



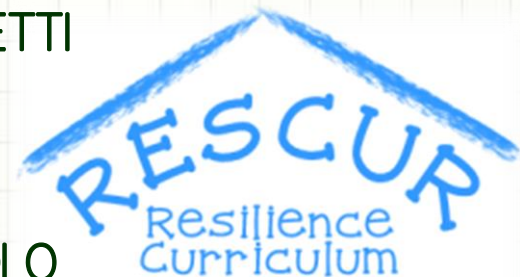
UNIVERSITÀ  
DI PAVIA

FIFTH RESCUR PARTNERS MEETING

# EVALUATION REPORT ITALY

23RD- 26TH MARCH 2015  
UNIVERSITY OF PAVIA

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Lifelong  
Learning  
Programme

# SUMMERY OF REPORT

1. Teachers' training
2. Piloting
3. Data collection
4. Results
5. Discussion and recommendations

# I. TEACHERS' TRAINING

- 5<sup>th</sup> theme "Building healthy relationships"
- 84 teachers from 17 kindergarten, primary and secondary schools from the areas of Milan and Pavia
- 6 meetings + supervisions for kindergarten & primary school teachers in small groups

# FINDINGS – TEACHERS' TRAINING QUESTIONNAIRES

Section A: Your views on the organization of the training session

*Features liked:*

- Simplicity and clarity of contents
- Email communications and availability of the staff
- Availability and acceptance on teachers' needs and problems
- Trainer knowledge and professionalism

*Features need to be changed/improved:*

- Split teachers by children's age
- Rooms not always comfortable
- More time to discuss with other teachers that implemented RESCUR
- More hours of teachers' training


*What were the most helpful aspects of the training session?*

- Topics such as: friendship, sharing, cooperation, empathy
- The possibility to choose activity between 3 levels of difficulty
- Direct assessment on the effectiveness of the pilot from teachers and students
- Experiential aspects during the teachers' training
- Reflecting activities for children on their relationships with peers
- Contents of training referred to recent study in psychology

*What were the least helpful aspects of the training session?*

- Complexity of stories
- Some stories were not always easy to link with learning goals
- Few discussions between teachers during the training sessions





*What improvements would you suggest for the future?*

- To have more time to implement activities
- To continue the project
- More exchange of information on what happened in the other classes
- Disseminate the project over the Pavia province
- Provide suggestions for parents
- More hour in the teachers' training course

## Section B: Your views on the resilience curriculum

*What are the main strengths of the curriculum programme?*

- Deal with indispensable topics related to the harmonious and balanced development children
- Optimus explanations and easy written text of the manuals
- Opportunity to involve parents
- Available materials for children

*What are the main weaknesses of the curriculum programme?*

- Short time for the implementation
- Complexity of concepts for children
- Difficulty in the class management during the activities
- Having 3 levels can be difficult, it's better to have just one level
- The program cannot be implemented for 3 years old children
- No practical tips


*What modifications if any would you recommend in the curriculum?*

- To review activities before the implementation considering individual teachers' skills and knowledge

*What issues do you foresee in the implementation of the curriculum in the classroom and how may these be addressed?*

- Children's exclusion from some activities (especially for 3-year-old children)
- Parents' complains because these activities will take time from traditional teaching activities
- Difficulties in parents' involvement
- Some teachers consider herself/himself not qualified to run these kind of activities





# Photos

## 2. PILOTING

- INSERIRE linea del tempo e foto di attività docenti

# 3. DATA COLLECTION

- Children's behavior questionnaire;
- Focus groups with students;
- Reflexive diaries
- Teacher interview

