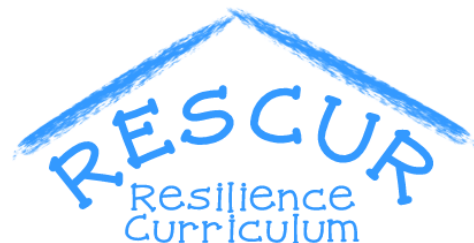


# RESCUR

## Evaluation Report

Malta



## Introduction

Malta's theme, entitled *Developing a Growth Mindset*, builds on Carol Dweck's groundbreaking research on mindsets, which are beliefs about personal qualities (Dweck, 2006). In a fixed mindset, individuals believe their qualities are unchangeable. Believing that abilities cannot be developed creates a hindrance to learning and may foster feelings of inadequacy. On the other hand, persons with a growth mindset believe they can develop their traits if they give in dedication and effort (Dweck, 2006). In this respect, a growth mindset cultivates the possibility of success through learning and through working on one's own abilities. Children with a growth mindset view challenges as opportunities to learn and grow. They value effort and realize that even talented individuals need to work hard to develop their natural abilities. When faced with setbacks, children with a growth mindset do not give up easily. They remain involved, adopt new strategies and use all the strengths and resources they have to overcome difficulties (Dweck, 2010).

Developing a growth mindset is therefore an important way to help children not only overcome their obstacles but also learn from them and grow (Seligman, Parks, & Steen, 2004; Peterson, Ruch, Beerman, Park, & Seligman, 2007). In this way, developing a growth mindset is at the heart of resilience, and comes to be an essential part of a resilience-building curriculum that aims to give the children the skills to successfully overcome the setbacks they are faced with.

Malta's theme *Developing a Growth Mindset* is divided into two main subthemes.: the first subtheme, *Positive and Negative Thinking when Facing Challenges*; and the second subtheme, *Using Positive Emotions to Promote Growth and Wellbeing*. Both these

subthemes are framed within the field of Positive Psychology. This relatively emerging realm of research emphasizes the importance of a positive attitude towards the past, the present, and the future, and promotes the view that positive emotions alleviate mental health problems (Seligman & Csikszentmihalyi, 2000).

In the first subtheme, the curriculum centres on introducing children to positive and negative thinking, particularly when going through setbacks. To understand the difference between optimistic and pessimistic thinking, children of different ages are given the chance to understand and use these thinking styles by means of stories, role plays and games. Children are also encouraged to reflect on the consequences of these optimistic and pessimistic ways of thinking about events. Finally, children are taught how to fight off negative thoughts when these crop up (Seligman, 2006).

The second subtheme focuses on positive emotions, and how these are essential for children to continue developing their personal and social resources, and to protect against psychological problems (Fredrickson, 2001). The three main positive emotions that are explored in this subtheme are hope, happiness, and humour. In these activities, children are not only given the chance to experience these emotions through different media, but are also given the opportunity to reflect further on the role of these emotions in overcoming setbacks.

## Methodology

### The RESCUR Pilot Project Implementation

Malta's theme *Developing a Growth Mindset* was piloted on a number of primary schools from a particular network of schools in Malta. A number of Kindergarten assistants (KGAs) and primary school teachers from this particular college of schools underwent training to be able to take part in the pilot implementation. The pilot project consisted of each KGA and teacher carrying out six activities from the Maltese theme with their classes. They implemented one activity per week for six weeks from October through to December 2014. The teachers were asked to choose the level of the activity according to the abilities of the children in their classes.

Five primary schools were chosen to take part in the project. Originally, the participants added up to 20: 15 teachers and 5 KGAs. However, 4 teachers dropped out for some reason or other. In the end, 16 educators implemented the theme. Of these 16 educators, 11 were teachers and 5 were KGAs. Of these 11 teachers, 8 were standard primary teachers who teach one class, 2 were Personal and Social Development (PSD) teachers who teach the subject to different classes in primary school, and 1 teacher was a nurture group teacher who teaches a small group of children with social, emotional and behavioural difficulties. Table 1 shows how many teachers and KGAs took part in the project from each school, and with which classes they implemented the curriculum.

