**RESCUR Implementation Index for the Teacher**

|  |  |
| --- | --- |
| Have you attended a training course on the use of this manual in the classroom? |  |
| Have you read carefully the guidelines in the introductory part of the Manual? |  |
| Is enough time being dedicated to do the activities as suggested in the manual?  |  |
| Are you adapting the level of the activity (basic/intermediate/advanced) to the needs of students in your classroom? |  |
| Are you making use of the resources provided in the manual for the activities? |  |
| Are you following the SAFE approach in the implementation of the curriculum?* + do program activities lead to the development of student skills? (Sequence)
	+ are you using active approaches to teach the skills ? (Active)
	+ do you follow a scheduled, regular time throughout the school year (Focused)
	+ do you aim at teaching specific resilience skills rather than general positive development? (Explicit),
 |  |
| Are you adapting the curriculum to the students’ needs and interests, including developmentally appropriate and culturally responsive activities and resources? |  |
| Are you implementing the curriculum faithfully as instructed in the manual? |  |
| Do you keep regular record of students’ progress, strengths and difficulties in the skills they are learning? |  |
| Do you regularly encourage students to reflect on and monitor their own learning? |  |
| Do you complete the assessment checklists at the end of the unit? |  |
| Do you ask the students to complete the self assessment checklists at the end of the unit? |  |
| Do you provide students with opportunity to practice the skills being learnt in their daily classroom life and outside the classroom such as during play? |  |
| Do you encourage students to use the resilience skills in challenging or demanding situations, such as learning difficulties, relationship problems, exam time and transitions? |  |
| Are you regularly implementing the extended activities suggested in the curriculum? |  |
| Are you regularly implementing the home activities? |  |
| Do you keep parents informed about the activities taking place at school and how they can reinforce the activities through the Parents’ Manual? |  |
| Are you infusing the curriculum into the other curricular areas such as literacy, numeracy, science education and creativity? |  |
| Do you seek to reinforce the resilience skills in your daily practice, such as pedagogy, use of resources, classroom management, and relationships with your students? |  |
| Do you model positive resilience skills in your daily practice in the classroom? |  |
| Do you link the curriculum to the whole school activities in resilience building? |  |