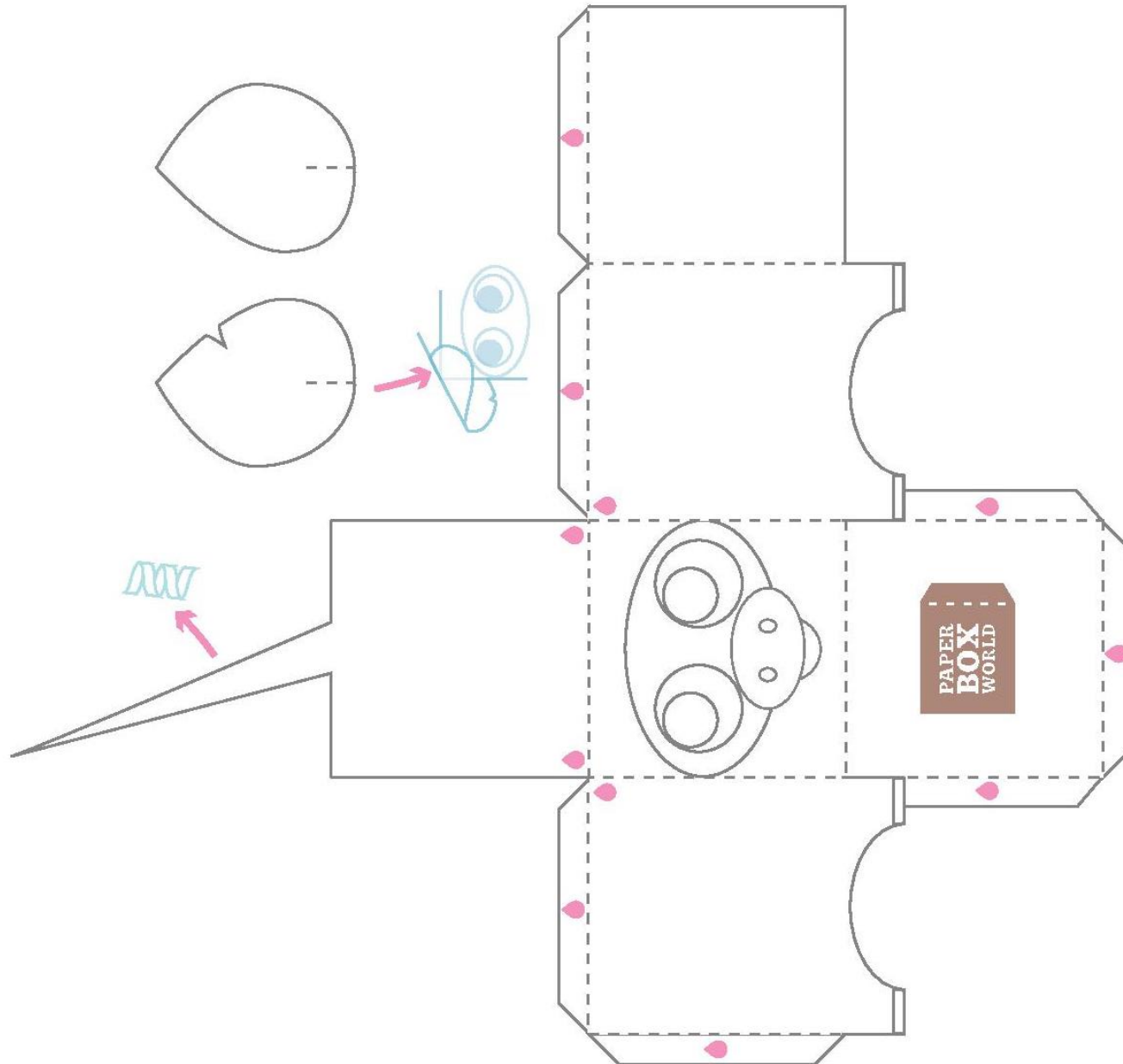
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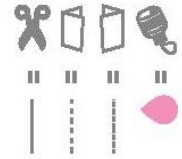
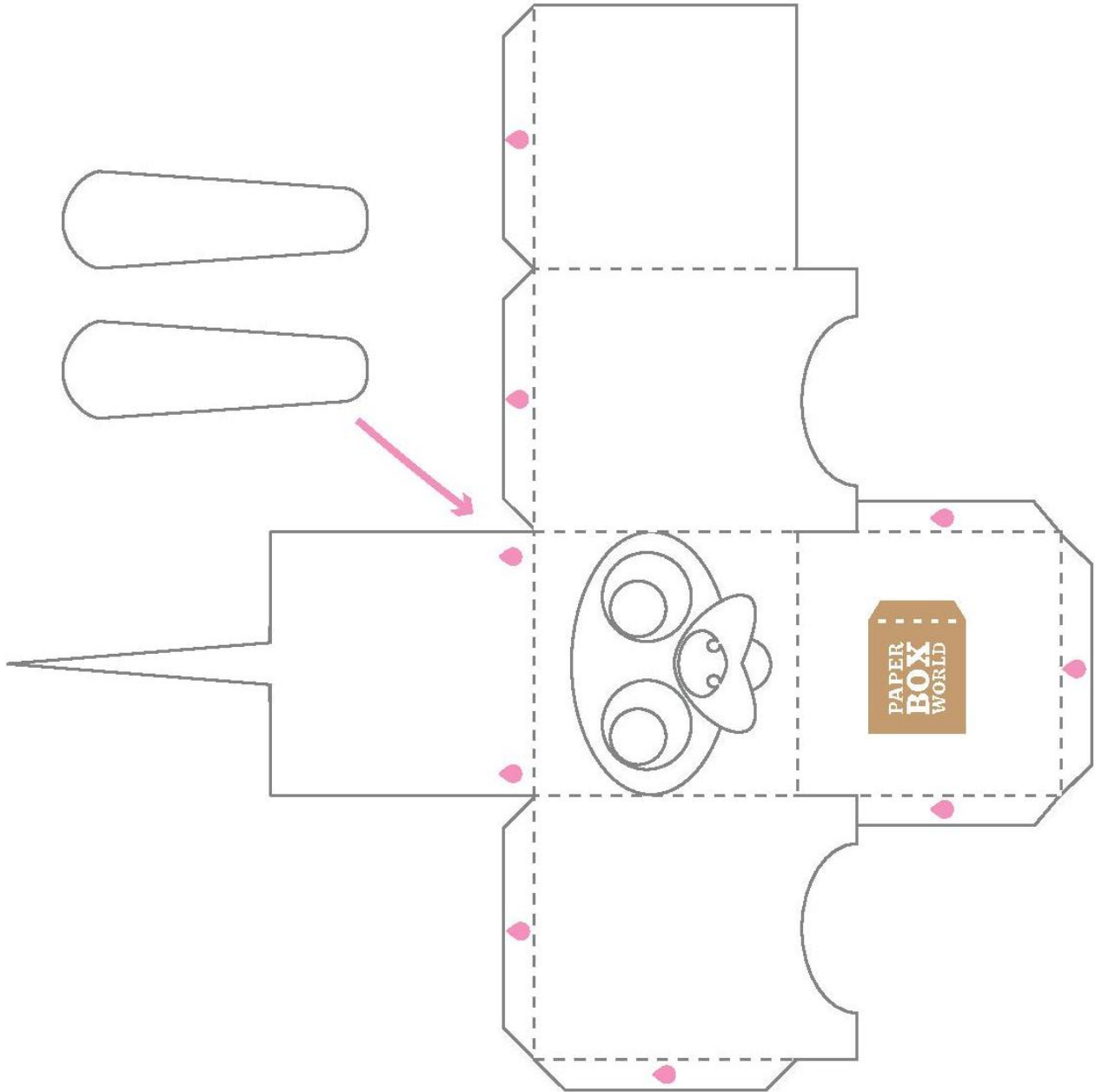
