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# THEORETICAL FRAMEWORK

# 5th THEME - 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).

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.

This theme 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 1: ESTABLISHING AND MAINTAINING HEALTHY RELATIONSHIPS**

The activities of the first subtheme 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 caring school climate.

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 (Schaffer, 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 OF ACTIVITIES: MAKING AND HAVING FRIENDS**

**SET 2 OF ACTIVITIES: SEEKING AND PROVIDING SUPPORT AND PRO-SOCIAL BEHAVIOR**

**SET 3 OF ACTIVITIES: NURTURING RELATIONSHIPS AND SCHOOL CLIMATE**

## SET 1 OF ACTIVITIES: MAKING AND HAVING FRIENDS

###

### LEARNING GOALS:

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

1. Talk about the experience of having positive relationships
2. Discover strategies they can use to make friends
3. Explore the experience of missing a friend
4. Identify strategies that can be used to maintain positive relationships with peers
5. Explore experiences to getting along with others
6. Reflect on situations where the friendship is put at risk
7. Increase their trust in one another
8. Deepen the relationship between trust and friendship
9. Cope with betrayal and learning how to forgive

### TIPS FOR TEACHERS

* As a teacher, building a healthy and trusting relationship with your pupils will help the children to feel more comfortable at school and increase their willingness to ask for help when they are in trouble. A suggested method is to keep some minutes at the end of each day to ask the children to share their worries and needs, perhaps writing them anonymously on a piece of paper. The teacher then collects all papers in a “Help Box” and selects some of the papers as a way of introducing discussions on strategies to cope with difficulties.
* Teach students to value others, in particular their classmates. One way of implementing this could for instance be to get the children to phone their classmate when he/she is ill in order to know how he/she is doing, furthermore children can create “get well” cards for those are home sick.
* Conflicts and misunderstandings are inevitably in the social life of children. Offer children occasions to take care of their friendships without adult intervention, if you notice children are having an argument leave them time to repair and restore relationships organizing games where they can cooperate together for a common aim.

###

### 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 Group: Early Years

Level: Basic

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

Activity Steps:

1. Gather the children together in a circle, read the following story to the children using hand- or finger- puppets

Title: “Where is Sherlock?”

*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 for swimming but she did not enjoy swimming because she was on her own.*

*She ran in the forest but she realized that it was no fun because Sherlock was not running with her. So she came back home earlier than usual, she did not feel like staying in the forest on her own anymore.*

*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.*

*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 apologised 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” – said Zelda.*

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

1. 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?
1. 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?
1. Let the children make a drawing of their friend/s
2. Let those who want to share their illustrations with their classmates
3. Encourage the pupils to brainstorm suggestions of pleasant things they used to do with a friend and take notes of all ideas
4. The children then make drawings of things they do with friends
5. Collect all drawings on a poster

Home Activity

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: Making new friends

#### Learning Goal:

The children will discover strategies they can use to make friends

#### Learning Outcome

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

Know what to do to acquire a new friend

#### Age Group: Early Years

##### Level: intermediate

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

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Gather the children together in a circle, read the previous story “Where is Sherlock?” to the children using hand- or finger-puppets
3. Help the children to 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?
* Why did Sherlock not come to the Big Tree?
* How did Zelda feel when she meet Sherlock the day after?
1. Ask the children to think about a friend or friends they have within or outside their class and how they feel when they are with friends.
2. Let the children share their thoughts encouraging them to freely express their feelings.
3. Organize a role play with children imagining a new classmate arrived in the classroom. Ask them to image they are playing in the school’s playground and they meet that new boy/girl that they don’t know.
4. Help children in the process asking them:
	* What can you do to become friends with him/her?
	* What can you say?
	* What could you do together with this new boy/girl?
5. Ask them to make a drawing of this scenario.

Home Activity

The children ask a parent to think about an event of his/her own life when he/she built a new friendship and what happened. The children then make a drawing of the event.

### ACTIVITY 3: 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 Group: Early Years

##### Level: advanced

Materials needed: Sheets of paper, crayons, and poster

Activity Steps

1. Gather the children together in a circle, read the story “Where is Sherlock” using hand or finger puppets
2. 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 did not find Sherlock at the Big Tree?
* How did Zelda feel when she meet Sherlock the day after?
1. 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.
2. 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.
3. Let those who want to share their illustrations with their classmates, listing positive characteristics of their friends
4. 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
5. The children make drawing of that experience
6. 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.
7. The teacher collects all the ideas on a poster

Home Activity

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.

