

**RESCUR Consortium Meeting 24th – 26th March 2015**

**University of Pavia, Italy**

**Minutes of meeting**

**Participants Present**

Carmel Cefai (coordinator, Malta), Renata Miljevic Ridicki (Croatia), Mariza Gavogiannaki (Greece), Maria Assunta Zanetti, Valeria Cavioni, Guisy Bedda and Mara Lupica Spagnolo (Italy), Celeste Simoes (Portugal), Birgitta Kimber (Sweden).

**Pilot Project Evaluation and Revision**

Each partner gave a brief presentation of about 15-20 minutes on the evaluation of the pilot project in their repsective country, based on the evaluation report submitted to the coordinator earlier in March 2015. The presentations included a summary of the findings according to each data collection source, strengths, weaknesses and recommendation how to improve the final product. The overall feedabck from all the partners was that the curriculum has been extremely well received by the teachers, schools and students as a very important and useful aspect of children’s education, and considered to be highly relevant to children’s life both at school and outisde (NB. Each partner to check that the evaluation reports were sent on the appropriate form, with logos of the EU and RESCUR).

The following recommendation s have been made and agreed upon by those present int he meeting to improve the curriculum on the basis of the feedback from the various evaluation presentations and reports, as well as the partners’ feedback on the review team comments sent earlier this year.