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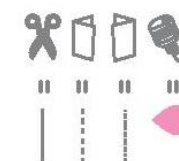
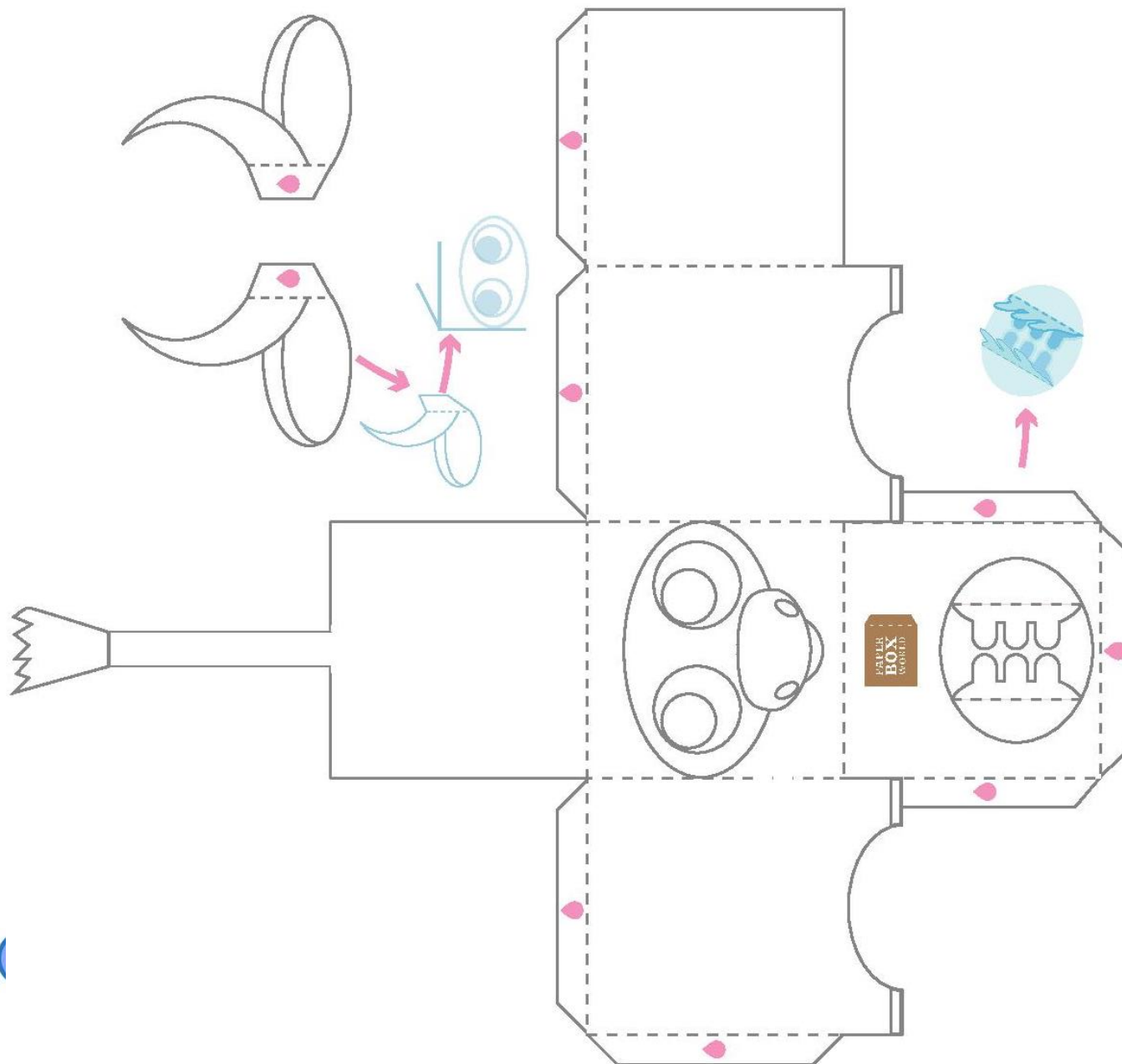
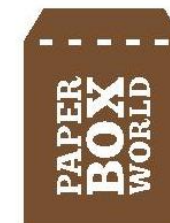