### 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 Group: Early Primary

##### Level: Basic

Materials needed: sheets of papers, posters

Activity Steps:

1. 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.*

1. 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?
2. 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?
3. Let them write their own answers on sheets of papers
4. Then divided 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?
1. After the discussion, ask each group to make a list of behaviours they now to value friends and keep positive relationships them.
2. At the end, collect all the raised ideas on a poster.

Home activity

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 Group: Early Primary

##### Level: Intermediate

Materials needed: sheets of papers, posters, pens

Activity Steps:

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. Then 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

Home activity

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.

### ACTIVITY 6: S.O.S….friendship at risk!

#### Learning Goal:

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

#### Learning Outcome

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

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

#### Age Group: Early Primary

##### Level: Advanced

Materials needed: poster, markers

Activity Steps

1. Start the activity reading the 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?
	* How do my friends behave toward me?
	* How do I behave toward them?
4. Ask the children to make examples of which behaviours that are good friendship behaviours.
5. Collect all ideas on a poster
6. Encourage the pupils to brainstorm suggestions about what kind of problems friends sometimes encounter focusing on what types of behaviours could damage a friendship.
7. Save all suggestions on a poster
8. Close the activity by helping the children discuss strategies they use to avoid or cope problems with friends.

Home activity

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

A good friend - worksheet

|  |
| --- |
|  |
| 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 |  |
| ……………………………………………………………………. |  |
| ……………………………………………………………………. |  |
| ……………………………………………………………………. |  |

### ACTIVITY 7: A game to trust you

Learning Goal

Encourages the children to increase their trust in one another

#### Learning Outcome

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

Trust peers to care for me

#### Age Group: Late primary

##### Level: Basic

Materials needed: blindfold

Activity Steps:

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

Home activity

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

### ACTIVITY 8: Why should I trust you?

#### Learning Goal:

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

#### Learning Outcome

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

Understand why being a good friend means to be honest

#### Age Group: Late primary

##### Level: Intermediate

Materials needed: “a great friend” worksheet, pens, posters, markers

Activity Steps

1. Start the activity using the “a great friend” worksheet. Ask the children to first discuss, divided in small groups, the following sentences:
	* A great friend is….
	* A great friend does….
	* A great friend says….
	* A great friend is not…
2. Each group fill the worksheet writing down their own ideas about previous sentences.
3. Starting from qualities and behaviour a friend shows, guide the discussion on the importance to give and receive trust and be honest with friends asking them:
	* Why is it important to be honest with your friends?
	* Why is it important to be loyal with your friends?
4. Save all suggestions on a poster
5. Then ask them to reflect on following the questions:
	* How do we give trust to friends?
	* How do you receive trust from friends?
	* What hinders trust from building?
	* What helps you to give and receive trust?
	* What can you do to encourage trust?
	* What kinds of trust do we need in the classroom?
6. Divided in groups, the children summarize all main ideas with drawings or thoughts to explain why trust in important related to friendship

Home activity

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

“A great friend” worksheet

|  |  |
| --- | --- |
| IS | DOES |
| SAYS | IS NOT |

### ACTIVITY 9: A bridge after a betrayal

#### Learning Goal:

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

#### Learning Outcome

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

Cope with betrayal and learn how to forgive.

#### Age Group: Late Primary

##### Level: Advanced

Materials needed: posters, pens or markers.

Activity Steps

1. Introduce the topic reading the following short story:

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

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

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

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

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

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

1. Divide the children into two separate groups, one group represents Paula’s point of view, the other group is Chris’ point of view.
2. The two groups discuss on the following questions:
	* What happened in the story?
	* Why did I behave in that way?
	* What did I feel?
	* What could I have done do to avoid the quarrel?
3. The two groups explain their thoughts.
4. Collect all ideas in a poster keeping divided the two points of view
5. Starting from the previous suggestions, help the children to focus on the emotions raised to the experience to be betrayal.
6. Reflect with the children on the following questions and discuss with them on possible answers
	* Have you ever feel betrayed?
	* What happened?
	* How do you cope with betrayal?
	* How do you heal from being betrayed?
7. Ask to the children to reflect on their stories focusing on where feelings of betrayal came from in order to identify the source of the betrayal
8. Deepen the possibility to forgive somebody after a betrayal asking the children:
	* Have you ever forgiven somebody even if he/she was not sorry for what he/she did?
	* Do you think is it important the forgiveness? Why?
9. Close the activity emphasizing why it is important to heal the emotional wound as best you can. Forgiveness is so important because it is the key to get pass the anger.