* **Early Years**
  + Three year olds found it difficult to engage in the structured activties presented in the curriculum, and it was agreed that the early years curriculum will start from 4 year olds upwards. However, early years educators are free to take some of the basic activties in the programme and apply them for three year old children.
  + With the early years, repetition of the activities with some slight variation is useful to faciltiate and consolidate learning; this will be noted in the Introduction to manual.
  + In most instances, actvities took longer than one session of 40-45 minutes, teachers will be advised that they can hold one activity over two (in some instances three) sessions, such as doing the story and discussion in one session, and the other activity steps in another. The length of one actviity thus may vary from 45 to 90 minutes, usually held in more than one session; this will be noted in the Introduction to manual
  + Early years activities, including stories, need to be simple, concrete, practical – partners to have a look to see whether they need to simplify some of the activtieis in this regard.
* **Stories:** 
  + stories need to build on each other where possible, and the characters need to be introduced in the first activities of the early years.
  + partners to add more pictures, colours, video clips, litetature (story books) to the stories, while making use of the smartboard/interactive whiteboard, music and puppets (cloth and finger) when telling the stories.
  + Where possible more live dialogues in the stories will be introduced; this will facilitate the use of puppets (puppets talking with each other or expressing their thoughts and feelings) [partners to check this; also in Introd to Manual]
  + Stories may be transformed into a mini play with children role playing; this will facilitate more the internalization of the main messages of the story. As an extension/follow up to the story, the group may also create its own story (to be noted in Introduction to Manual).
  + In the late primary years, each theme will also have some stories, with a minimum of one story per subtheme; stories may be based on past, recent or current resilient figures, country traditions, legends and folktales, etc. Political, religious, violent, divise figures to be avoided; we may also need to have a critical look at old legends, heroes, fables, fairy tales, before deciding whether they provide good role models for our children; gender balance also needs to be taken into consideration.
* **Materials and Resources**
  + There will be slogan for each theme, eg. We think positive, We can do it/Yes we can, We will achieve, We believe in ourselves, We have many good qualities, We are confident, We have good relationships, We can say no, We are problem solvers, We will overcome, We can jump hurdles, We don’t give up, etc (The slogan may also inclue the subthemes), We will then develop a poster for each slogan which will be included in the final pack. Each partner to send the Coordinator a couple of slogans for their theme by the end of April.
  + The same mascots are to remain for all versions, but names will change in the translated versions.
  + More pictures for the stories: the mascots in different poistions will be included in the appendix to the Introduction to manual; Antonia to make additional finger puppets drawings for Sherlock and Zelda for sadness, anger, and fear, and also of the other animals included in the stories (eg rabbit, armadillo, etc). Each parter to send the names of the animals to the Coordinator by 15th April, and Coordinator will then send to Antonia and Renata.
  + Where possible partners to add more pictures, colours, songs, video clips, litetature (story books), smartboard/interactive whiteboard in the activites.
  + Mindulness CD in ENGLISH to be developed by Birgitta, it will include 8 to 10 mindulness activties; the CD will be part of the programme and belong to the programme, but copyright will be retained by Birgitta. Birgitta will be working on this in the coming months. The other partners may produce one or two activities on a cd in their own language as an example; Birgitta to send text of the 10 activties for the other partners. Possibility of using also mobile APPS
  + Music CD (music provided by Renata and her team)- the music will be recorded on the same Mindfulness CD in all the langugage versions.
  + A RESCUR corner may be set up in each classroom implementing the programme. This corner can include the mascots of the program, posters, pictures, drawings or arts and crafts created during the weekly lessons of RESCUR. It may also include a rescur forest.
  + Handouts for early years and early primary need to have the two mascots: Valeria to send an example of a handout by **15th April**
* **Activities**
  + Each activity to be held in two sessions or more, eg. the story and the processing questions in one instructional period, and the remaining steps in the other (to be included in Introduction to Manual)
  + Literature stories related to the theme may also be included during the activities or other lessons as extension of the activity (to be included in Introduction to Manual)
  + Where possible more movement is introduced in the activities, particularly in the early years and early primary as young children may find it difficult to focus on verbal activities and discussions for long periods of time. All partners to check that activities include role plays and experiential activities besides questions.
  + Ice breakers may be introduced in the lessons to help children relax and refresh (Introduction to the Manual)
  + Including children with language problems, refugees, children with individual educational needs, behavior difficulties: inclusive strategies will be included in the Introduction to the Manual, underlining diversity and the value of every child’s right to participate and be included, with strategies for excluded children, children with challenging behavior, and children with IENs (Universal, inclusive in chapter 3).
  + Flexibility in changing some the steps of the activities. This may mean skipping steps, such as that right after the story, the class can go to do the arts and crafts component of the activity (if there is one) of the activity and then come back to process the story via discussion. This is discussed in the last chapter of the Introduction to manual (Implementation).
  + Flexibility for teachers also to choose which level (basic, intermediate or advanced) according to the students developmental levels, readiness and needs (Implementation chapter, Introduction manual)
  + Programme needs to be implemented as planned throughout the school year, rather than pick and choose, with whole theme, rather than one topic, implemented; also where possible whole programme cf Greenberg add on, one off activities, SEAL problems – to section on adaptation in Implementation chapter (Introduction manual).
  + There needs to be a section on what teachers do when children are upset during an activity or express difficulties which cannot be addressed in the session (eg mindfulness session to calm down, bubble time (after lesson), circle time for whole class (Introduction Manual CHAPTER 3 PEDAGOGY)
  + The Manual introduction will give examples of learning goals and learning outcomes and how these may be presented in class (give some examples, whiteboard, laptop, handout).
* **Take home activities**
  + Follow up to take home activities is recommended with the teacher spending some time in the next programme lesson to discuss what children did at home or in another lesson/activity during that week; however children should not be forced to share their feedback but only encouraged to do so (thus ‘homework’ is not mandatory to avoid potential negative impact). (To be noted in Introduction to Manual)
  + Children will be able to take home the puppets in turns both as a reward as well as to show to parents to encourage parental involvement and collaboration (Introduction to Manual).
* **Training of teachers**
  + Training of teachers before implementing the programme is highly recommended and it has to be organized in collaboration with the University of… (in English version all six universities and contact details will be listed and interested third parties will chose the university themselves).
  + Training of trainers through ISPA, EU funds, EERA may also be explored.
  + Training to be organised according to age group, in small groups (experiential and skills based), over a longer period of time (Introduction manual)
  + Mentoring and discussion amongst teachers to be underlined more (implementation chapter)
* **Training of parents:** 
  + A brief framework of parents training is provided in the Introduction in the manual: no template but guidelines, parents to be encouraged to set up their own support groups
* **Manual details**
  + Format: manuals to be teacher friendly, with notes and titles/subtitles on the margins
  + Format of activities to be on the lines of the agreed template (included as an **Appendix** at the end of the minutes, with the additions made from the Italian format as presented by Valeria). Valeria to send the icons to partners within one week or so.
  + Common, correct language used in instructions in the activities: see the **Activity in the Appendix** with the highlighted text: each partner to make the necessary amendments.
  + Learner Journal to become Learner Portfolio
  + Children’s drawings of mascots may be included in the translated versions
  + **Cloth Puppets**: Antonia to make a design of the cloth puppets and send to coordinator within one month (end of April- Renata to ask Antonia); each partner is to look at possibility of puppets being made by disability organisations and report to the coordinator within one month
  + **Finger puppets**: Antonia to make drawings of finger puppets for sadness, anger and fear for Sherlock and Zelda and the other animals in the story (partners to send the name of animals to Coordinator by 15th April). The finger puppets diagrams will be included in an appendix to the Introduction Manual as photocopy-able material
  + **TIPS for teachers**: 5 tips at the beginning of each subtheme (see template below); tips focused on how classroom teacher may create a classroom climate which promotes the topics being taught in the curriculum.
* **Acknowledgments**
  + Acknowledging the schools in the manual: include only names of school in the international version; names of teachers may be included in the revised versions. All teachers who participated in the pilot, will be invited to participate in the half day seminar and given a pack.
* **Electronic version**
  + The electronic version may be more interactive, presented as a ppp, music, illustrations-prezi: teachers to turn into it into interactive activities themselves
* **Quotations**
  + To include quotations in manual from teachers and kids; each partner to send up to 6 quotations (3 from teachers, 3 from children) to coordinator by mid April (quotations not to include names but whether teacher or student and age of child).
  + References: all references will be at the end of the manual; as much as possible references should not be older than 10-15 years, except for classic/seminal studies
  + **Handouts (Activity sheets)**
    - Handouts are to be included at the end of each activity in teachers manual + on a cd as a separate resource subdivided by theme, subtheme and where applicable students and parents handouts
    - Parents handouts not to be included in the hard copies of the parents manual but are included in an accompanying CD, and where applicable as part of the students handout. They will be included as a separate section in the electronic version of the parents’ manual

