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OF CRETE



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LISBOA

UNIVERSIDADE
DE LISBOA



Lifelong
Learning
Programme

BUILDING HEALTHY RELATIONSHIPS



EARLY YEARS
3/5 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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EARLY YEARS MANUAL 3/5 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 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• THE CHILDREN WILL LEARN HOW TO COPE WITH BETRAYAL AND LEARN HOW TO FORGIVE

ACTIVITY 1: I'm happy with you

Learning goal

- The children will talk about the experience of having a friend and they will appreciate activities shared with friends

Learning outcome

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

- Appreciate that having positive relationships make me feel happier

Age: 3-5 years

Level: Semplice

Materials: Sheets of paper, block notes, crayons or colouring pens, poster

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Activity

- Gather the children together in a circle, read the following story “Where is Sherlock?” to the children using hand- or finger- puppets.

Zelda and Sherlock used to spend most of the time together, playing and running in the forest and swimming in the pond close to their houses.

Every afternoon they used to meet in front of the Big Tree on the Big Hill, their favourite place where they could look at the whole forest. From up there, they could observe the river meandering down the valley and when they looked more carefully they could see lots of fishes and turtles in the water of the river. They used to play a game to see who could count the most animals in the water.

One afternoon Zelda arrived at the Big Tree but she could not find Sherlock there. She waited a bit but Sherlock still did not arrive. She looked at the river but she could not see any animals there so she went to the pond but she did not like swimming because she was on her own.

She approached a group of hedgehogs who lived in the forest, like her, but as soon as they saw her they pretended to not see her. She noticed also that some were whispering and one of them, approaching her, he was pointing and laughing because of her broken spines. Those behaviours and those whispers made her feel different and rejected. Zelda just wanted to make new friends but those hedgehogs did not want her just because she had some broken spines, she felt very sad. She knew that to stop feeling sad, she would have to spend time with Sherlock, he was her genuine friend, he would never joke even though she had some broken spines.

So, she took another way even if she was keeping missing his friend Sherlock. She came back earlier than usual because she did not know what to do without Sherlock.

Before falling asleep, Zelda was wondering: “Why Sherlock didn’t come today? It’s so strange that he didn’t show up”. For the first time, she realized, she felt lonely, like something in her was missing.

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The day after Zelda went back to the Big Tree and she was so surprised when she found Sherlock already there! She was so happy to see him! Sherlock apologized saying that that day before he did not feel very well and he could not come to Big Tree.

“You know Sherlock, yesterday I didn’t enjoy the forest without you. I missed you a lot. – said Zelda.

“it’s the same for me. I didn’t like staying at home without you, I really missed you” – Sherlock answered.

2. Read following questions to help the children to better understand the story:
 - Did you like the story?
 - How did Zelda and Sherlock use to spend time together?
 - How did Zelda feel when she didn’t find Sherlock at the Big Tree?
 - Why didn’t Sherlock come to the Big Tree?
 - How did Zelda feel when she meet Sherlock the day after?
3. Introduce the importance of friendship asking children to think about a friend or friends they have within or outside their class then ask the children:
 - Do you have friends?
 - Who are your friends?
 - Do you have friends at school or from other places?
4. Let the children make a drawing of their friend/s
5. Let those who want to share their illustrations with their classmates
6. Encourage the pupils to brainstorm suggestions of pleasant things they used to do with a friend and take notes of all ideas
7. The children then make drawings of things they do with friends
8. Collect all drawings on a poster



At home

At home, the child can ask to his/her parents what parents do when they are with their own friends in order to share experiences of having friends and the pleasure related to it together with their parents. Then the child can make a drawing of it.

ACTIVITY 2: When I miss a friend

Learning goal

- The children will explore the experience of missing a friend

Learning outcome

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

- Understand how I feel when I miss friends

Age : 3-5 years

Level: Intermediate

Materials: Sheets of paper, crayons, and poster

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Activity

- Gather the children together in a circle, read the story “Where is Sherlock” using hand or finger puppets
- Help the children to fully understand the story asking them:
 - Did you like the story?
 - How did Zelda and Sherlock use to spend time together?
 - How do you think they felt when they were together?
 - How did Zelda feel when she did not find Sherlock at the Big Tree?
 - Why did Sherlock not come to the Big Tree?
 - How did Zelda feel when she meet Sherlock the day after?
- Introduce the importance of friendship asking children to think about a friend or friends they have within or outside their class and things they used to do together.
- Let the children make a drawing of their friend/s on a sheet of paper and think about some positive characteristics to describe him/her/them.
- Let those who want to share their illustrations with their classmates, listing positive characteristics of their friends
- Ask children to reflect on how they feel when they are not with a friend and think about one time they found themselves alone missing their friends
- The children make drawing of that experience
- At the end of the activity, teacher ask the children to show their drawing and explain what happened, how they feel and how they cope the situation.
- The teacher collects all the ideas on a poster



At home

The children ask their parents think about all strategies they know to cope the lack of a friend and then the children make a drawing of these strategies.