Home activity

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

# SET 2 OF ACTIVITIES: SEEKING AND PROVIDING SUPPORT AND PROSOCIAL BEHAVIOR

###

### LEARNING GOALS:

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

1. Identify their need to feel safe and happy.
2. Learn ways to thank people.
3. Appreciate the importance of asking for support from an adult.
4. Identify a number of friends from whom they can ask support.
5. Listen carefully to what other people say and need.
6. Pay attention to the needs of others.
7. Describe how to help someone in trouble.
8. Identify strategies to help others.
9. Describe how to support friends.

### TIPS FOR TEACHER

1. The teacher can develop students’ peer-support skills by showing ways in which the student can help others in several contexts. The students can record their ideas in the form of illustrated lists describing how many different ways of helping they know including, for instance, how they can help at home, at school, friends, the community, neighbours and themselves as well.
2. In the classroom it’s important to emphasize the students’ achievement, the teacher can create the ‘helpful board’ which highlights pupils’ weekly achievements in helping others.
3. During the art lesson, pupils can design certificates to celebrate helpful acts that they have seen within or outside the classroom.
4. It can be established monthly meetings where children from different classes work together in cross-age peer mentoring academic activities. An older youth (mentor) is matched with a younger student (mentee) in order to guide and support the mentee. These activities also allow the development of the children’s social and emotional skills.

### ACTIVITY 1: Sherlock the squirrel needs to feel safe and happy

#### Learning Goal

The children will identify their need to feel safe and happy.

#### Learning Outcome

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

Identify my needs to feel safe and happy

####

#### Age Group: Early Years

##### Level: Basic

Materials needed: puppets

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Gather the children together in a circle, read the following story *“Winter’s coming!”* to the children using hand or finger puppets

*Title: “Winter is coming!”*

*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.*

1. 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?
2. Relate the story to the children’s own experiences by asking them to mention one thing that makes them feel safe or happy.
3. Let the children make a drawing of their own experience.
4. 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?
5. Ask them to think of a special person that makes them feel safe and happy. The children make a drawing of him/her.

Home activity

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 Group: Early Years

##### Level: Intermediate

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

Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Gather the children together in a circle, read the previous story *“Winter is coming!”* to the children using hand or finger puppets.
3. 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?
1. 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?
2. 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)
3. 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.

Home activity

Think of someone who recently helped you and think of a way to thank him. 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 Group: early Years

##### Level: Advanced

Materials needed: puppets, sheets of paper

Activity Steps:

1. Start the activity reading the story *“Winter is coming!”* using hand or finger puppets
2. Deepen the topic of the activity with the questions:
* What 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?
1. Help the children to relate story to their own experiences:
* Have you ever found something hard to do?
* 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?
1. Ask to the children to brainstorm suggestion about things they needed to do at school with the extra-help of an adult
2. Write all ideas on a sheet of paper
3. Let the children make a drawing of it and show it at the classmate.

Home activity

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

### ACTIVITY 4: Zelda is in trouble

#### Learning Goal

The children will identify a number of 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 Group: Early primary

##### Level: Basic

Materials needed: poster

Activity Steps

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 could remove 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.*

1. 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?
2. 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…).
3. Select one of the children’s’ stories and ask them to brainstorm suggestions on strategies to use to cope that situation.
4. Ask the children to make a list of all people whom they can ask for help.
5. Divided in pairs, the children will explain why they selected those people on the list describing reasons for their decision.

Home Activity

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.

### ACTIVITY 5: Listen to me!

#### Learning Goal

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

#### Learning Outcome

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

Listen friends’ needs

#### Age Group: Early Primary

##### Level: Intermediate

Materials needed: sheets of papers, poster

Activity Steps

1. 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?
2. Guide the children to deepen the activity’s discussion topic underlying that Sherlock listened Zelda’s request of help.
3. 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?
1. 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.
2. Collect all ideas on a poster

Home activity:

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 Group: Early Primary

##### Level: Advanced

Materials needed: posters

Activity Steps:

1. Guide the children to better understand the story *“Zelda is in trouble”* 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?
1. Next divided in groups, the children invent a story where somebody needs help and they organize a role-play from it.
2. 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?
3. With the help of the children, write on a poster all behaviours or skills they know to help a friend

Home activity

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.