**Deadlines:**

* Each partner is to send its revised theme on the basis of both the pilot evaluation and the Faro review team comments, by 20th April 2015 to coordinator and review team as **three** WORD documents (early years, early primary, late primary) (both subthemes to be in one document).
* These will be reviewed by the Review Team by 20th May 2015, with each of the three review partners reviewing 2 themes (not their own); Portugal and Malta to review the four extra subthemes of theme 6 ( 2 each). Feedback will be sent directly to partners by the reviewers. Each partner to send the revised themes to coordinator not later than end of May 2015. All documents will be send as word documents so that changes could be effected directly on the documents.
* The coordinator will then review the whole programme by 20th June 2015
* 20th June the whole curriculum sent to the two external reviewers
* 20th July: reviewers return the curriculum with their feedback
* 20th August: Curriculum is revised and finalised for translation; however, we can start the translations after 20th June and then make the revisions at a later date; the revised Manual Introduction will be sent by Coordinator to all partners by 15th April and translation of this part may start then.
* Curriculum need to be ready for printing on 31st October 2015

**External Evaluation**

Prof Helen Cowie (Surrey University, UK) and Prof Maria Poulou (University of Patras, Greece) have both accepted to be external reviewers of the curriculum. They will be sent the curriculum by post on 20th June 2015 and will have about one month to send the review report. The report will focus on the overall quality, coherence and relevance of the curriculum and how it may be improved, keeping in the mind the timeframe for the completion of the project. The review team, in collaboration with the other partners, will discuss the external reviewers’ reports and make the recommended modifications within one month.

**Parents Manual:**

* It was underlined that the parents manual was not a manual on parenting or resilience, but one which is based on, and complementary to, the RESCUR curriculum, to encourage parents to develop and reinforce the resilience skills which children are learning at school.
* The following format was agreed upon:
* Name of theme as in Manual
* Subtheme 1 (as in Manual)
  + Introduction (rationale of subtheme)
  + Every day: what parents can do on a daily basis to help their children develop this competence.
  + Someday : what parents can further to help develop this competence in their children in their parenting and relationships with kids
  + Real life: illustrations from real life/case study
  + Three activities linked to the curriculum which parents may do to help their kids develop this competence; one activity for each age group (early years, early primary, late primary). The activities may be taken and adapted from the corresponding activities in the teachers’ manual.
  + Subtheme 2 –AS SUBTHEME ONE
  + Summary Box: five reminders/points/recommendations for parents on the whole theme
* Length: about 30 pages in all for the whole theme
* Manual needs to be parent-friendly with easy to read and accessible language, making use of bullet points, short paragraphs, etc
* Birgitta to send a template to all as a model for all partners in the coming weeks.
* The hard copy of the manual will not include the take home activities from the teacher manuals, but these will be included in an accompanying CD, and as a separate section in the electronic version.
* Deadline: 30th April 2015, each partner to send parents manual to critical friend; critical friends to give feedback within two weeks
* 15th May, each partner send the parents theme to Malta and Croatia, which will send feedback within one month
* Coordinator to send general introduction to Manual by mid-May

