**RESCUR review team general comments for all themes –Faro, Portugal, January 2015**

We were very encouraged and pleased with the amount and quality of work undertaken by all partners, it is really impressive. It shows our commitment to our project but also to produce together a resilience curriculum which would be meaningful, useful and relevant to schools in our countries, across Europe and in other countries as well.

We have reviewed each theme together on the basis of to what extent the themes adhered to the criteria we had all agreed in our previous meetings to ensure not only the high quality of the material but also that the six themes hang together and present as one coherent, integrated manual rather than six disparate themes.

On the basis of our collective review, we are sending each partner detailed feedback on its respective theme individually; this will be sent by the editing theme to that partner only. Secondly we are outlining a number of suggestions for all partners to take into consideration when reviewing their respective themes.

The following are suggestions for modifications for ALL six themes (apart from the individual reports each partner will receive):

* Names to be used: Themes, subthemes (not units), topics (instead of sets), and activities
* The introduction to each theme will include the following:
  + Overview of the two subthemes and their three respective topics (sets)
  + Then first subtheme to include again the three respective topics (sets), the rationale for the subtheme, overview of the learning goals for that subtheme (only for that respective age group since we have a separate manual for each age group), and TIPS for teachers; we will send a template later on
  + references will be moved to the end of the theme/manual; as much as possible references should be not more than 10 to 15 years old, except for classical work in the area.
* TIPS for teachers: we have reviewed the tips which we put together in one list, but we are suggesting that for each SUBTHEME, we list 3 (minimum) to 6 (maximum ) tips for teachers which are specific for that SUBTHEME (NOT GENERAL); moreover as initially agreed, the tips should be particularly focused on the ‘Process’ part of our framework, namely how the classroom teacher may create a classroom climate which also promotes the topics being taught in the curriculum
* ACTIVITIES
  + Learning goals: these needed a lot of work from our part and we have reviewed all learning goals with our suggestions. Please make sure that Learning GOALS and Learning OUTCOMES for the same activity do MATCH (eg same verb, language): these cannot be different from one another
  + Learning goals and outcomes need to start with a verb
  + Learning goals/outcomes will be different for each activity, except from the advanced and basic ones in the Early Years/Early Primary and Early Primary/Late Primary respectively as we had agreed
  + Name of activities: these should be different as well for each activity
  + Early Years: in many instances the learning goals and outcomes for the early years were not developmentally appropriate and need to be simplified, particularly for 3 year olds, we have made specific recommendations to the partners concerned
  + Material: ‘Manual’ should not be listed as material, but we may say handout 6 p… in the manual
  + Material: there needs to be more use of puppets in the early years and early primary, particularly in the use of the stories; these may also include finger puppets of the mascots
  + Handouts for the early years/early, including parents’ ones, need to have the two mascots but not the logo of the project
  + Pictures: where pictures have been downloaded from the internet etc, we need first to see whether we need to get copyright from the publisher, namely that we are publishing the pictures not for personal use but for publication; in most instances an acknowledgement will do, but we need to contact the publisher of the pictures/other material to get approval
  + Material: all handouts and resources (in colour where possible) will be included separately as an electronic version only (CD attached with each Manual), they will not be included as printed matter in the manual
  + Age group: this may be left out from the activity as the manuals will be separate
  + All activities are to start with a mindfulness activity (there will be a list of such activities in the introductory part of the manual); writing “ Mindfulness activity” should be fine and then we leave it to the teacher to choose the activity from those in the manual
  + Stories: we had agreed in Crete that each set for the early years and early primary will start with a story of our two mascots: so for Early Years, subtheme 1, we have one story for each set (=3); similarly for subtheme 2, = 6 stories for each year group (Manual); 3 age groups=18 in total. The stories need to be on our mascots. In the case of partners who did not include the 18 stories, in order to reduce the amount of work as much as possible, we are suggesting that rather than writing new stories, we can either extend the story (continuation of same story with a new incident/twist according to the topic); OR adapt the stories presented which are not based on our mascots (eg fables etc) to our mascots (maybe acknowledging in a footnote that this story is an adaptation of….); OR look at the other themes stories to take ideas from them.
  + Pictures and posters of mascots for stories: Antonia has already made a number of drawings of our two mascots which could be used in the stories by the teachers (mascots in different positions); these may also be used as finger puppets during the activity. These drawings are already on google drive, but if you cannot find them, please ask Paola and she will send them to you
  + Name of mascots: the name of the mascots for the English international version are Sherlock (squirrel) and Zelda (hedgehog); please change accordingly. In the other languages the names may be changed to local names. The mascots will be introduced also in the General Introduction to the manual
  + Early Years stories: we need to make sure that in the stories we use language that 3/4 year olds can understand, concrete and practical; also that the questions for these years are mainly factual (about facts, particularly for three/four year olds)
  + Late Primary: we do not include stories about our mascots in our late primary activities, but you may wish to include stories of resilience such as fables, traditional stories from your own country, or stories of successful people in the world
  + Timing: the activities are quite long and may take longer than 45 minutes; we will suggest in the introduction, that teachers may either choose from the steps in the activities most appropriate to them, or hold two sessions over one week, dividing the activity in two sessions.
  + Take Home activities: for the early years and early primary, we are suggesting a handout for parents in each take home activity as children are still too young to discuss with parents the tasks being given; these handouts will be also included in the parents manual
  + Scrap Book: we are suggesting that children will have a scrapbook/resilience portfolio where they keep handouts, drawings, etc; this may also serve as a link between the class teacher and parents, particularly as children do not have a manual/text
  + Assessment checklists: once each partner has revised the learning goals and learning outcomes, the assessment checklists will need to be revised accordingly
  + Order of themes: we are suggesting that the sequence of the themes will change to reflect the nature of the themes as follows:
    - Communication (first subtheme communication; second assertiveness)
    - Relationships
    - Growth mindset
    - Self Determination
    - Developing strengths
    - Turning challenges into opportunities

29th January 2015