Table 1

*The participants of the RESCUR Pilot Project.*

Primary School	Number of KGAs	Number of Teachers	Classes
Primary School A	2	3	Year 1
			Year 2
			Year 2
Primary School B	0	2	Year 3-6, PSD
			Year 3-6, PSD
Primary School C	1	3	Year 1
			Year 5
			Year 6, Nurture Group
Primary School D	1	2	Year 3
			Year 6
Primary School E	1	1	Year 5

### **The RESCUR Pilot Project Evaluation**

The Pilot Project was evaluated throughout the months of October-December 2014, but most of the data was collected in January 2015. Data was collected using five different methods:

### **Teacher training.**

The teacher training that was carried out served as a space where teachers could give us some of their thoughts on how they were experiencing the curriculum as they were implementing it. This feedback was noted and was included as part of the information that was collected and evaluated.

### **Teacher self-reflection diaries.**

Each KGA and teacher that participated in the project was asked to write some reflections after having carried out each activity (See Appendix A for a copy of the Teacher Self-Reflection Diary).

### **Teacher assessment of students' classroom behaviour.**

Each KGA and teacher was also asked to fill in a 'Teacher Assessment of Students' Classroom Behaviour' questionnaire. These questionnaires were administered in order to get a picture of the teachers' observations of the improvement the curriculum may have had on the students (See Appendix B for a copy of the 'Teacher Assessment of Students' Classroom Behaviour' questionnaire).

### **Teacher interviews.**

A KGA or teacher from each school was chosen by the Head of School to take part in a semi-structured interview that lasted about 30 minutes in which feedback about the curriculum was given (See Appendix C for a copy of the interview schedule). Each interview was audio-recorded. The participants that sat down for an interview are presented in Table 2.

Table 2

*The interviews with the Teachers.*

<b>Primary School</b>	<b>Teacher's Name*</b>	<b>Class</b>
Primary School A	Emma	Year 2
Primary School B	Simon	PSD, Year 3-6
Primary School C	Jeffrey	Nurture Group, Year 6
Primary School D	Lucy	Year 3
Primary School E	Cecily	Year 5

\*Names have been changed to protect participants' identities.

### **Student focus groups.**

Three different groups of children were chosen from each year group to participate in a focus group. 8 children in Kindergarten, 8 children in Year 2, and 8 children in Year 6 took part in a focus group that did not last more than 45 minutes. In the focus groups, the children were asked to give their feedback on the activities they did, and were asked to draw pictures of the mascots (See the Appendix D for the questions that led the focus groups and Appendix E for some samples of the children's drawings). All necessary parental consent and ethical clearance by the appropriate bodies was given beforehand.

### **Data Analysis**

The data was analysed for common patterns and themes, and divided into three different categories: strengths of the curriculum, weaknesses of the curriculum, and recommendations.

## **Findings**

### **Teacher Training**

From their experience teaching the pilot curriculum, the teachers told the research team how the children found the role-plays and drama activities very enjoyable. Furthermore, some of the KGAs and teachers noted that some stories included situations that are very relevant to children's lives. Storylines that echo what children are likely to go through on a daily basis, such as losing games and being let down by friends at school went down well with the children.

The feedback from the teachers during the training centred on the difficulty level of the activities. On this line, a lot of the teachers commented on the fact that positive and negative thinking as a theme was too abstract for the very young children to grasp. Further to this, some children found it difficult to relate the story to their own personal experiences. Some of the questions that follow the stories were too difficult especially for very young children. Activities also took longer than expected. Considering that the level was too challenging, the teachers recommended that the activity level needs to be much more basic for the children to be able to follow and understand adequately. Tangible experiences and examples need to be added to the questions so that children can relate the story to their own lives, and the activities need to be shorter.

On the basis of their experience implementing the curriculum, the KGAs and teachers found a number of strategies and resources increased the children's engagement. For instance, visuals, such as power-point presentations, sounds, pictures, and so on helped children to understand the story better. Some teachers preferred if activities for older



children had stories too. Such character stories might help introduce the theme of the activity and can help children to reflect better on their own experiences. Some KGAs also found that having the children role-play the story helped them in understanding it better and was fun for the children to adopt the characters of the story. Teachers of the younger age group, however, succeeded at teaching the expected skills through a lot of repetition. One KGA mentioned how repeating the story for that week every morning allowed the children to absorb themselves in the story, and helped them to understand it better.