**Name of Programme**

Various names have been proposed but none agreed so far:

* *Dancing in the rain: a resilience curriculum for early years and primary schools in Europe*
* *Riding/Surfing the waves*
* *Surfing along*
* *Moving with the wind*
* *Climbing the mountain*
* *Climbing hills*
* *Bouncing foreward*
* *Moving ahead*
* *Blossom and Bloom*
* *Against the Wind*
* *Tough times do not last: Tough (Resilient) People do!*
* *Tough times pass, tough people last*
* *The Rezil Kids*
* *Jumping hurdles*
* *To the top*
* Partners may send any further suggestions to Coordinator by the third week of April.

**Manual Covers**

* A logo will be developed for the programme
* Two different pictures of the two mascots will be used for the early years and early primary manuals (from Antonia’s collection)
* Late primary: cover picture will be related to the title, but there will be small pictures of the 2 mascots as well.
* The three teacher manuals covers will have different colours
* Parents manual and Learner Portfolio: mascot pictures from Antonia

**Publication of programme**

* **The hard copies pack will include the following :**
  + 3 teacher manuals (with a CD of resources in each manual)
  + 1 parent manual (with a CD of resources)
  + 1 Mindfulness CD which includes also the music from Croatia
  + 2 cloth puppets
  + 1 learner portfolio
  + 6 slogan posters
  + **Electronic Version:**
  + 3 teacher manuals including resources
  + Parents manual including resources
  + Mindfulness and music files (downloadable)
  + Learner portfolio
  + 6 slogan posters
  + The electronic version will be on RESCUR webpage, the webpages of the 6 university partners, possibility on own blogs/webpages (Coordinator to check on this), and possibly on a new website on the programme
* **Design of electronic version**: 2000 euros (Malta) (subcontracting)
* **Hard copies pack**
  + 3000 euros for each partner to print curriculum in own language + international version (Malta) (x7): 21,000 euros
* We may need to cut down the printing to 300-500 packs per language (500 international version) + online version + CD version (1000 per version)
* To decide if to go for one publisher to cut expenses: each partner to make enquires about pack price in own country with the following specifications:
* 3 manuals A4 of about 300 pages each; one manual of 150 pages, 1 folder of about 15 pages; in 3 colours (and white).
* Mindfulness CD plus four CDs of resources (one with each manual)
* 2 cloth mascots (just to reproduce, design ready)
* Box
* Price for 2300 copies and for 3500 copies respectively
* The design of all material will be ready for publication (not done by the printer)
* Another quotation without the mascots
* Each partner to provide a quotation/estimate within a month
* Puppets: Antonia to design the mascots (pictures); each country to check how much the puppets will cost if done by NGOs such as associations for people with disability.
* Extra copies funded from outside sources after the publication of the programme in November 2015: the Coordinator to check with University of Malta and Commission and report back to partners