### ACTIVITY 7: When someone is in trouble…

#### Learning Goal

The children will describe how to help someone in trouble

#### Learning Outcome

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

#### Describe how to help someone in trouble

#### Age Group: Late primary

##### Level: Basic

Materials needed: “help me!”- chart, pens

Activity Steps

1. Start the activity by showing the “help me!” cards to the children.
2. Divided in groups, the children reflect on the pictures, thinking and writing ideas to help characters in the picture
3. Discuss together on strategies they identified and their reasons.

Home activity

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

“Help me” - chart

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### ACTIVITY 8: How can I be helpful?

#### Learning Goal

The children will identify strategies to help others

#### Learning Outcome

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

Identify strategies to help others

#### Age Group: Late Primary

##### Level: Intermediate

Materials needed: cards with stories, pens, sheets of paper, posters

Activity Steps

1. Divided two groups, each group select one of the following stories and discuss to provide solutions to solve them.

|  |
| --- |
| Story 1John broke his leg and he has to keep his leg in a cast. He is sad because during playtime he cannot run as the other kids used to do.He looks bored and he feels alone.What are you going to do?Do you think he needs help?Why? |
| Story 2Valery is a new girl at your school. She doesn’t look very friendly because she spends her time in the playground on her own with her own games.One day you noticed her coming to you and your friend and she looks at you while you are playing volleyball with your best friends.What are you going to do?Do you think she needs help?Why? |

1. Discuss and collect all ideas on posters

Home activity

The children draw a cartoon of the previous story and discuss, with their parents, which strategies they have found to cope with the situation.

### ACTIVITY 9: The way to be a good friend

#### Learning Goal

The children will describe how to support friends

#### Learning Outcome

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

Describe how to support friends

#### Age Group: Late primary

##### Level: Advanced

Materials needed: sheets of paper, pens, box

Activity Steps

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

Home activity

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

## SET 3 OF ACTIVITIES: NURTURING RELATIONSHIPS AND CLASSROOM CLIMATE

### LEARNING GOALS:

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

1. Feel confident to trust adults
2. Recognize what they need to feel safe and protected
3. Get warmth and security from relationships with adults
4. Express respect for individual differences
5. Identify behaviours that are caused by their own prejudices
6. Find individual and cultural differences and talk about the value of such differences in friendship
7. Identify ways to show care and concern for others
8. Describe positive qualities of the classroom climate
9. Express caring behaviours towards classrooms’ peers

### TIPS FOR TEACHER

1. To promote inclusion and help the children to celebrate individual differences. If there are children with different religions, from ethnic minorities or they have different skills, use their diversities to enrich learning processes. Related to History, for instance, the children can show materials and tell stories about their own countries of origin.
2. Uniqueness and diversity can be celebrated using the children’s names frequently and also greeting them by their names at the door.
3. A warm school climate can be encouraged, for instance, by teaching children to prepare gifts to give to friends and relatives to remember them on special days (Christmas, Easter, Birthdays…). The children can make and hand-made present, like a card.
4. In all topics, engage your students in teambuilding and class-building activities to help them get to know each other and cooperate
5. Encourage students to provide positive feedback each other; for instance at the end of the day, the children can say one good thing they liked about a friend or one thing they were thankful for.
6. The teachers can create a school climate of caring by accepting the children’s emotions and displaying positive and warm emotions.
7. To make a school a real learning community, the teacher provides a class photos in the staffroom to help new or substitute teachers to quickly learn the names of the children.
8. Making memories of classroom history is an important aspect to build a sense of community and belonging. The teacher can document classroom life through collecting group projects (like posters or hand-outs) in order to create memory album, memory walls or bulletin board.

### ACTIVITY 1: 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 Group: Early Years

##### Level: Basic

Materials needed: crayons, sheets of paper

Activity Steps:

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 behaviour 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.*

*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.*

1. 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?
2. 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?
3. Let the children make drawings of their own stories
4. Close the activity by underlying the importance to be confident with adults especially teachers or parents when they feel uncomfortable.

Home activity

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 I 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 Group: Early Years

##### Level: Intermediate

Materials needed: posters, crayons

Activity Steps:

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.

Home activity

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 Group: Early Years

##### Level: Advanced

Materials needed: poster, crayons, markers, pencils

Activity Steps:

1. Starting the activity by 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 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

Home activity

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.