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BUILDING HEALTHY RELATIONSHIPS







ACTIVITY 6: We are a team!

Learning goal

- Children will understand the importance of working in collaborative group work

Learning outcome

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

- Understand that cooperation is important for friendship

Age : 6-8 years

Level: Advanced

Materials: Sheets of paper, crayons, pens, and poster

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Activity

1. Start the activity reading the previous story “Bees’ secret”
2. Help the children to understand the story asking them:
 - What did Zelda have to do as homework?
 - What did Zelda notice at the beginning?
 - What did Angy say to Zelda?
 - Which is the bees’ secret?
3. Create small groups of children and ask them to invent a new story about Angy the bees.
4. When the children finish their stories, let them share their stories to the others.
5. Ask each group to find and design a logo and formulating a name their own group
6. Ask each group which strategies they used to divide roles within the groups. To help them, ask the children:
 - How did you organize the different tasks in your group?
 - Did somebody decide all different roles, tasks and activities for the whole group?
 - Did you divide tasks equally?
 - Are you happy with it?
 - What did you learn from this activity?
7. Ask to each group make a list all reasons all the reasons why it is worthy to cooperate with others and discuss about aspects listed.
8. Collect all ideas on a poster



At home

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At home the children make a list on all tasks and activities they can do cooperating with others.