**Dissemination**

* Each partner to send details of **any activity** such as presentations in conferences and seminars, including abstract, photos, whole paper, and ppp, to Celeste and Paola, cc Sarah
* **RESCUR Video**: Celeste to send a copy of the silent video with text to all partners, while Valeria to send link to online software to do the audio recording: each partner to send the video in own language to Sarah by 20th April 15 for uploading.
* **Another video clip** on the results of the pilot project will be developed by Celeste and Paola, including photos, drawings and quotations from each partner, and music from Renate. Each partner is to send 3 quotations from the data collection (in English and translated in other languages), pictures of mascots, 3 photos and any other material (eg short video clip), to Celeste and Paola by 20th April. The video will be ready for uploading on the website by the end of June
* **Flyers**: Celeste distributed the remaining flyers to the partners as agreed
* **Poster**s: a sample of the poster was presented and a number of amendments were suggested; partners will be sending the translated poster once they receive a word copy of the brochure from Celeste and Paola; 25 posters will be provided to each partner on own language in the first week of July.
* **Brochures**: a folded A4 brochure on the Programme, with programme name and logo, special features of the programme, pictures, information on the manuals, and link to contact for further information, was agreed upon and will be presented by Celeste and Paola in the final RESCUR meeting in July; the brochures will be ready around the end of July 2015; 500 copies in own language will be provided to each partner (including English ones to Coordinator)
* **ENSEC 15 RESCUR Symposium**: the abstract of the symposium is presently being evaluated, the symposium will include a short presentation on the piloting results by each partner, and the new RESCUR piloting DVD clip
* **Peer reviewed paper**: a paper on RESCUR has been submitted to the International Journal of Multicultural Education in January 2015, and is presently being reviewed
* **European Masters in Resilience:** the final report will include a proposal for an EU funded European Masters in Resilience; the application for EU funds will be submitted with the call for applications early in 2016. The six partners in the consortium are all interested in joining a new project for a European Masters (though in the cases of Sweden and Croatia with different researchers from the RESCUR ones). Other partners from a different network in which the Coordinator is involved have also shown interest in joining; they will be given the opportunity to do so. The project will be focused on developing and actually delivering a European Masters in Resilience, awarded conjointly by the universities taking part in the project. This will be discussed further in the next meeting.
* **Half day seminar** by each partner before November 2015: this will be discussed further in the next RESCUR meeting in July 2015.
* **Funding for participation in conferences:** partners were reminded that each partner has a budget for registration in one ENSEC conference (350euros) and in two European conferences (800 euros).

**Next RESCUR meeting**

The next (and final) consortium meeting will be held at the University of Lisbon, Portugal, coinciding with the ENSEC 2015 conference. It will be held as follows:

* 30th June 2015: 9.00-17.00
* 1st July 2015: 9.00 - 14.00
* 5th July: 9.00-15.00

Carmel Cefai, Coordinator

29th March 2015

**APPENDIX TEMPLATE FOR ACTIVITIES**

**Activity 1: Zelda the Hedgehog Stops to Think**

**THEME 3 Developing Self Determination**

**Sub-theme 1 Creative Problem Solving and Decision Making**

**Sub-theme 2 Empowerment/Autonomy**

**SUB-THEME 1**

**Creative Problem Solving and Decision Making**

**This sub-theme, focused on problem orientation and problem solving skills, is divided into three topics that encompass the general steps of problem solving. In the first topic, children are invited to define problems (thinking and collecting information about them, defining objectives and analyzing barriers and facilitators) and to generate creative solutions for them. In the second topic, focused on the evaluation of the solutions and decision making, children develop skills to evaluate solutions and its value, to evaluate time and effort needed, and to evaluate the results of the solutions. The third topic highlights the implementation and evaluation of the solutions, allowing children to solve problems by trying on solutions, and evaluating the results of solutions, trying again, if necessary. In this last topic, children are also able to summarize the problem solving process and its steps.**

**Taking into account the emotions is a fundamental aspect in this process (Erdley, Rivera, Shepherd & Holleb, 2010) that must engage the adult (e.g. teacher) and children in discerning about what has occurred and how it may be resolved. In this life stage, a suitable adult input is fundamental to facilitate the transfer of knowledge between different situations, since having significant knowledge does not necessarily mean it will be used to solve a problem (Keen, 2011). Studies on resilience reveal the presence of problem solving skills in resilient children and adolescents (Benard, 2004; Munist et al., 1998). Problem solving is identified as one of the determinants skills to deal with adversity, since it appears as a moderator of the impact of negative life events on well-being (Simões, 2012). These skills play a key role in risk assessment, resources evaluation, in the establishment of realistic plans, and in the search for healthier relationships, which in turn are essential for adaptation and resilience (Werner & Smith, 2001).**