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ACTIVITY 3: Zelda's spines

Learning goal

- Children talk about difficulties that can arise in making new friends avoiding discriminatory behaviors

Learning outcome

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

- Accept and welcome new friends even though they may look different from me

Age : 3-5 years

Level: Advanced

Materials: Sheets of paper, crayons



Attività

- Gather the children together in a circle, read the story "Where is Sherlock" 8(activity 1) using hand or finger puppets
- Ask children to dramatize the story of the activity
- Help the children to fully understand the story asking them:
 - Did you like the story?
 - How did Zelda and Sherlock use to spend time together?
 - Why did Sherlock not go to the Big Tree?
 - What happened to Zelda when she met the hedgehogs?
 - How did the hedgehogs behave with Zelda?
 - In your opinion, why did they behave like that with Zelda?
 - Do you think they were fair with her? Why?
 - In your opinion, how did Zelda feel after it? Why?
 - What did Zelda do to feel better?

4. Ask children if they have ever been in a situation similar to Zelda's; let children share their experiences.
5. Ask the children if it happened them that, meeting an unknown child, they did not want to play with him/her or if they have ever made fun of someone, as the hedgehogs did towards Zelda
6. Help children to understand that, in the story, the hedgehogs rejected Zelda because she had some broken spines. Their behavior was caused because Zelda looked "different" and the hedgehogs decided that, because of this difference (her broken spines), they did not like to be friend with her.
7. Ask children to think whether they met somebody that looked "different". Discuss about the meaning of "diversity" and emotions raised from it.
8. Organize a role play with children imagining that a new "different" classmate is coming in the class (for instance a child with disability). Ask children to dramatized a story in order to help the child to feel happy and welcome with the other peers.
9. At the end, ask to children:
 - How do you think that child felts before meeting some new friends?
 - How do you think that child felt after he/she met some new friends?
10. Children make a drawing of the story



At home

The child asks a parent to think of an life's event in which he/she had some difficulties in making friends and he/she felt "different ". Parent also explains reasons of his/her feelings. The child draws a picture of the event.

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 1: Sherlock the squirrel needs to feel safe and happy

Learning goal

- The children will identify their need to feel safe and happy with friends

Learning outcome

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

- Identify my needs to feel safe and happy

Age : 3-5 years

Level: Basic

Materials: Puppets, paper, pencils

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Activity

- Gather the children together in a circle, read the following story “Winter’s coming!” to the children using hand or finger puppets

Sherlock the squirrel lived in the forest with his family, his friends and the other animals of the forest.

One autumn day, Sherlock and his family were searching for food to store it for the coming winter.

During this time of the year all the squirrels used to accumulate a large amount of food in their burrows to cope with the cold months of the winter.

Every year Sherlock’s parents used to fill their house with several type of food in order to feel save and warm for the whole winter.

Sherlock needed to find lots of acorns, walnuts and hazelnuts to bring into his house before the winter came.

That day Sherlock found a very big acorn, so big that he was not able to carry it on his own.

Sherlock called his mum and his dad to help him and together they brought it in their house. Sherlock was very happy to have found an acorn so big and he was also glad that he contributed to take it to home with the help of his mum and dad.

He thanked his parents a lot and he wanted to celebrate this day making a beautiful drawing for his parents.

- First, help the children to understand the story by asking them:
 - What did Sherlock’s family need to feel good and save in winter?
 - What did Sherlock do to help his family?

- What did Sherlock do when he couldn't carry the acorn on his own?
- 3. Relate the story to the children's own experiences by asking them to mention one thing that makes them feel safe or happy.
- 4. Let the children make a drawing of their own experience.
- 5. Discuss their needs with the children, asking them:
 - How do you feel when you are not safe and happy?
 - Have you ever felt unsafe?
 - What's happened?
- 6. Ask them to think of a special person that makes them feel safe and happy. The children make a drawing of him/her.



At home

The children together with parent search for an item that make them feel safe and discuss with their parents how they feel with or without this object and reasons for this. They can take the item to school to show it to the classmates and explain why it makes them feel safe and happy.

ACTIVITY 2: Sherlock the squirrel is very thankful

Learning goal

- The children will experience ways to thank people

Learning outcome

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

- Thank people

Age : 3-5 years

Level: Intermediate

Materials: puppets, sheets of paper, poster, tissues, magazines, crayons, markers, glue, and scissors



Attività

1. Gather the children together in a circle, read the story “Winter is coming!” (activity 1) to the children using hand or finger puppets.
2. Use the following questions to introduce the topic of the activity:
 - What did Sherlock’s family need to feel good and save in winter?
 - Who helped Sherlock?
 - How did Sherlock feel after it?
3. Ask the children to think of one time they were helped by somebody else using following questions:
 - Have you ever asked for help?
 - Which type of help did you need?
 - What did you do in return after somebody help you?
4. Help the children to think hard on all strategies they can use to thank somebody (for instance saying thanks or make a gift, give a gesture of affection)
5. Collect different materials (for instance sheets of paper, tissues, magazines, crayons, markers, glue, scissors) and ask the children to make a thank you gift for a special person (e.g. a thank you note, a thank you card, make a gift with crafts) and explain why they chose this person. Then they give him/ her the gift.