During the training sessions, the teachers gave feedback on other aspects of the curriculum. Some teachers noted how take-home activities were also too difficult for parents to carry out with their children, and need to be simplified. The Training Manual was not user-friendly. Participants recommended that page numbers be added, along with dividers so that it may be easier and quicker to use. Teachers preferred if resources and handouts are presented right after the explanation of the activity rather than in a separate resource pack. Some KGAs and teachers noted how filling in a number of checklists as part of the implementation of the curriculum may add to the workload that teachers already have and may make such an interesting and much-needed curriculum just ‘another thing that they have to do’.

### **Teacher Self-Reflection Diaries**

Similar to the type of feedback they gave during the training session, the teachers found that children enjoyed the storytelling part of the activity, and were able to remember the stories from one activity to the other. The experiences that the characters went through in the stories were meaningful for the children, and much related to their own

lives (for example, stories that were about losing, not doing well in school etc.). The children could also remember the main concepts from the previous lesson, and therefore the teachers felt that there was continuation from one lesson to the next, and that they could pick up from where they had left off previously. Children identified well with the characters in the stories, as well as with Mrs Sunny and Mr Grumpy in the activities of the first sub-theme. Furthermore, the students seemed to enjoy the times where they were given the chance to role-play and act out certain scenes and scenarios. One teacher also observed how the mindfulness activity done at the beginning of the lesson was beneficial for the students: It calmed down the students, and helped them focus more on the subsequent task. Some teachers also pointed out how children, especially the older ones, engaged very well with the activities and were very able to relate and reflect on the setbacks they were going through. Interestingly, some of the teachers noted how implementing the activities was also a learning curve for them, and they learnt new things about themselves and about their students that surprised them.

The difficulty level of the activities emerged once more from the reflections of the teachers. The classroom activities as well as the take-home activities were found to be too difficult for students, and need to be more appropriate to the children's age group. The KGAs thought that some of the storylines and the vocabulary used in the stories, the concept of positive and negative thinking, relating the story to one's own personal life, reflecting on one's experiences, and putting oneself in the situation of the characters were expectations that were too high for children in their early years of schooling. This required the teachers to give much prompting for their students to be able to follow. Additionally, those who teach very young children felt that activities were too long. The teachers of the

older children also felt that the activities were too challenging for their age group. For instance, with certain children, activities with ABC flowcharts were too complex, and the children needed a lot of help in order to understand and complete their work.

For these reasons, the teachers reflected on a number of recommendations that could help improve the curriculum. Teachers wrote how the use of visuals (power-points, videos, pictures...), handouts that are more guided, and more repetition could help the younger students. For older students, repetition is not advised. What is suggested for older students is the use of stories or videos in the beginning of the activities to get the children thinking and help them understand the objective of the lesson.

Teachers also found that with some students who are going through serious challenges in their lives, the activities served as a channel for them to talk about and reflect on these setbacks. Yet, some primary school teachers felt somewhat helpless on how to help the children through these setbacks. In addition, some serious life risks such as poverty, might prove difficult to think positively about. Teachers might need further training or certain tips specific to this challenge.

The participants put forward other recommendations. The two main animals, a hedgehog and a squirrel are not appropriate in a Maltese curriculum. The two mascots therefore need to be changed into animals that are familiar for Maltese kids. Even the scenery in the stories needs to be changed into an environment that is relatable for children in Malta. For example, instead of basing story plots in a forest, a garden might be a better option. It was also recommended how situations and examples that are used in the activities need to be different from one difficulty level to the next. For children who

repeated two activities, having the similar situations and examples was boring and demotivating. Finally, there should be continuation between one story and the other i.e. Helen and Sam should pick up where they left off in the previous story.

### **Teacher Interviews**

Some teachers pointed out how such a curriculum is necessary as part of our children's education:

I believe that if you pinpoint how the students are feeling from the start, that from the morning you leave an impression on them, then the lesson is going to be smoother. I think how the children act with me is different than how they are in the classroom. With me, they come happy. If they're feeling sad we talk about it. If you go in the classroom and you immediately start off with Religion, with Maths, the children are going to get fed up, especially when they come from difficult backgrounds (Jeffrey).