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| **TOPIC 1**  **Learning**  **Goals** | **DEFINING THE PROBLEM AND GENERATING CREATIVE SOLUTIONS**   * UNDERSTAND THE WORD PROBLEM. * UNDERSTAND THAT THEY CAN FIND SOLUTIONS TO A PROBLEM. * GENERATE CREATIVE SOLUTIONS, UNDERSTANDING THAT PROBLEMS CAN HAVE MORE THAN ONE SOLUTION. |
| **TOPIC 2**  **Learning**  **Goals** | **EVALUATING THE SOLUTIONS AND DECISION MAKING**   * DESCRIBE IF SOLUTIONS WORK OR NOT. * DESCRIBE IF SOLUTIONS WORK OR NOT. * EVALUATE SOLUTIONS, RECOGNIZING IF PREDICTED RESULTS ARE APPRECIATED (THEY LIKE THE RESULTS) BEFORE MAKING A DECISION |
| **TOPIC 3**  **Learning**  **Goals** | **IMPLEMENTING AND EVALUATING THE SOLUTION**   * IMPLEMENT A SOLUTION TO SOLVE A PROBLEM, TRYING IT * EVALUATE THE RESULTS OF A SOLUTION AND TRY AGAIN, IF NECESSARY. * SOLVE A PROBLEM, NAMING THE THREE STEPS OF PROBLEM SOLVING PROCESS. |

**Tips for Teachers**

1. Help children understand that sometimes there are problems, conflicts or disagreements but that they can learn how to best manage them if they occur

2. Promote and help children to think and collect information in order to best identify the problems

3. Use everyday problems in the classroom to promote a creative divergent thinking process

4. Give children the opportunity to explore different possibilities in solving difficulties or small problem situations in their everyday class activities (playing, interacting with others), reinforcing that there are different ways to solve problems and that they can think of more than one solution

5. Promote perseverance and optimism for effective problem solving in everyday problems

**Topic 1 Defining the problem and generating creative solutions**

**By the end of this topic, learners should be able to:**

Understand the word *problem*.

Understand that they can find solutions to a problem.

Generate creative solutions, understanding that problems can have more than one solution.

**Activity 1 Zelda the Hedgehog Stops to Think**

***Learning Goal[[1]](#footnote-1)***

Undersand the word problem.

***Learning Outcome. By the end of this activity, I will be able to:***

Name a problem.

***Level***

Basic

***Materials needed***

Hand or finger puppets; activity sheet (**NOT HANDOUT)** Number.... ; blank sheets of paper; brown finger paint; crayons, colour pencils or markers

***Activity Steps***

1. Start the lesson with a Mindfulness activity.

2. Read the follwoing story using hand or finger puppets:

***“Zelda the Hedgehog wants to play”***

**It was really cold outside and Zelda the hedgehog wanted to play on the hill near the lake. She was used to do it all the time, since it was the most beautiful and funniest place in the forest. But in that day her mother didn’t want to let her go because of the weather. It was very cold and Zelda didn’t want to wear her raincoat, since she would not be able to use her spikes to roll down the hill, like she loved to do. Also she was no allowed to go to the lake alone, it was dangerous.**

**“Mother, but, I want, I want, I want to go to the lake!!!” “It’s always the Sherlock you never let me go!” said Zelda to her mother! Her mother kept saying. “Today you can´t go it’s too cold, also it’s dangerous that you go alone, and I can`t go with you, because I have to work”. I’m so sad. What will I do now?” thought Zelda. It seemed difficult finding a solution that could make her happy, because Zelda was only thinking how she wanted to go. While she was really sad about it the bell rang; it was Sherlock the squirrel that came to visit her. Sherlock arrived at her bedroom’s door and said “Hello Zelda! How are you? Do you want to come and play outside?” Zelda told Sherlock that she was having a huge problem, explaining what was happening. Sherlock realized that Zelda had a problem and he said: “Okay, we have a problem. But, is it really so huge? First, let’s stop and think! The problem is that today you want to play alone outside in the cold weather and your mother does not let you because it is dangerous and you can get sick. Is this the problem Zelda?” Zelda looked in Sherlock’s eyes and said: “Yes, it is”. “Zelda, what do you think about we think together and try to find ways to solve it, I mean to find a solution?” asked Sherlock. Zelda opened her eyes, paying a lot of attention to what Sherlock was telling, and agreed with Sherlock’s proposal. “Hhhmm...Let’s think about it together. What can we do?” So they both started thinking on some possible solutions for a while. “We can do others things! We can play a funny game here, at home!” said Sherlock. But Zelda wasn’t pleased with this solution because she wanted to go outside. “We can go and play outside another day.” But Zelda wasn’t pleased with this solution because she wanted to go in that day. They continued to think a bit more. “Well, if you come with me and if I wear my warmest sweatshirt, my scarf and my gloves, I won’t get wet, and probably my mother will let me go play outside.” Zelda and Sherlock thought this was a brilliant idea, the best one they could think of! “Yes, so it is decided! We choose to go together and I will wear a lot of clothes to get warm. Now you just have to ask your mother if it is ok!” replied Sherlock. After explaining this solution to Zelda’s mother, she said yes! Once getting really warm, Zelda went out with her best friend Sherlock, rolling down the hill. When they were coming back home, Zelda concluded “After all, it is not that difficult to find a good solution to a problem when we stop and think about it!” concluded Zelda.**