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At home

Children reflect of someone who recently helped them and think of a way to thank him/her. then children make a drawing of it.

ACTIVITY 3: Sherlock the squirrel needs extra help

Learning goal

- The children will appreciate the importance of asking for support from an adult

Learning outcome

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

- Ask an adult for support when needed

Age : 3-5 years

Level: Advanced

Materials: puppets, sheets of paper

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Activity

- Start the activity reading the story “Winter is coming!” (activity 1) using hand or finger puppets
- Deepen the topic of the activity with the questions:
 - How did Sherlock’s family need to feel good and safe in winter?
 - Why did Sherlock need extra-help? Who helped Sherlock? How did Sherlock feel after receiving the help?
- Help the children to relate story to their own experiences:
 - Have you ever find something hard to do? What happened? Did you ask for help or did you do it on your own?
 - When is it OK to ask for help? How should we ask someone to help us?
- Ask to the children to brainstorm suggestion about things they needed to do at school with the extra-help of an adult
- Write all ideas on a sheet of paper
- Let the children make a drawing of it and show it at the classmate.



At home

The children make a drawing of things they must do at home with the help of parents.

SET 3: NURTURING RELATIONSHIPS AND SCHOOL CLIMATE

LEARNING GOALS

By the end of this study unit, 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 I: Peat's fear

Learning goal

- The children will feel confident to trust adults

Learning outcome

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

- Trust in adults and search for them when I feel uncomfortable

Age : 3-5 years

Level: Semplice

Materials: Pastelli, fogli di carta

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Activity

1. Start the activity reading the following story “Peat’s fear”

The classroom of Zelda and Sherlock was composed by lots of animals. They used to stay together during the school-day under a trunk of an old pine tree that had fallen down ages ago, that was the school of the forest.

Peat was one of the best student in that class, he was always attentive to lessons and ready to respond, but one day Zelda noticed he was strange, he looked really tired and he was almost sleeping during the day! He was not even able to answer some easy questions from the teacher and the teacher said that Peat’s behavior really made her upset.

Zelda was a bit surprised about what happened, she came to him and asked him “Peat, are you ok? You look so tired, do you feel well today? I’m worried for you.”

As soon as Zelda asked him the question his face changed, he became sad and he started crying. “I’m so tired” – replied Peat – “I have not been sleeping since some nights because I’m afraid of the darkness. Now that my family moved in a new house I cannot see the light of the moon as I used to see from a window in my old bedroom, I’m so scared at night.”

Zelda hugged him and helped him to wipe away the tears. “Why did you not speak with somebody about it?”

“I was also afraid to talk about it to somebody because I am ashamed of it. I have not even talked with my parents about it!”- said Peat.

“You should have spoken with our teacher to explain why you were so strange, she could not image what is happing to you!” – answered Zelda immediately.

Zelda helped Peat to speak with the teacher, the teacher was very nice and caring and she understood Peat’s fears, she took care of him saying that she was going to talk with Peat’s parents to find a solution together.

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Peat felt really relieved and when I came back home he discovered that his parents had built a big window in his bedroom so he could see the light of moon again.

2. Help the children to understand the story by asking them:
 - How was Peat's behaviour at school?
 - Why did Zelda notice it?
 - Why Peat was so strange at school?
 - What did Zelda do to help him?
 - What did the teacher do?
 - What did Peat find when he came back home?
 - Why did Peat not tell anybody about these problems?
3. Ask the children to think about one time they had a problem that worry them and they needed the help of an adult. Let the children share their stories focusing on following questions:
 - What's happened?
 - How did you feel?
 - What did you do?
 - Did you ask for help? To whom?
 - How did the situation end?
 - How did you feel then?
4. Let the children make drawings of their own stories
5. Close the activity by underlying the importance to be confident with adults especially teachers or parents when they feel uncomfortable.

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At home

Ask the children to discuss with his/her parents and then make a drawing of a significant familiar event when they were be confident to trust adults

ACTIVITY 2: Feeling safe and protected

Learning goal

- The children will recognize what they need to feel safe and protected

Learning outcome

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

- Know what I need to feel safe and protected

Age : 3-5 years

Level: Intermediate

Materials: posters, crayons

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Activity

1. Starting the activity reading the previous story “Peat’s fear”
2. Help the children to understand the story asking them:
 - How was Peat’s behaviour at school?
 - Why did Zelda notice it?
 - Why was Peat so strange at school?
 - What did Zelda do to help him?
 - What did the teacher do to help him?
 - What did Peat find when he came back home?
 - Why did Peat not tell anybody about these problems?
3. Ask the children to think about one time they had a problem that worry them and they needed the help of an adult. Let the children share their stories focusing on following questions:
 - What happened?
 - How did you feel?
 - What did you do?
 - Did you ask for help? To whom?
 - How did the situation end?
 - How did you feel then?
 - Did you feel safe and protected?
4. Ask the children make a drawing that represents people and/or things that make them feel safe and protected.
5. Let the children show and explain their own drawings to the others
6. Ask them:
 - What do you need to feel safe and protected?
7. Collect all ideas on a poster
8. Close the activity by underlying the importance be confident with adults especially teachers of parents because they make children feel safe and protected.