# 4. RESULTS: CHILDREN'S BEHAVIOR QUESTIONNAIRES

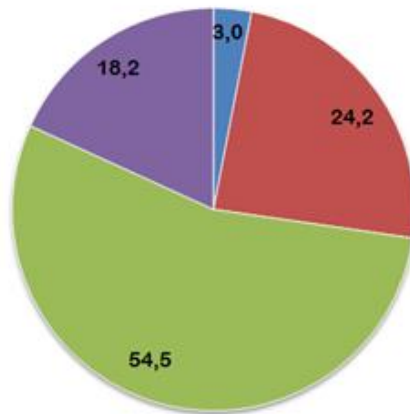
1. Making and having friends
2. Seeking and providing support
3. Nurturing relationships and school climate
4. Sharing, cooperation and teamwork
5. Empathy
6. Ethical, responsible and moral behavior

# IMPROVEMENTS

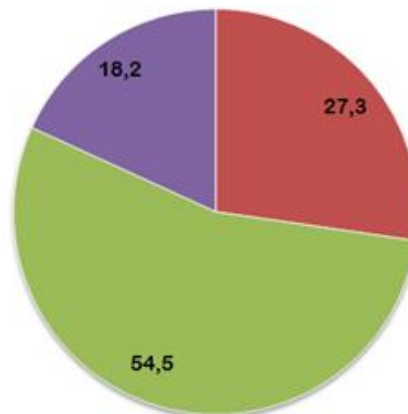
■ Not at all  
■ Undecided

■ Somewhat  
■ Very much

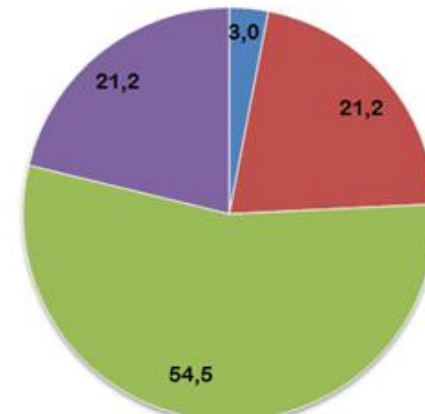
Making and having friends



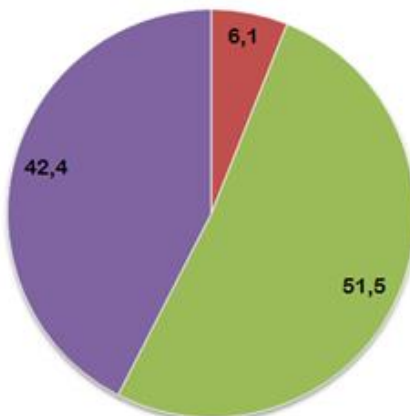
Seeking and providing support



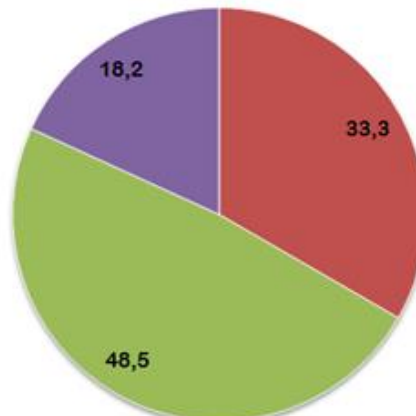
Nurturing relationships and school climate



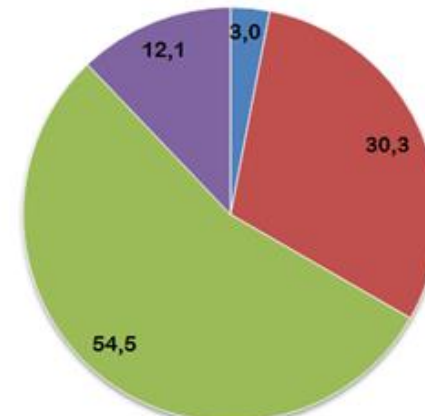
Sharing, cooperation and teamwork



Empathy



Ethical, responsible and moral behaviour





# FOCUS GROUP

- 35 classes (for a total of 738 pupils, 348 males and 390 females)
- notes were taken by the facilitator and later transcribed, and drawings of mascots' or significant stories were asked to children.
- Students were asked their opinions and reflections on activities, materials and home activities.
- Photos of posters and students' worksheets were taken at the end of the focus groups.