Other teachers observed how the children felt excited from one week to the next to do the activities: "Week after week the children came expecting that they continue where Helen and Sam left off" (Simon). Like Simon, Cecily also talked about how the children looked forward from one week to the other, and identified with the characters in the activities:

At first I was a bit sceptical...that the children won't understand...because there were some words like 'beliefs' and 'consequences' but they understood a lot quickly. For example, in the first lesson we used the characters of Mrs Sunny and Mr Grumpy.

When we continued other lessons, the children remembered the characters and got used to them. They used to say for example “look, just like Mrs Sunny”. So it was received well by the children. I had good feedback so I used to enjoy doing the activities...And they used to ask, “Are we going to do those lessons?” They used to look forward to them! (Cecily)

The characters of Mrs Sunny and Mr Grumpy were also received well by Jeffrey’s class:

What I think they really enjoyed was the one with Mrs Sunny and Mr Grumpy. They liked that immensely. They didn’t know what ‘optimistic’ and ‘pessimistic’ meant. I explained it to them, and added some resources of my own (Jeffrey).

Lucy, one of the teachers that were interviewed, spoke about how the children enjoyed the activities thoroughly, and looked forward to hearing the stories, particularly when visuals were introduced as part of the lesson: “The children were really excited to do the activities. They enjoyed them. They liked the stories...a lot...When I did [the activity] with the powerpoint...the children liked it a lot” (Lucy).

In addition, teachers saw the benefit of a theme that focuses on teaching positive thinking to children:

It was really nice. ‘Think positive’ was very good. I viewed it as a good theme, yes, because it will help them. Being positive in anything: in school, in themselves, self-image, self-confidence, it was a very good theme ... (Emma).

Another factor that we saw was that many parents do not praise their children, they don't praise them a lot. So children give up easily. They aren't able to feel satisfied with their successes, even if they accomplish something small. As parents we tend to only see the negative, but there are a lot of positive things...and I think this emerged well from the lessons. So we gave them "a breath of fresh air": that the children can say 'I'm not as bad as I think. I do have strengths. I *am* good at this! (Simon)

Cecily, was surprised at how the children participated during the activities. The activities served as a space for the children to be able to share and reflect on their own experiences, an opportunity which they might not be given anywhere else: "The children were very engaged. There were some who even shared personal experiences. I didn't imagine that they were going to be so open." Cecily continued relating her views on the strengths of the curriculum and the opportunities it can offer to children:

The theme helps children mature in terms of how they think...For the children to have been able to stop and think was good. One of the lessons was about happiness. I was surprised at how many of our children are unhappy. Because I told them to draw something that makes them happy, there was someone who wrote that he will not draw anything because he/she doesn't have anything to be happy about. I liked the fact that they had that time to share what was happening. There was a child who told us how there is constant fighting at home, so at least he found that time to talk about what was making him sad. We are all the time working against time... [we are like] "road runners", that students sometimes do not even have time to talk to

me! So from that side, it was good. If we have more time to dedicate to the curriculum, it would be beautiful (Cecily).

Lastly, some teachers, like Lucy, actually observed that there were children that applied what they learnt in the activities to their lives: “For example in Maths, they tell me, for example, ‘Helen encouraged Sam not to give up and to try harder so that’s what I’m going to do!’” (Lucy).

A prominent theme that kept repeating itself in the different data collection methods, including the interviews was the difficulty level of the activities presented to the younger children. Some teachers explained how the theme was too abstract for children at a kinder and early primary level to grasp, and how the children needed a lot of repetition to be able to understand concepts used: “Certain concepts are difficult...not difficult, they’re still young. They’re still very abstract...It has to be a bit more tangible for the young ones” (Emma). This was obviously a barrier, as Cecily points out: “Sometimes I gave them examples myself to help them because they wouldn’t arrive there. And then they would mention the same examples that I had given.” Jeffrey, who teaches smaller classes with children who often have a lower ability level found this difficulty too:

I think overall the activities were good. I think they could have included more details. We had to do six lessons, one per week. With the students I had, this was too little. As a time scale, it was short. It was important to have repetition and that as you go along you always focus more (Jeffrey).