At home

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Ask the children to discuss with his/parents and then make a drawing of a significant familiar event when they felt safe and protected by somebody.

ACTIVITY 3: What I need to feel safe and protected

Learning goal

- The children will get warmth and security from relationships with adults

Learning outcome

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

- Appreciate adults' relationships characterized by warmth and security

Age : 3-5 years

Level: Advanced

Materials: poster, crayons, markers, pencils



Activity

- Starting the activity by reading the previous story "Peat's fear"
- Help the children to understand the story asking them:
 - How was Peat's behavior at school?
 - Why did Zelda notice it?
 - Why did Peat act so strange at school?
 - What did Zelda do to help him?
 - What did the teacher do to help him?
 - What did Peat find when he came back home?

- Why did Peat not tell anybody about these problems?
- 3. Ask the children to think about one time they had a problem that worried them and they needed the help of an adult. Let the children share their stories focusing on following questions:
 - What happened?
 - How did you feel?
 - What did you do?
 - Did you ask for help? To whom?
 - How did the situation end?
 - How did you feel then?
 - Did you feel safe and protected?
- 4. Discuss with the children a past event when they felt safe and protected and a situation when they felt unsafe and unprotected and they felt uncomfortable. Help them explore the meaning of feeling safe and protected making two different drawings of those two events.
- 5. Let the children share their stories through a role-play. At the end of each story ask them:
 - What do you need to feel safe and protected?
 - Do you feel safe and protected at school?
 - Do you feel safe and protected at home?
- 6. Collect all ideas on a poster
- 7. Close the activity underlying the importance be confident with adults especially teachers of parents because they work hard to make children feel safe and protected



At home

Ask the children to discuss with his/her parents and then make a drawing of a significant familiar event when their parents felt safe and protected by somebody.

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 I: Zelda cannot wait

Learning goal

- The children will take turns during play activities

Learning outcome

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

- Take turns during activities

Age : 3-5 years

Level: Basic

Materials: Animals' memory cards, sheet of papers, crayons

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Activity

1. Start the activity reading the following story “Myrtha and the magic stone”

Myrtha, Zelda’s granny, was coming to Zelda’s house after a long trip. She lived far away, up on the Cold Mountain. Once per year she used to come down in the valley to visit all her family.

Zelda was very happy because she knew her granny had some special gifts from the mountain for her.

When Zelda’s granny arrived, all the family had already prepared a big lunch to celebrate her arrival.

“I have one special gift for you and your sister” – Said Myrtha to Zelda “it’s an unique transparent stone, if you look the landscape outside through this special stone, you can see everything covered by the snow. This is the famous Snow-stone. I have been searching for it in the mountain for ages and I finally found one. It’s very rare and precious. You must take care of it”.

Zelda was going to grab it but her sister, Darya, took it before her. Zelda became bit angry because she wanted to be the first on to try the magic stone. So Zelda snatched the stone from the hands of Darya. They started to argue and during their argument the stone fell down to the ground and one of its corners broke in the fall.

Myrtha was really upset and Zelda and Darya felt very guilty about it. They knew they should have been taking turns to look into the stone, sharing it.

Myrtha picked it up from the ground and luckily it was still working and she could see the landscape outside totally covered with snow.

Zelda and Darya apologized and they understood that they should have taken turns to hold the stone and share it.

2. Use following questions to help the children understand the story:

- Do you like the story?
- What did Myrta bring for her nieces?

- What happened after that Myrta showed to Zelda and Darya her gift
- 3. Discuss why the gift broke with the children.
- 4. Let the children make drawings of the story.
- 5. Then, to help the pupils to understand the importance of taking turn, show them all animals' memory pair cards.
- 6. Before starting, explain the game's rules to the children underlying the importance of the turn taking in choosing cards. Each child has to pick two cards looking for a matching pair of the first card collected. Then if he/she finds the copy of the first card, she/he can keep the two cards. If he/she is wrong and he/she doesn't find the right one, he/she need to wait for his/her turn to play again.
- 7. At the end of the game ask them:
 - Do you like the game?
 - Was it difficult or simple to wait for your turn?
 - Do you know any other games where you know you have to wait for your turn to play?
- 8. Collect all the children's ideas on a sheet of paper.
- 9. Ask the children to make a drawing of a game they know where they need to play taking turns.



At home

At home the children, with the help from their parents, search for a toy or a game that requires to take turns, where a child has to wait for his/her turn. With his/her parents, the child illustrates rules to play that game and he/she makes a picture of it.

