**LLP Comenius RESCUR Project – Skype Meeting**

**13th May 2013 (11:00 – 13:00)**

**Attended:**

Carmel Cefai (coordinator), Paul Bartolo, Natalie Haber (Malta)

Anatassios Matsopoulos; Mariza (Creece)

Assunta Zanetti, Roberta Renati, Valeria Cavioni (Italy)

Renata Miljević-Riđički (Crotia)

Birgitta Kimber (Sweden)

Celeste Simões (Portugal)

1. **Six Curriculum themes**

Some minor changes were made to themes 4, 5, 6 as per attached Revised Themes document:

* **Theme 4: Developing effective interpersonal communication skills (Croatia)**

Changes made to Theme 4 (sub-theme 3): communicate ideas and giving feedback effectively (RM: Renata will discuss it with her team)

* **Theme 5: Building and maintaining healthy relationships (Italy)**

Sub-theme no. 5 has been modified: *Engage in ethical and responsible behaviour*

* **Theme 6: Tough mindedness (turning challenges into opportunities) (Greece)**

Courage and persistence have been combined in in the first sub-theme which is the heart of the curriculum. The other sub-themes will focus on different obstacles/ adversities and how to manage these emotions.

Sub-theme 5 & 6 amended (joined): *Dealing with change, loss and transitions in life*

* **Rationale:** It was agreed that each theme will include a framework/rationale explaining why this theme is included in the curriculum (i.e. its importance for developing resilience in children), providing evidence from the literature
1. **Activities, feedback and issues we have in planning and writing the activities.**

\* It was agreed that we will have three (3) manuals, one for each stage (early years, early primary, late primary), and that some of the activities are repeated in the different manuals, namely the advanced activtity of Stage 1 and the basic activity of Stage 2, and the advance activity of Stage 2 and the basic activity of Stage 3. There will be a note in the manual explaining why these activties are being repeated to show that this is not a mistake

\* The classroom teacher will decide the level of activity to be presented in the classroom depending on the developmental stage of the students, rather than just going by chronological age. We keep the age brackets as an indication of the level of competence , but the teacher will have the liberty to choose the acitivities most suitable to the developmental level of his or her students. This is inline with inclusive, developmental approach of the RESCUR curriculum. We actually have so many sub-themes that not all sub-themes need to be addressed at every point (they have to be addressed at some point but not at every point).

* **BK: Structure of activity (*Amended*):**
1. Objectivity
2. Activity
3. ***Learning Outcomes*** (state the learning outcome from the child’s point of view). We add to each activity something like: ‘By the end of this activity, I will be able to….”
4. **Plan for May and June re activities**

By the time of our next meeting on the 1st of July, each partner will be engaged in the following two activities:

* writing the rationale for the theme, keeping in mind the general theoretical framework we agreed upon. When we meet in July, we will put together the six rationales into one general framework, and the activities will be thus based on this rationale framework
* develop activities for 1 sub-theme from the theme for the 3 stages (early years, early primary, late primary) and at 3 levels (basic, intermediate, advanced) (7 activties, since two will be repeated as explained above)
* Between July – December we will concentrate our work on writing activities (after the rationale is finished/ finalised).

**4) Feedback on the Theoretical Framework**

Anastassios explained the changes he proposed in the framework to make it more understandable for the reader, there is a logic to how the boxes are organised, the highlighted boxes are the tools to achieve the resilience outcome. It was argued that the arrow leading to teacher and parent resilience needs also to indicate that it leads also to students’ resilience, with a dual process, namely the teachers creating a climate promoting resilience but developing their own resilience as well. There will some minor modifications to reflect this process (see attached revised framework)

**5) Issues related to the RESCUR meeting in Zagreb,** including agenda, ENSEC conference, logistics & budget.

**RESCUR Zagreb Agenda:** To discuss also

* whether to include some form of interactive resources (CD etc) in manual
* the use of graphics and pictures in the manual
* the optional curriculum
* the parents manual
* activities: the number of sessions each partner will need to write

**ENSEC symposium (1 ½ hour):** each partner will present a short presentation (about 10 minutes) on different aspects of the project and how the project will be addressing the needs of children in his or her country (very brief overview of educational system and challenges which need to be addressed in the areas related to our project).

1. **Budget issues.**

Carmel/ Natalie will check whether the budgets were sent to each Partner.

**7) Website:** The University of Malta has started working on the website of the project, hopefully it will be active by July. Valeria will be helping with the project logo design

Other news:

* Ms Katya Galea is the new project officer: her email is: galea\_katya@hotmail.com
* You may be interested in obtaining a copy of a newly published book Healthy Mindsets for Super Kids: A resilience programme for children aged 7-14 by Stephanie Azri (2013), Jessica Kingsely Publishers, London: <http://www.amazon.com/Healthy-Mindsets-Super-Kids-Resilience/dp/1849053154>