**From that day on, Zelda learned that in order to solve a problem, the best way is to first stop, think and collect information about it so that she can understand the problem and think about different ways to solving it.**

3. First, help the learners to process the story by asking the following questions:

* What did you like/dislike about the story? What happened to Zelda?
* What was Zelda’s problem?
* How did Sherlock help her to understand the problem?

4. Then relate the story to the learners’ own experiences by aksing the following questions:

* Did you ever have a problem?
* What was the problem?
* How easy or difficult was it to understand that you had a problem?
* Did you stop to think about the problem?

5. Invite/Ask the learners to make their own hedgehog, using the activity sheet in the pack. Give a blank sheet of paper to each learner and ask them to draw their hand making use of finger paint. Each finger represents one question or one aspect that best describes a problem. Then ask the learners to colour the rest of the hedgehog as they wish. You may post the children’s hedgehogs on a board or in the Resilience Corner in the classroom once these are returned from the take home activity

6. At the end of the activity, underline the idea that we all face problems in our lives, but the first step in problem solving, whether the problem is big or small, is to recognize that there is a problem, and then **stop, think and collect information about it.** Remind the group what they have learned from the story, namely that when we have a problem like Zelda, we must **stop, think and collect information about it.**

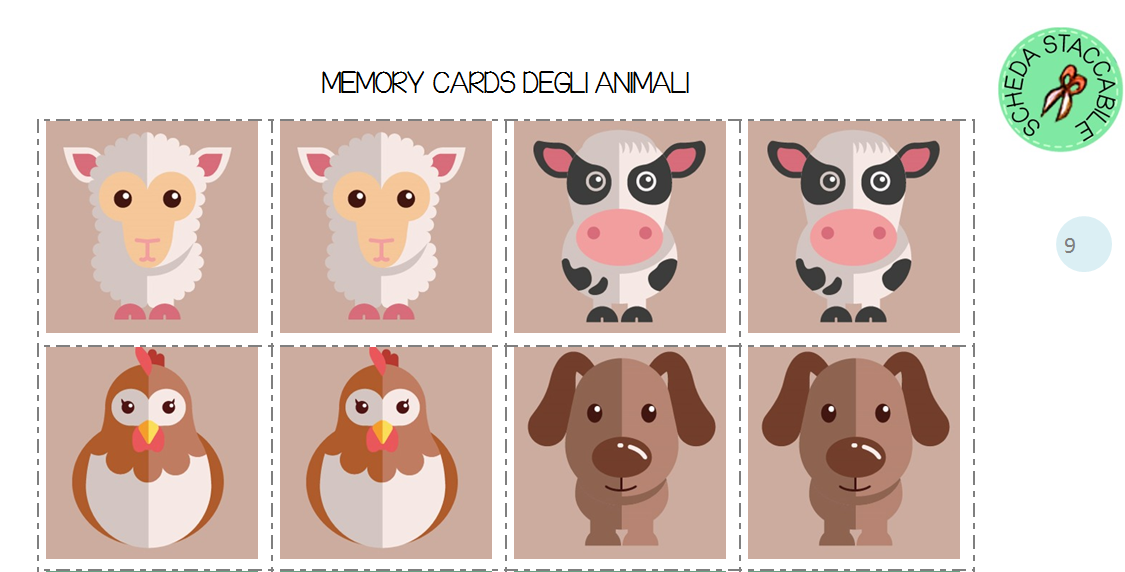
***Take Home Activity***

Learners take home their hedgehog drawings with them and to talk with their parents about Zelda’s story, describing the problem and how they found a solution. Together, they can also identify other problems they can think of. On the following day, ask the learners to describe what they had discussed with their parents.

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**This is for handouts: to be translated by Valeria, all partners to send the word ’Resources’ in own language to Valeria who will insert it in the icon and send back to each partner (see example of handout and logo below)**



1. The highlighted text underlines the common language to be used in the activities as much as possible; note that that instructions are directed towards the teacher [↑](#footnote-ref-1)