ANIMALS' MEMORY CARDS



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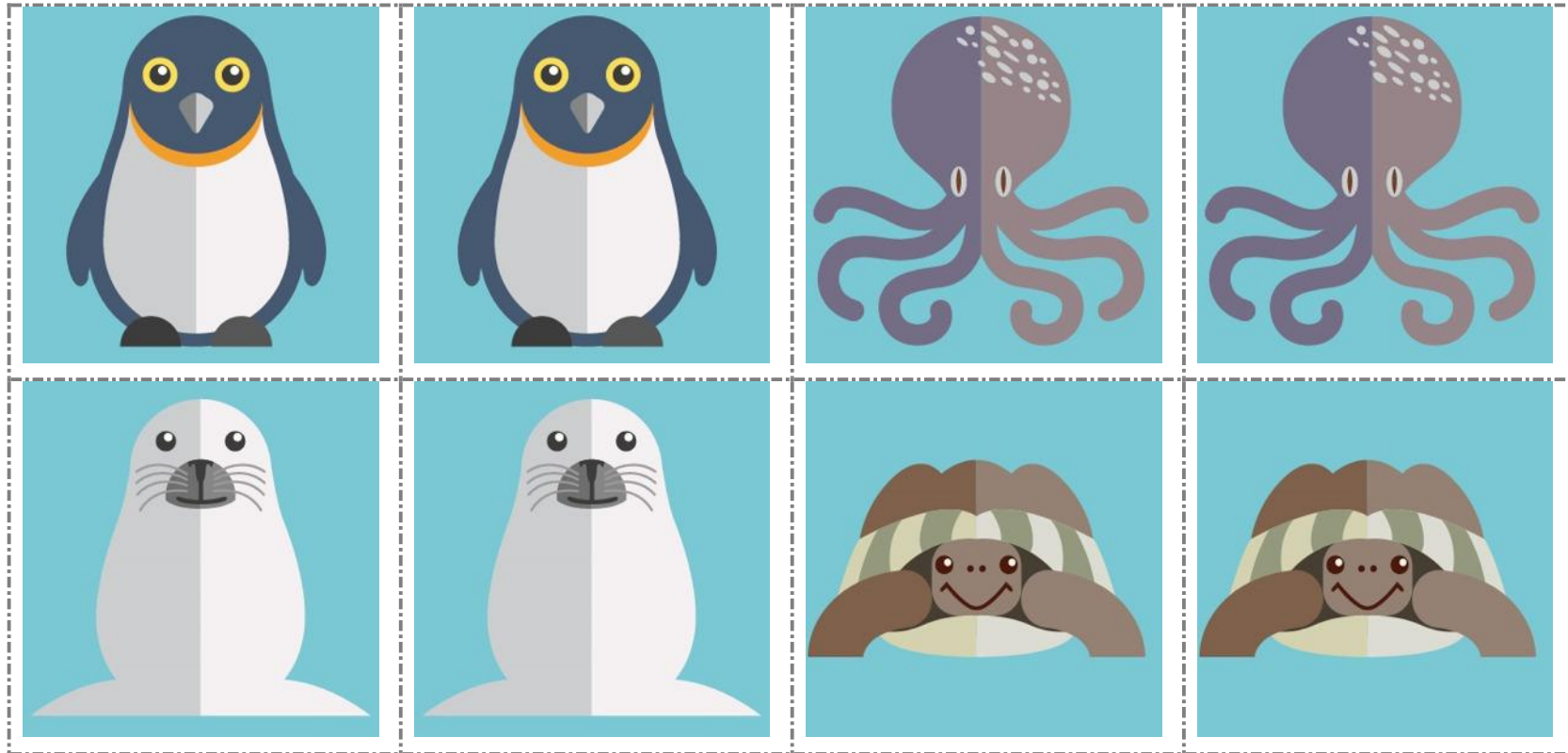
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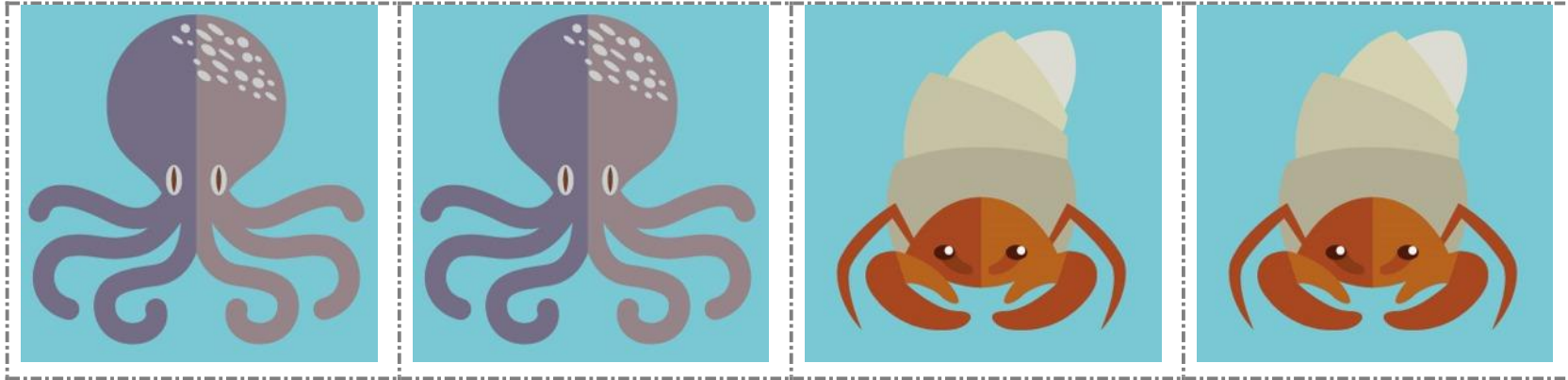
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ACTIVITY 2: Sharing the magic stone