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

ATTIVITÀ 4: I can feel your emotion

Learning goal

- The children will practice skills of recognizing how others feel

Learning outcome

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

- Know the importance to recognize other people's feelings

Age : 6-8 years

Level: Basic

Materials: Emotions cards", sheets of paper, crayons/markers, poster, and "Changing Batteries" video on YouTube

44



Activity

1. Read the following story "Sherlock meets a friend"

One day Sherlock was walking into the forest and there he met Max the rabbit, a friend of his that he had not seen for a long time.

"How are you Max? I'm so happy to meet you" – said Sherlock. "I'm also glad to see you again" – answered back Max.

Sherlock noticed that Max seemed worried, he looked tired and sad. "You know, you don't look very happy to see me" – said Sherlock.

I'm happy to see you but I'm sad because the place where I lived was flooded by the river and my family and myself are moving searching from a new home. I miss my old house and I'm really sad because I feel I lost everything. I was so happy in my land, but now it is no longer safe, I needed to move with my family and look for a safe shelter. So I'm looking for a house in this unknown area, it's not my land, I have nothing more and I don't know any animals. Some animals also speak languages that I do not know. I hope to be accepted in this place, I feel lost. I'm so sorry but I have to go now because my family is waiting for me. See you soon Sherlock "- said Max and he went away.

Sherlock was upset and sad, he felt as if he himself had lost his own house and he could imagine how Max felt lost because he needed to find a safe place moving in an unknown land. He was so sorry for what had happened to his friend. He realized how it can be sad to leave suddenly from one beloved place as happened to Max. He could really understand why Max was sad and worried.

2. Introduce the topic of the activity with the help of following questions on the story:
 - Who did Sherlock meet in the forest?
 - How did Max seem?
 - How did Max feel?
 - What happened to Max?
 - How did Sherlock feel after it?
3. Arrange the students into a circle and ask each child to choose one of the 'emotions' cards' from the centre of circle. The teacher can add other pictures from newspapers or internet.
4. Each child first labels the emotion of the selected card
5. Ask them to think of a situation when they saw somebody with the emotion on the drawn card.
6. Each child makes a drawing of his/her personal experience
7. The children share their illustrations explaining what happened, what they did to cope the situation and how they felt
8. Gathered in circle, show them the video "Changing Batteries" a 3D animation story from MMU on you tube at the following link:

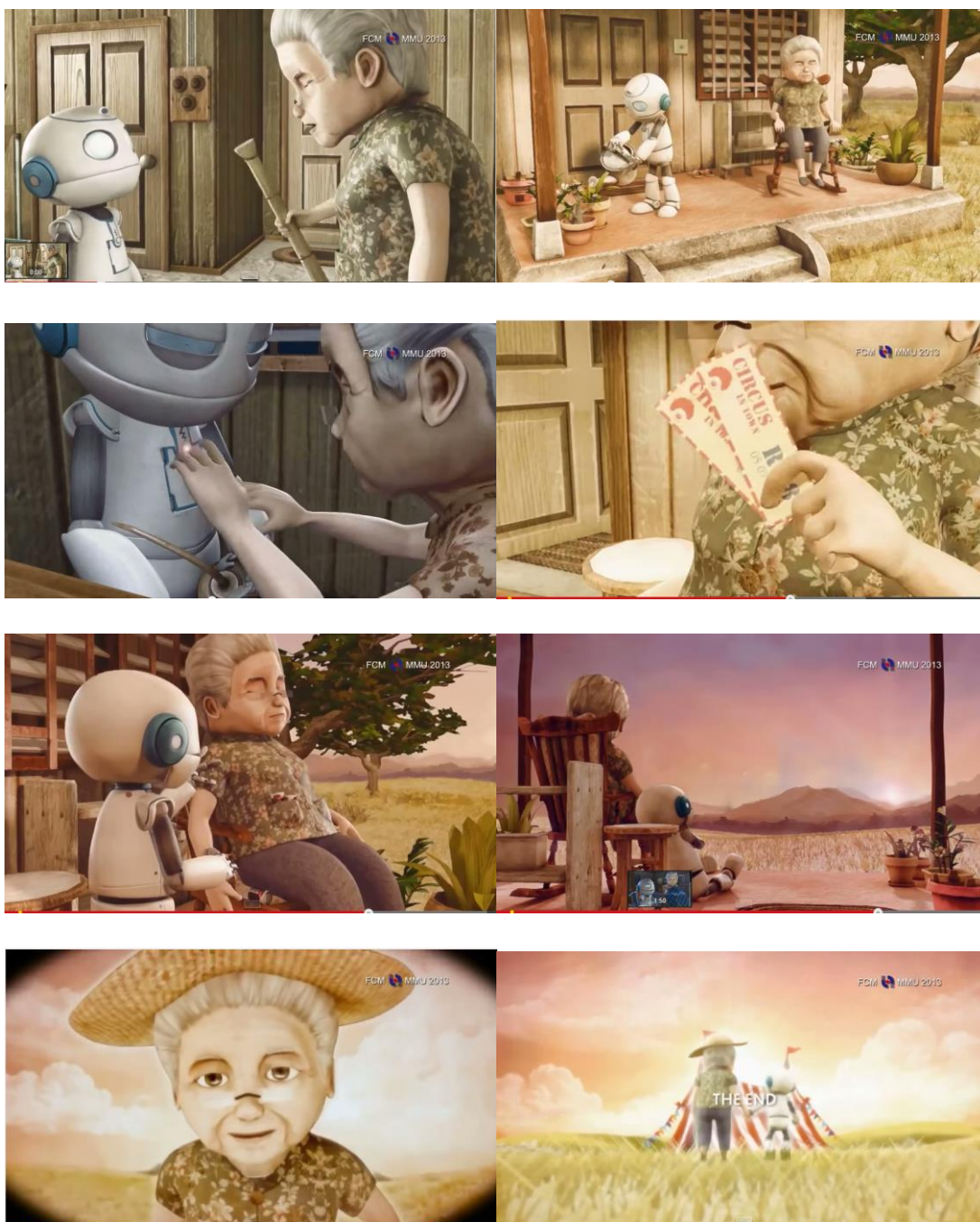
http://www.youtube.com/watch?v=O_yVo3YOfqQ or on Vimeo website at the following link:
<http://vimeo.com/58515111>

9. At the end of the video, ask children:
 - How do you feel?
 - In your opinion, why do you feel in this way?
 - Have you ever feel the same emotion of another person close to you? What happened?
10. Encourage children to share their experiences

Note for teacher: this video shows the story of an elderly lady who lives alone with his robot. The end of the story may be touching for some children, some children could be sad or sorry after the video. it is important that they are helped to understand the meaning of those emotions and empathy. It's important to help them the meaning of their emotions and empathy. The teacher can explore with the children the meaning of the term empathy explaining they are feeling the same emotions of the characters. Empathy is like the "feel with" another person, when you fell and understand emotions and thoughts of someone else.

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EARLY PRIMARY MANUAL 6/8 YEARS



At home

The children ask their parents if they have been empathic with somebody in a past experiences from their own life, if they felt another person's emotion like it was their own emotion. The children write what happened to their parents on a sheet of paper



EMOTIONS' CARDS



ACTIVITY 5: If you feel like...I feel like...

Learning goal

- The children will recognize how others' emotions can affect their own emotions and behaviours

Learning outcome

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

- Know that others' emotions can affect my emotions and behaviours

Age : 6-8 years

Level: Intermediate

Materials: Understanding others' emotions" worksheet, sheets of paper, markers

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Activity

1. Read the previous story "Sherlock meets a friend" (Activity 4)
2. Introduce the topic with the help of following questions:
 - Who did Sherlock meet in the forest
 - How did Max seem?
 - How did Max feel?
 - What happened to Max?
 - How did Sherlock feel?
 - Why do you think Sherlock feels like that?
3. Arrange the students into a circle and ask each child to choose one of the 'emotion cards' from the centre of circle. The teacher can add other pictures from newspapers or internet.
4. Each child first labels the emotion on his/her own card
5. Ask them to think of a situation when they saw somebody with the emotion shown on their drawn card.
6. Each child make a drawing of the situation and share his/her illustration explaining what happened and what they did to cope the situation.
7. Ask them to reflect from which expressive cues they could recognize a particular emotional state.
8. Introduce them the "Understanding others' emotions" chart and ask them to fill it individually.