Therefore, as some teachers recommended, it is better if the younger children are presented with one activity more than once as this helps consolidate their understanding, as Emma maintained:

The young ones need repetition. You need to be able to do the activity once, and then do it again to remind them so that they consolidate what they have learnt. What is important is not the quantity but the quality. You can do a few units...and you cover those...And you have the chance to do role-play, sometimes you read the story, and then you do the role-play...through different media...and sometimes we might draw, we might get some pictures from magazines... The most important thing is for the children to internalize that topic (Emma).

One particular challenge that Simon found was that some of the children in his class were not able to reflect deeper on certain concepts and experiences:

Many of the concepts [of the curriculum] are aimed at self-discovery. Nowadays children do not reflect on their emotions in-depth; they just scratch the surface. And so when we came to reflecting about certain things we found it a bit difficult. So we have to first teach children to see how important it is to discover themselves, to reflect...children do not know how to reflect. They don't carry out critical analysis, they don't know how to. They want everything straight to the point, they want everything spoon-fed. They don't know how to think. It was very difficult (Simon).

Therefore, while activities for the younger children and children with lower ability were beyond their level, activities for older children were considered to be too repetitive and somewhat boring for the older ones, as Simon exemplified:



There were some points which didn't go across. I think they were beyond primary level. So we had to lower our expectations of what we pass on to the children. I think the concepts were somewhat repetitive as well. So there were things which could be amalgamated into one topic. There was a lot of overlapping, I think (Simon).

Almost all of the teachers suggested that the use of more visual strategies such as videos, pictures, posters, and power-point presentations would help the children's understanding and engagement during the activities:

The children that I have, when they see a lot of words...because there were a lot of discussions, they started to get bored. So when I used powerpoints, my own resources, I used the internet, it gets more interesting and they especially enjoy visuals... (Jeffrey).

"If all the stories had a powerpoint with them, it would be better." (Lucy)

What I can suggest is to include some type of software especially for young children. If you have a power point and maybe some songs with them will help you because the students will focus more...Today everything is presented through the interactive whiteboard and the children, sort of, expect that activities are presented through interactive media (Emma).

Especially for the young ones there needs to be something visual so that the children relate to it. The story was good and the children used to relate a lot to Helen and

Sam. If there was something visual, for example if the story had been animated, the children would have related more to the story (Simon).

Similarly, some of the teachers also felt that certain resources could be created so as to make activities easier for teachers to implement and to further motivate and engage the students. For instance, Cecily thinks that stories for the older children would still be appropriate: “What I observed was that the young ones had more resources than the older children. We didn’t have the stories. Even though our children are older, they still enjoy listening to a story.” On the other hand, Lucy would prefer that the puppets are created especially for this curriculum: “I used puppets. I think if the puppets are created especially for this curriculum, like what *Sedqa* did, children would relate more to them....And if they have large posters of them in class...”

Apart from commenting on the level of the activities, the teachers interviewed talked felt that certain logistical issues needed to be thought about better: “I think the booklet was not organized. There weren’t page numbers, there wasn’t an index. It takes a long time to look for an activity” (Jeffrey). While Jeffrey found that the teacher training manual was not user-friendly, Simon observed how the stories were not always linked to one another: “There wasn’t continuation between one story and another and that confused the children a bit. For example, first we see Helen meeting Sam and then Helen didn’t know Sam. That confused the children a bit” (Simon).

Another factor that needs to be taken into consideration and planned for accordingly is the time constraint:

We are always struggling against time. To implement an activity well, you need an hour. To be able to do the processing well...They are young children and I have 20. It takes time. One needs to have time in order to reap its benefits (Emma).

### **Teacher Assessment of Students' Classroom Behaviour**

Those primary school teachers who repeated the same activity more than once observed the greatest difference in students. These teachers first covered the activity at a basic level, and then carried out the same activity the week after at an intermediate level. This allowed the children to consolidate and apply the skills they had learnt in the previous week at a deeper level. Some of the teachers of the early and late primary years who only repeated each activity once still saw a difference in the children, however this was not as great as the one observed by the teachers who used repetition, and was not true for all the students in their classes.