Learning goal

- The children will describe the importance of sharing

Learning outcome

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

- Describe the importance of sharing materials and toys

Age : 3-5 years

Levels: Intermediate

Materials: sheet of paper, poster, and crayons

33



Activity

1. Start the activity reading the previous story “Myrtha and the magic stone”
2. Use following questions to help the children to understand the story:
 - Do you like the story?
 - What did Myrta bring for her niece?
 - What happened after that Myrta showed to Zelda and Darya her gift?
 - What did Zelda and Darya learn from this story?
3. Introduce the topic asking the children

“Imagine that you’ve just received a pack of crayons from your mum, and you have been wishing for exactly these type of crayons for a long time. You are so happy for them and you decide to take them with you to the kindergarten. Would it be OK to share them or would that be difficult for you?”
4. Let the children explain what they think whether it’s difficult or easy to share their own crayons and ask them:
 - Do you know which other things can be shared at school? And at home?
5. Divide the children in small groups and assign them one drawing per groups that represent one thing or game that can be shared
6. At the end, let the children show their drawings and ask them:
 - What does the word ‘sharing’ mean for you?
7. Collect all the ideas on a poster



At home

At home the children together with their parents reflect on things or games they are able to share with others and those they are not able to share then the children make a drawing of them in the “I share” worksheet.



I SHARE

35

I DON'T SHARE

ACTIVITY 3: Building artwork

Learning goal

- The children will participate in a group artwork that involves colouring and collaborative work

Learning outcome

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

- Play and work with others

Age : 3-5 years

Level: Advances

Materials: Markers, poster

36



Activity

1. Introduce the topic of the activity reading the story “Myrtha and the magic stone” (activity 1)
2. Use following questions to help the children understand the story:
 - Do you like the story?
 - What did Myrta bring for her niece?
 - What happened after that Myrta showed to Zelda and Darya her gift?
 - What can you learn from this story?
3. Introduce the activity asking the children to sit in a circle. Tell them that they are going to make a group artwork today.
4. Give a marker to each child and place a poster on the ground in the middle of circle. Each child has 30 seconds to draw something on the poster, then he/she passes the poster to another child who has 30 seconds to add something to the first creations. The poster moves around the circle and all the children build a drawing together taking their turn. Instruct the children that the aim is to create a meaningful drawing composed by different artists' contributions.
5. At the end of the game ask them:
 - Do you like the game?
 - Was it difficult or simple to wait for your turn?
 - Was it difficult or simple to create something from a previous drawing?
 - Have you ever shared a drawing before?
 - How do you feel?
 - Do you know any other things, games or activities that can be shared?



6. Collect all the children's ideas on a poster



At home

37

At home the children will reflect with their parents on things or games that: 1) they are able to share; 2) they are not able to share; 3) those they still need to learn to share. Then the children make a drawing of these things on the “I share” worksheet



I SHARE

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I DON'T SHARE

I NEED TO LEARN TO SHARE



SET 2: EMPATHY

LEARNING GOALS

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

39

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

ACTIVITY I: Falling in to the underground!

Learning goal

- The children will learn to consider others point of view

Learning outcome

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

- Consider another person's point of view

Age : 3-5 years

Level: Basic

Materials: poster

40



Activity

1. Start the activity reading the following story “Falling in to the underground!”

One day, while Zelda and Sherlock were walking in to the forest, they noticed a big hole in the soil.

“Sherlock, be careful you might...” – but Zelda didn’t have the time to finish the sentence because Sherlock had already slipped into the hole.

“How are you?” – asked Zelda- “I’m ok but you should come down here to have a look!” – answered Sherlock.

When Zelda came down through the hole she was very surprised. They had found a kingdom of the ants, there were lots of tunnels, foods and every sort of stuff.

“What are you doing here? Why are you here” – asked the Ants’ Queen. “You are not welcome here, we don’t like strangers especially if they come from the world above!”

“We have fallen here but we came in peace, we are not enemies!” – Zelda said.

“Why don’t you like those come from the world above?” – asked Sherlock.

“Those from the world above consider ants to be useless small animals and they do not respect us. We are not big animals but we are gentle, peaceful and we protect our underground kingdom to grow our families as all other animals do.” Answered the Ants’ Queen

Zelda and Sherlock were very interested in what the Ants’ Queen’s was saying as sometimes they themselves did not take care of ants. Listening the Ants’ Queen they started looking at ants’ kingdom and they were very surprised noticing how skilled the ants were in creating tunnels into

the soil. They never thought about how ants can live underground but now they were learning it. They thanked and said goodbye to Ants' Queen, and that was the time they learned to consider the ants' point of view.