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9. Gathered in circle, summarize all the answers raised from the children.
10. Introduce the concept of empathy by telling students that it is very important to understand and reflect on others' emotions especially focusing on others' needs. To facilitate this process people empathize with the others that it is like "feeling with" another person, like feeling emotions of somebody else.
11. Ask them:
 - Did you ever feel the emotion of somebody close to you? What happened?
12. Encourage the pupils to share their experiences.

50



At home

Record a weekly diary on the times when you notice how other people are feeling.



UNDERSTANDING OTHERS' EMOTIONS



I CAN RECOGNIZE THAT SHE FEELS

BECAUSE SHE IS

HER FACE IS...

HER BODY SHOWS

WHEN I SEE HER, I FEEL

I THINK I SHOULD

BECAUSE SHE NEEDS

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I CAN RECOGNIZE THAT HE FEELS

BECAUSE HE IS

HIS FACE IS

HIS BODY SHOWS

WHEN I SEE HIM, I FEEL

I THINK I SHOULD

BECAUSE HE NEEDS



I CAN RECOGNIZE THAT HE FEELS


BECAUSE HE IS

HIS FACE IS

HIS BODY SHOWS

WHEN I SEE HIM, I FEEL



	<p>I THINK I SHOULD</p> <p>BECAUSE HE NEEDS</p>
	<p>I CAN RECOGNIZE THAT HE FEELS</p> <p>BECAUSE HE IS</p> <p>HIS FACE IS</p> <p>HIS BODY SHOWS</p> <p>WHEN I SEE HIM, I FEEL</p> <p>I THINK I SHOULD</p> <p>BECAUSE HE NEEDS</p>



I CAN RECOGNIZE THAT HE FEELS

BECAUSE HE IS

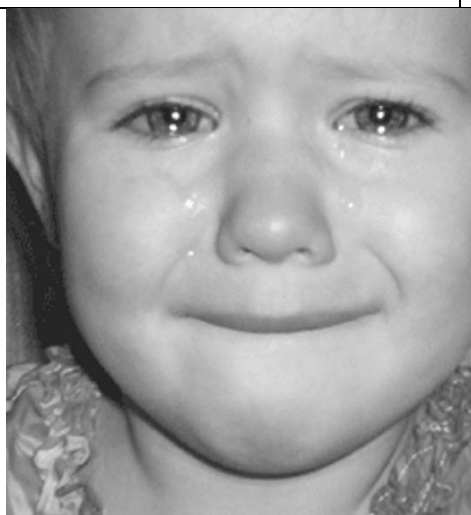
HIS FACE IS

HIS BODY SHOWS

WHEN I SEE HIM, I FEEL

I THINK I SHOULD

BECAUSE HE NEEDS



I CAN RECOGNIZE THAT HE FEELS


BECAUSE HE IS

HIS FACE IS

HIS BODY SHOWS

WHEN I SEE HIM, I FEEL



	<p>I THINK I SHOULD</p> <p>BECAUSE HE NEEDS</p>
	<p>I CAN RECOGNIZE THAT HE FEELS</p> <p>BECAUSE HE IS</p> <p>HIS FACE IS</p> <p>HIS BODY SHOWS</p> <p>WHEN I SEE HIM, I FEEL</p> <p>I THINK I SHOULD</p> <p>BECAUSE HE NEEDS</p>



I CAN RECOGNIZE THAT HE FEELS

BECAUSE HE IS

HIS FACE IS

HIS BODY SHOWS

WHEN I SEE HIM, I FEEL

I THINK I SHOULD

BECAUSE HE NEEDS

ACTIVITY 6: Looking for a safe place

Learning goal

- Children will reflect on situation of those who were forced to emigrate and / or refugees identifying their needs and emotions