Most of the KGAs did not see that the children had improved as a result of taking part in the six week-long curriculum. This could be very well because the difficulties were somewhat beyond the level of understanding of the students. The children might have needed much more repetition to be able to apply what they had learnt. The same applied to those children who had lower abilities. It was noted how the piloted curriculum was too short to leave an observable difference in these children. These results continue to point towards the importance of simplifying the activities, repetition and consolidation, and implementing the curriculum along the whole year rather than for a brief stint.

## **Student Focus Groups**

### **Early years.**

It was immediately clear that some of the students in their early years knew the story very well. Before recounting the first story 'Sam and Sunset Mountain', there were some students who knew what was going to happen. This showed that, as the teachers had mentioned, the students related to the characters and stories, and engaged well with the curriculum. After the story was narrated to the students, the children were asked what they would do and say if they were in the same situation as the characters, which was challenging for some of the students. There were some children who said they would keep on climbing the mountain. One student even said "I would say 'I can climb!'" Another student told me how he would get tired. Not all the children were able to answer this question. When asked what they would do if they were in the same situation as the characters in the second story, one of the students told me "I would build the house again". Yet, not all the students were able to answer these questions.

It was thus evident how some of the children found some elements of the stories difficult to relate to their personal lives. It would be helpful if real examples that are meaningful for the children's lives are used in the story. It was also evident from the attention levels of the children how pictures or drawings of what was happening in the story would have helped the children out more in focusing on the story.

### **Early primary.**

The children in the early primary years could also tell what had happened in the stories, and were able to recount the struggles and setbacks of the characters. When asked what they liked most about the activities they gave the following responses: “Mrs Sunny...because she never gives up”; “When Sam climbed the mountain”; “When Helen helped Sam”. When asked what they had learnt from certain activities, these are some of the answers they gave: “How to look at the bright side”; “To not give up”; “To help each other”; “If something goes wrong you don’t need to get angry about it”. The children in this focus group said that they enjoyed the activities and would not change anything about them. One of the students said she would want to draw Mrs Sunny and Mr Grumpy in one of the activities. When asked about the thoughts-feelings-action flowchart in one of the activity, it was clear that the children found the flowchart difficult to understand and apply to their lives.

### **Late primary.**

Understandably, the children in the last focus group were older and showed a deep understanding of the activities that were presented to them. When asked what they liked about the activities they mentioned the following: “That we always look at the bright side”; “That the characters try to help each other”. The students learned that: “We can never give up, and that we help those that do give up. And you tell them that one way or another you will be able to do it!”; “If you’re a pessimist, then good things will not happen. If you’re an optimist, you are more likely to see good things around you.” From their responses, it could be seen that the children understood that positive thinking has positive

consequences. When asked what they would change, the students agreed with their teachers and would have preferred more games, games where students can help each other, group work, role-plays, drama, video clips, use of the whiteboard, drawing, and poetry.

## Summary

From the findings, it is clear that a number of common strengths, weaknesses, and recommendations emerge from the pilot evaluation:

### Strengths of the Curriculum

- Enjoyable for the children; the children looked forward, were motivated, and engaged
- Children related well to the characters
- Children enjoyed doing the role-plays
- Stories were meaningful when realistic examples were used e.g. losing a game, not doing well at school...
- Continuation between one activity and the other
- Mindfulness activities went down well with the children
- *Developing a Growth Mindset* is an important theme that contains pertinent topics for children
- Activities helped children to share their personal experiences, and what was troubling them
- Some children were able to apply what they learnt
- Implementing the activities was also a learning curve for some of the teachers

### Weaknesses of the Curriculum

- Malta's theme in general is too difficult for children

- Some children, especially younger ones, find it difficult to reflect on their personal lives
- Questions are too complex
- Activities are too long for the younger children
- The concepts are too abstract for young children
- Difficult story plots for young children
- Difficult vocabulary for young children
- ABC flowcharts are too difficult
- Take-home activities are too difficult
- The training manual is not user-friendly
- Repetition for older children is boring
- The animal mascots are not appropriate for Malta

## **Recommendations**

- Activities need to be simplified
- Tangible experiences and examples need to be included
- More examples need to be given
- Handouts need to be more guided
- Activities for young children need to be shorter
- Use of varied stories or examples
- Continuation between stories
- Visual aids such as power-points, songs, pictures, video clips need to be used
- Repetition is essential for younger children