2. Organize a role-play of the whole story choosing some children to be the main characters of the story (Zelda, Sherlock and the Ants' Queen), the other kids can play other roles (namely the other ants).
3. At the end of the dramatization, help the children to understand the story by asking them:
 - What happened to Sherlock while he was in the forest?
 - Who did Sherlock and Zelda meet in the hole in the soil?
 - Why didn't the Ants' Queen like strangers?
4. Ask the children to image that they were ants. The children can play together, pretending to be ants. Let them move freely in the classroom as they imagine ants would do.
5. At the end of the game, gather the children in a circle and ask them to image how the world would be from the ants' point of view.
6. Let them share their suggestions.
7. Ask them:
 - What did Sherlock and Zelda learn from this adventure?
8. Collect all the ideas on a poster
9. Close the activity by emphasizing the importance to consider other points of view as Zelda and Sherlock did



At home

At home the children, with the help of their parents, make a game to imagine how the life of a bird would be. Thinking, for instance, of what they need to do to eat, to sleep and to move. The children then make a drawing of it in the “If I was a bird, I....”



IF I WAS A I...

ACTIVITY 2: Like ants

Learning goal

- The children will reflect on the importance to ask about how another person is feeling

Learning outcome

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

- To be interested on how another person is feeling

Age : 3-5 years

Level: Intermediate

Materials: poster

43



Activity

1. Start the activity by reading the previous story “Falling in to the underground”
2. Help the children to understand the story asking them:
 - What happened to Sherlock while he was in the forest?
 - Who did Sherlock and Zelda meet in the hole in the soil?
 - Why didn’t the Ants’ Queen like strangers?
3. Ask the children to form pairs. Invite one child of each pair to begin the activity by making some movements, pretending to be an ant. The other child of the pair mirrors the one imitating and ant. After few minutes, invite the children to exchange roles in their pair.
4. At the end of the game, explain that one child of each pair starts asking how his/her partner feels and the peer answers back saying how it feels to be an ant. Give time to the children to question, answer and listen the answer. Then the children change roles and the second child asks and the first one answers explaining how he/she feels.
 - Gathered in a circle, ask them:
 - Did you like this games?
 - Was it difficult or simple to be careful to other emotions asking and listening to how they feel?
 - Have you ever asked somebody how he/she feels?
 - What can you learn from this game?
5. Collect all the ideas on a poster

6. Close the activity by emphasizing the importance to consider others' points of views as Zelda and Sherlock did. In particular focusing on other people's emotions. This awareness starts with taking the other's perspective and emotions as pupils did in the games.



At home

44

With the help of parents, think of a short story that has an ant as main character then make a draw of the story.

ACTIVITY 3: If I was an ant

Learning goal

- The children will change perspective and opinions as a result of a new experience

Learning outcome

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

- Change perspective and opinions

Age : 3-5 years

Level: Advanced

Materials: Poster, "If I was an ant" sheet



Activity

1. Start the activity reading the story "Falling in to underground" (activity 1)
2. Help the children to understand the story by asking them:
 - What happened to Sherlock while he was in the forest?
 - Who did Sherlock and Zelda meet in the hole in the soil?

- Why didn't the Ants' Queen like strangers?
 - Secondo te, come si è sentita la Regina delle Formiche quando ha incontrato Zelda e Sherlock all'inizio?
 - In your opinion, how did Ants' Queen feel when she met Zelda and Sherlock at the beginning?
3. Ask the children to form pairs. One child from each pair begins the activity by moving pretending to be an ant. The other child in the pair will mirror his/her ant-imitating partner. After few minutes, invite the pairs to switch roles.
 4. Then ask to children:
 - Did you like this game?
 - What did you learn from this game?
 5. Collect all the ideas on a poster.
 6. At the end of the game, gather the children in a circle and ask them to image how the world would look from the ants' point of view.
 7. Ask them to make a drawing of it, filling the sheet "If I was an ant" and helping them how can be different the world if you take the ants' point of view
 8. Let them share their illustration
 9. Ask them:
 - What did Sherlock and Zelda learn from this adventure?
 - What can you learn from this story?
 10. Close the activity by underscoring the importance to change point of view on issues taking a different point of view as Zelda and Sherlock did.



At home

Ask the children to consider another's point of view by discussing with one parent on what she/he does every day. Then the children fill the sheet paper "The day of ..." making pictures of 4 daily actions he/she usually does.



IF I WAS AN ANT

THE DAY OF _____

1

2

3

4

SET 3: NURTURING RELATIONSHIPS AND SCHOOL CLIMATE

LEARNING GOALS

48

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 1: Using positive behaviours towards animals

Learning goal

- The children will learn ways to use positive behaviours towards animals

Learning outcome

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

- Use positive behaviours towards animals

Age : 3-5 years

Level: Basic

Materials: posters, crayons, sheets of paper, "I take care of.." worksheet



Activity

- Start the activity reading the following story "Zelda and Sherlock rescue a pet"

One day Zelda and Sherlock were walking in the forest when suddenly they heard a strange noise, almost like somebody was crying.

Following that sound, they arrived close to a shrub and they noticed that there was something moving inside it.

"What is it?" – asked Zelda – "It seems like a.... puppy!" "Yes! It's a small dog, look at him!" – answered Sherlock.