Learning outcome

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

- Understanding how immigrated of refugees feel

Age : 6-8 years

Level: Advanced

Materials: "Looking for a safe place" pictures, posters, markers

57



Activity

- Start the activity reading the story "Sherlock meets a friend" (Activity 4)
- Introduce the topic with the help of following questions on the story:
 - Who did Sherlock meet in the forest
 - How did Max seem?
 - How did Max feel?
 - What happened to Max?
 - How did Sherlock feel?
 - Which are Max's emotions and thoughts? Can you describe them?
- Guide and deepen the discussion on the Max's emotions focusing on the issue that Max was forced to move from one familiar land, that became unsafe, looking for a new home in an unfamiliar territory.
- Ask the children if they know people who have had to move from their homeland to seek a better condition. Suggest them, if necessary, to think of those who live in a state of immigration or refugees who have been forced to flee their native country in order to protect themselves and their families.
- Divide children in groups, ask them to make a poster using some of the "Looking for a safe place" images. After discussing in groups, children write on posters how people, who live in a state of immigration or refugees, feel and what they need and which difficulties they may encounter when they arrive in a unknown country.
- At the end, each group show and explain its poster



At home

The children fill “Which desires?” worksheet” together with a parent, writing how the characters of the pictures feel and what he/she would like to do or have.



LOOKING FOR A SAFE PLACE





WHICH DESIRES?

60

	<p>HE FEELS</p> <p>HE WOULD LIKE TO HAVE/DO</p>
	<p>HE FEELS</p> <p>HE WOULD LIKE TO HAVE/DO</p>
	<p>SHE FEELS</p> <p>SHE WOULD LIKE TO HAVE/DO</p>
	<p>HE FEELS</p> <p>HE WOULD LIKE TO HAVE/DO</p>

SET 3: ETHICAL, RESPONSIBLE AND MORAL BEHAVIOUR

LEARNING GOALS

61

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

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

ACTIVITY 4: Zelda did not listen to her mother's rules

Learning goal

- The children will learn reasons why it is importance to obey rules

Learning outcome

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

- Understand why it is importance to obey rules

Age : 6-8 years

Level: Basic

Materials: Sheets of paper, pens



Activity

1. Read the following story “The poisonous mushroom”

Every now and then, Zelda and her parents used to go in the forest searching for mushrooms. Zelda’s mother was a good cook and she knew all the recipes to cook mushrooms, baked mushrooms, mushroom stew and meatballs with mushrooms. The whole family like mushroom a lot!

Zelda went a bit further from her parents because she knew a secret place to find mushrooms. As soon as she arrived there, she found very big mushrooms in different shapes and sizes. She took as many mushrooms as she could carry and then she met her parents again.

At the end of the day, while they were walking home, her mother remained close to Zelda to tell her to avoid eating any mushroom. “Do you know the rules, Zelda?” – said. “Wrong mushroom can be poisonous, I will check them all before eating them”.

Zelda pretended to listen but she was too eager to run to Sherlock to give him the biggest mushroom she found.

When Zelda arrived at Sherlock’s house, he was so happy for the special gift and he ate it in a second, but after some few moments he started feeling very ill.

He became very pale and he fell to the ground unconscious. Zelda was terrified and she called Sherlock’s mother immediately.

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Sherlock's mother saw at once that he had been poisoned, she put him in the bed and she gave him a special medicine.

Zelda felt terribly guilty because she did not respect her mother's rules and she had hurt her best friend.

After some hours Sherlock woke up slowly, he definitely felt better. Zelda apologized for her mistake, she should have listened to her mother. Although he was a bit angry with Zelda, he realized she did not do on purpose and he forgave her.

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1. Help children to better understand story with the following questions:
 - Do you like this story?
 - Where did Zelda go with his parents? What did they do?
 - What did Zelda find in the forest?
 - What was Zelda's mother's rule?
 - In your opinion, why Zelda did not obey the rule of her mother?
 - What happened when Sherlock ate that mushroom?
 - What did Sherlock do after he woke up? Why?
2. Introduce the topic of the activity by explaining to the children that rules are important for keeping people safe and happy and they keep them from getting hurt. Highlight that obeying rules at school is the way that students can show trust and respect for other classmates and teachers.
3. Invite students to brainstorm rules that meet collective needs in the class and in the school.
4. Write down all suggestion on a sheet of paper.
5. Working in small groups, the children create a story when one of the character does not respect a rule describing, moreover, what happened and how the story ends.
6. Let the children play their own story before the class as a small act.
7. Discuss with all students about the broken rules in the stories, consequences and strategies they use to cope the problems.