# EARLY YEARS

- Possibility to play new game in the classroom, especially story dramatization



- Parents' involvement and opportunity to expression emotions with parents.

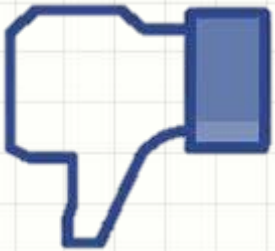
# EARLY PRIMARY

*What did you learn from this activity?*

"It's important to obey rules and help each other because then everything is easier and nicer"



- Children had the chance to address interesting and unusual topic related to their daily school activity.
- they liked team work
- Parental involvement as they to spent more time together.



- Few children were too emotionally involved watching a clip included in one activity. They didn't like it a lot because "they felt bad after it." (topic on empathy).

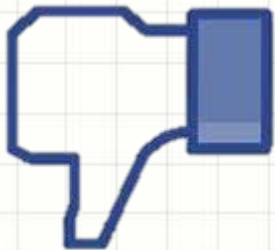
# LATE PRIMARY

*What did you learn from this activity?*

- "I learned to put myself in someone else's shoes, to be useful and help others"



- They learned to trust their classmates and to use these skills in their everyday life.
- Share emotions with others, finding support and encouragement from the class' group and from teachers.
- Work in team groups addressing topics that are usually not covered in the school curriculum.



- Some homework were "too personal". Some children suggested to create homework focused more of playing then reflecting with parents on an emotional topic.

# REFLEXIVE DIARIES

- All teachers fulfilled the diaries
- Students appreciated all stories and activities
- They built a "pact of cooperation" with students.
- Children were excited on team work and working with their parents with homework. Children had the unique opportunity to work discussing what they learned at school.
- Some topics were complex, a single activity needed at least 60 up to 90 minutes.



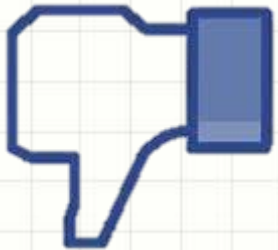
# TEACHER'S INTERVIEW

- An individual interview was run in order to collect general feedbacks on the programme. The teacher explained that the whole RESCUR project, namely teachers' training and the implementation, was a precious tool to know more on her students. She also completed, throw the activities, the annual formative unit on "The self and the others", according to the Italian guideline for kindergarten teachers.
- Activities were very useful to give children the opportunities to "give a name to their feelings" and, in general, to talk about themselves. She reported that it was not common to use school time to listen to children's relational and emotional needs and worries and this project provide the time for it. It was a great idea to present the 2 main characters (Sherlock and Zelda) for all stories, they became a sort of friends for pupils and children were able to create connections between Sherlock and Zelda's adventures and their own life's events.
- Parents liked homework, they said it was really nice to do something together with their children and they were really disappointed when the project was over. Teachers said that she was going to keep this methodology also in the future.
- She, finally, expressed some doubts on the possibility to run activities for 3 years old children, furthermore some activities required lot of time for discussions and, considering the large number of children in each class (28 average of number children), it was not easy to involve everybody

# 4. DISCUSSION AND RECOMMENDATIONS



- Quality of teachers' training and the activities of the programme.
- Working on social and emotional aspect of development promoting resilience at schools.
- Parents enjoyed the homework
- teachers liked direct involvement of parents



- More time for the implementation
- Involvement 3-years-old children.
- Some activities required more time than planned.

# TAKE HOME MESSAGE

*"RESCUR activities represent a real and useful source of personal and professional enrichment to develop resilience not only for children and teachers, but also for families and the whole school community."*

*"Don't give up! Go ahead and ... involve us !!!!"*



**KEEP  
CALM  
AND  
CARRY  
ON RESCUR**