### ACTIVITY 4: I’m different from you

#### Learning Goal

The children will express respect for individual differences

#### Learning Outcome

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

Be respectful for individual differences

#### Age Group: Early Primary

##### Level: Basic

Materials needed: poster, crayons, markers, pencils, “me & you” -worksheet

Activity Steps

1. Read the following story to the children

Title: *“Too different from Zelda?”*

*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 his invitation card immediately but Zelda did not receive one. She thought they just forgot to send it, so she left with Sherlock to go to the party. Once they approached the main entrance of the Big Tree, Grandfather-owl stopped Zelda. “You cannot enter here” – he said – “We are all kind and gentle animals here. You are not friendly at all! I never saw such a strange animal like you with these strange feathers, I’m sure you want to harm us! Go away, you are not welcome here!”*

*Zelda felt shocked and disappointed and she was not able to say anything back to Grandfather-owl.*

*“She is not going to harm anybody!” – Replied Sherlock – “She is a hedgehog not a bird like you and these are spines not feathers!”*

*“Really? You look so...dangerous with all those..things..spines! I’m so sorry!” Grandfather-owl felt very embarrassed, he invited Zelda to come in and they talked a lot during the party.*

*“I’m so glad to have met you Zelda” – he said at the end of the party – “I need to thank you, before I saw you I had never seen a hedgehog before but now that I met you and I know you are friendly like all the other animals that are here, despite of your spines!”.*

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

Home activity

The children fill the “me & you”-worksheet at home choosing one person of their own family. Then discuss their similarities and differences.

“Me & you”-worksheet



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### ACTIVITY 5: I’m friendlier than I look!

#### 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 Group: Early Primary

##### Level: Advanced

Materials needed: poster, crayons, markers, pencils

Activity Steps

1. Read the previous story *“Too different from Zelda?”* to the children
2. Ask the children recap the story and help them to understand the story asking them:
* Which are the reasons for Grandfather-owl to reject Zelda?
* How did Zelda feel after it?
* What did Sherlock do?
* What would you do if you were Grandfather-owl?
* What would you do if you were Zelda?
* Would you do if you were Sherlock?
* What happened at the end of the story?
1. Ask the children to give similar examples from their personal experiences when their behaviours where influenced by fears for unknown or others opinions.
2. The teacher helps them to identify some common past events happened in the class when somebody avoid or rejected somebody or something else before knew her/him/it (for instance when a child refuse food before trying it or when a child doesn’t play with another because he/she dresses in a strange way).
3. Help the children to understand the impact of the fears and unknown things on behaviours asking them what we can think and do to overcome prejudices
4. Collect all the idea and ask the children to build a poster with all strategies they can use to overcome prejudices

Home activity

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

###

### 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 Group: Early Primary

##### Level: Intermediate

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

Activity Steps

1. Read the story *“Too different from Zelda?”* to the children
2. Help children to understand the story asking:
	* Did you like the story?
	* Why didn’t Grandfather-owl want Zelda at the party?
	* How did Zelda feel after it?
	* What did Sherlock do?
	* What happened after the party?
3. In small groups, the children lists all differences they can find between Zelda and Grandfather-owl
4. The teacher collects all ideas and introduce the importance of respect and to value individual difference instead of rejecting people that look different from their appearance
5. 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 if similar of different to yours? Why?
6. Then explain that sometimes everyone can find ways that people are alike although they look different on the surface in order to build friendship.
7. 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

Home activity

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.

Children’s cultures cards

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### ACTIVITY 7: I care for you

#### Learning Goal

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

#### Learning Outcome

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

Know ways to show care and concern for others

#### Age Group: Late Primary

##### Level: Basic

Materials needed: poster, markers, pens, sheets of paper

Activity Steps

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

Home activity

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

### ACTIVITY 8: Me and my classroom

#### Learning Goal

The children will describe the positive qualities of their classroom climate

#### Learning Outcome

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

Describe the positive qualities of my classroom climate

#### Age Group: Late Primary

##### Level: Intermediate

Materials needed: “my class” – worksheet, pens, sheets of paper, posters

Activity Steps

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

Home activity

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

 “My class” worksheet

|  |
| --- |
| My classroom is likeI often feel likeMy classmates think my classroom isMy teacher thinks about my classI think I am |

### ACTIVITY 9: My magic touch

#### Learning Goal

Express caring behaviours towards classroom peers

#### Learning Outcome

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

Express caring behaviours towards classroom peers

#### Age Group: Late Primary

##### Level: Advance

Materials needed: bandanna, music, and poster

Activity Steps

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

Home activity

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