- Stories for older children
- More training or tips for teachers for when children talk about serious issues
- The training manual needs to be user-friendly (with coloured dividers, page numbers etc)
- Animals mascots need to be changed
- More time to implement
- Curriculum to be implemented throughout the year
- Optional curriculum rather than compulsory

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## Appendix A



## RESCUR curriculum pilot implementation

### Teacher Self Reflection Diary

At the end of each of the six sessions with the students, write your own reflections based on the following statement:

*Looking back on today's session, think about one aspect/incident that you think was very successful and engaging for students or unsuccessful and uninteresting for students. Describe it and reflect on why it was or was not successful and possibly what you would change about it.*

## Appendix B

## **TEACHER ASSESSMENT OF STUDENTS' CLASSROOM BEHAVIOR**

### **THEME 5: BUILDING HEALTHY RELATIONSHIPS**

#### **Subtheme 1: ESTABLISHING AND MAINTAINING HEALTHY RELATIONSHIPS**

Have you noticed any improvement in the pupils' behaviour over the past 6 weeks in the following areas:

	Not at all	undecided	Somewhat	Very much	Comments or examples
Making and having friends					
Seeking and providing support and pro-social behavior					
Nurturing relationships and school climate					

#### **Subtheme 2: DEVELOPING COOPERATION SKILLS AND EMPATHY AND ENGAGING IN RESPONSIBLE AND ETHICAL BEHAVIORS**

Have you noticed any improvement in the pupils' behaviour over the past 6 weeks in the following areas:

	No at all	Undecided,	Somewhat	Very much	Comments or examples
Sharing, cooperation and teamwork					
Developing empathy					
Ethical, responsible and moral behaviour					

## Appendix C



**Open question for individual interviews / focus/questionnaires with teachers**

1. How was it to implement the activities?
2. What do you think about the teaching strategies (stories, games, role play) proposed in this theme?
3. What do you think about the engagement of the students during the lessons?
4. What difficulties did you encounter in implementing the lessons?
5. What were the strengths of the theme?
6. What were the weaknesses of the theme?
7. What do you think about the curriculum being implemented across the full academic year? What barriers and facilitators would there be?
8. Do you think other topics could be included in the theme you piloted? If so which?
9. What is your overall impression about your involvement in this project?
10. What are your thoughts about your own resilience when teaching students about resilience?



## Appendix D

### **PILOT EVALUATION : FOCUS GROUPS WITH CHILDREN**

Three focus groups consisting of 6-8 children taking part in the pilot will be organized for each age group, children may be from different classrooms. Parental consent will be sought according to each country's ethical research guidelines. The session may be tape recorded and transcribed to facilitate the analysis. If it is not recorded an assistant may be taking notes during the sessions. The age and gender of the participants are documented.

#### **Focus group 1: early years (4-5 year olds)**

Tell three real situation stories, one at a time, based on the theme covered with that age group during the piloting. After each story ask children to discuss what would they do in that situation

They are also asked to draw the mascots.

Duration of focus group is around 20 minutes.

Data will be analyzed for content in relation to learning outcomes of the activities

#### **Focus group 2: early primary years (6-8 years olds)**

Describe key learning outcomes of the theme one at a time and ask:

Let us discuss the activity you did on.....(name of activity and learning outcome):

What did you like most?

What did you learn from this activity?

What may be added next time?

What may be left out next time?

Ask students also to draw the two mascots as they prefer them to be

Duration may be from 30 to 40 minutes. Data will be analyzed for content in relation to learning outcomes of the activities

**Focus group 3: Late Primary Years (9-11 years old)**

Describe key learning outcomes of the theme one at a time and ask:

Let us discuss the activity you did on.....(name of activity and learning outcome):

What did you like most?

What did you learn?

How can you apply this for yourself?

What may be added next time?

What may be left out?

Ask students also to draw the two mascots as they prefer them to be

Duration may be from around 40 minutes. Data will be analyzed for content in relation to learning outcomes of the activities as well as the application of the knowledge and skills to children's daily life

## Appendix E

**Sample Drawings from Student Focus Groups**