"Look!" – Said Zelda. "it seems he has something in one eye. "It's cils, he is not able to open it. I think"

"I also think he feels cold and he is frightened, he is trembling!" - Sherlock said.

Zelda and Sherlock notices he had some difficulties in walking like he could not see very well from his little closed eye. "We should take care of him, this forest is not a safe place for a shivering puppy in trouble, maybe we should take care of him, feed him and give him a warm and safe."

They took him with them and then went to Zelda's home. At home, Zelda, immediately asked the help of his mother, and together they gave some milk and food to the puppy. They took care of his

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sick eye. The puppy stopped crying and he felt immediately better, jumping and playing with Zelda and Sherlock. Although he could not see very well from his sick eye, the puppy felt loved and safe in that family who had welcomed him taking care of his difficulties.

2. Ask the children to make a drawing of the story and
3. Let the children share and explain their own drawings.
4. Ask the children to think of ways they know to take care of the animals, completing worksheet "I take care of ...". To compile the sheet it is necessary that children think about an animal, (a pet or an animal), then they draw all the ways they know to take care of it (for example, feeding him, giving him water, clean it).
5. The teacher collects all ideas raised from the drawings in a common poster

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At home

At home the children ask relatives that have pets to tell them how they feel when they take care of their own pets. The children make a picture of it.



I TAKE CARE OF _____

(WRITE THE NAME AND TYPE OF ANIMAL)

ACTIVITY 2: Zelda e Sherlock want to help a puppy

Learning goal

- The children will describe the importance of doing positive and responsible actions that benefit others

Learning outcome

Alla fine di questa unità, sarò in grado di:

- Describe positive and responsible actions that benefit others

Age : 3-5 years

Level: Intermediate

Materials: Sheets of paper, block notes, crayons or colouring pens, posters

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Activity

- Start the activity reading the story “Zelda and Sherlock rescue a pet” (Activity 1)
- Help children to understand the story asking them:
 - Who did Zelda and Sherlock find in the forest?
 - What did they do for him?
 - Why did they decide to help him?
 - How did they help him?
- Deepen the main topic of the story through the following questions:
 - In your opinion, how did they feel when they found the puppy?
 - In your opinion, how did the puppy feel after their help?
 - In your opinion, how did Zelda and Sherlock feel at the end of this story?
- Collect all ideas on three different posters.
- Divide the children in groups and ask them the following question:
 - What would you have done if you had been Zelda and Sherlock?
- Give time to the children to discuss their ideas within their groups and ask each group to make a drawing that represents all raised ideas in the group.

7. Close the activity by discussing their suggestions and point to the importance of be responsible for other people



At home

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With the help of their parents the children first discuss on situations when they can feel responsible looking at the sheet “I feel responsible when”. Parents ask the children to think and talk about a past event when they felt responsible relating to each picture. Then children complete the sheet drawing another situation when they feel responsible for somebody of something



I FEEL RESPONSIBLE WHEN ...

	<p>I COMFORT A PEER</p>
	<p>I SHARE GAME WITH A FRIEND</p>
	<p>I WELCOME A FRIEND</p>
	<p>I TAKE CARE OF A PET</p>



	I SHARE A SNACK
	I HELP ANOTHER PERSON
	I DO MY BEST IN A TASK
	I TAKE CARE OF SCHOOL'S MATERIALS



I TAKE CARE OF MY OWN THINGS

ACTIVITY 3: That puppy is in trouble!

Learning goal

- Children reflect on the importance of making responsible and positive actions to help those in a disadvantaged condition and/ or with a disability

Learning outcome

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

- Understand the importance of making responsible and positive actions to help those in a disadvantaged condition and/or with a disability

Age : 3-5 years

Levels: Advanced

Materials: block notes, sheet of paper, crayons, and posters

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Activity

- Start the activity reading the story “Zelda and Sherlock rescue a pet” (activity 1)
- Help the children to understand the story by asking them:
 - Who did Zelda and Sherlock find in the forest?
 - What did they do for him?
 - Why did they decide to help him?
- Ask children to reflect on the condition of the puppy that was alone and cold and also he could not see very well from one eye.
- Deepen the main topic of the story asking children how Sherlock Zelda felt when they found the puppy.
- In pairs, children try to walk in the classroom with one eye closed with the help of the other peer as a guide. The activity is designed to introduce children from an experiential level (being “blind” in one eye) to a reflective level to understand feelings of the puppy in the story.
- At the end, gather in circle, children can share their emotions when they could not see from one eye.
- Teacher can ask children if they have ever met people with some kind of difficulty (for instance a physical disability) to help them sharing these personal experiences.
- At the end, ask children:



- In your opinion, what did the puppy need?
 - In your opinion, what did the puppy feel after their help?
 - What would you have done if I had found the puppy?
9. Collect all the ideas on a flip chart.
 10. Close the activity stressing the importance of being responsible to other people in particular with those who have extra difficulties, such as a physical disability.



At home

At home with their parents the children discuss situations when parents feel responsible for somebody or something and then they make a drawing of it.

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Illustrations

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