At home

Students reflect together with their parents about rules they have at school, at home, with peers and in the playground (they can add others contexts and rules) focusing on the right behaviours. Students write down rules and consequences of respecting those rules.



WHEN I COMPLY WITH THE RULES	
AT SCHOOL	<p>WHEN I COMPLY WITH THE RULES</p> <p>I EXPECT</p>
AT HOME	<p>WHEN I COMPLY WITH THE RULES</p> <p>I EXPECT</p>
WITH PEERS	<p>WHEN I COMPLY WITH THE RULES</p> <p>I EXPECT</p>
IN THE PLAYGROUND	<p>WHEN I COMPLY WITH THE RULES</p> <p>I EXPECT</p>
<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>WHEN I COMPLY WITH THE RULES</p> <p>I EXPECT</p>

ACTIVITY 5: Sherlock forgives Zelda

Learning goal

- The children will describe why is important to forgive others for their mistakes

Learning outcome

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

- Forgive others for their mistakes

Age : 6-8 years

Level: Intermediate

Materials: Poster, markers, sheets of paper

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Activity

1. Start the activity reading the previous story “The poisonous mushroom” (Activity 4)
2. Help the children to understand the story asking them:
 - Do you like the story?
 - Where did Zelda go with her parents?
 - What did they do?
 - What did Zelda find in the forest?
 - What was Zelda’s mother’s rule?
 - In your opinion, why did Zelda not obey her mother’s rule?
 - What happened when Sherlock ate that mushroom?
 - What did Sherlock do after he woke up? Why?
3. Introduce the topic of the activity encouraging the children to speak about the following questions:
 - What is the meaning of forgiveness?
 - How do you feel when you forgive someone?
4. Let the children brainstorm their answers and collect them on a poster.
5. Ask each student to write a personal event when he/she forgave somebody or he/she was forgiven by somebody.
6. Let the children their stories.
7. At the end help the children to explain how they feel when they forgive or they are forgiven. Help them to understand that forgiveness is never easy as it requires that we pass on our

right to be angry over an offense behaviour against us. Through forgiveness you give yourself a chance to be happy again and stop carrying those negative feelings.



At home

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The children ask to parents to tell them a personal event in their life when they forgave somebody. The children write the story on a sheet of paper.

ACTIVITY 6: Zelda apologizes for her mistake

Learning goal

- The children will learn how to apologize for mistakes being responsible of their own actions

Learning outcome

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

- Be responsible for my behaviour and apologizes for my mistakes

Age : 6-8 anni

Level: Advanced

Materials: A bottle, a bag of candies, some pens or pencils.



Activity

- Start the activity by reading the story “The poisonous mushroom” (Activity 4)
- Help the children to deepen the topic of the activity asking them
 - Do you like the story?
 - Where did Zelda go with her parents?
 - What did they do?

- What did Zelda find in the forest?
 - What was Zelda's mother's rule?
 - In your opinion, why did Zelda not obey her mother's rule?
 - What happened when Sherlock ate that mushroom?
 - How did Zelda feel after she understood what had happened?
 - What did Zelda do?
3. Introduce the topic explaining to the children that it is important to express remorse and apologize when we have done something that may have hurt another person.
 4. Discuss with the children using the following questions:
 - Have you ever had to say sorry to somebody?
 - What does it mean when you say "I'm sorry"?
 - Can you make an example of the last time you said "I'm sorry"? what happened?
 5. Show the children the "apology bottle", a tool to make apologizing easier. To build it, you need a bottle, a bag of candies, some pens or pencil. When someone needs to apologize for a mistake, he/she writes down their apology, tie the paper onto a candy and put it into the pot. Once a week, students read all apologies together. If an apology is offered to a particular student, that student gets to eat the candy. It's important that the teachers also put some candies into the pot, so the children will know that everybody makes mistakes.
 6. The teacher need to underline that everybody does things they would rather have undone, but this can be OK as long as they take responsibility for their behaviours. Apologizing helps children to accept responsibility for wrong behaviours and it provides a strategy to make things right again healing the broken relationship and it gives a new beginning.



At home

With the help of their parents fill the chart "I'm sorry when" thinking about some wrong behaviours they have made and the way to cope them by taking responsibility.



I'M SORRY WHEN...

I'M SORRY WHEN...	BUT I CAN SOLVE THE SITUATION BEING RESPONSIBLE BY...

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Illustrations

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