



Happiness, Optimism, Positivity and Ethos in Schools

TEACHER'S GUIDE: Activities



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Presentation of Teacher's Guide

This Teacher's Guide is part of a set of tools to help teachers to implement HOPEs. HOPEs is the acronym for Happiness, Optimism, Positivity and Ethos in Schools, an ERASMUS+ project that has as main purpose to create an innovative educational package which includes a new curriculum, accompanied by practical activities and tools based on positive psychology principles. HOPEs aims to teach children the skills of resilience, realizing their strengths and systematic building of pillars needed for well-being and a flourishing life. Specifically, emphasis is on the positive approach of humans, investing in their strengths rather than their weaknesses, emphasizing positive emotions rather than the negative, giving positive feedback instead of error detection, strengthening physical and psychological resilience and the search of the meaning of life and happiness.

The set of interrelated tools that compose HOPEs are:

1. The Curriculum, which presents the theoretical foundations of HOPEs as well as the theoretical framework and goals for each module and a characterization of the pedagogical strategies proposed;
2. The Teacher's Guide with two different volumes: The Teacher's Guide: Activities (this volume) which includes the set of lessons, designed according to the curriculum, and another volume (Teacher's Guide: Resources) with some of the materials needed to implement the activities in the classroom and other resources available to teachers.
3. The Students Handbook comprises some of the materials that students need to accomplish the tasks proposed in each lesson.

Organisation of the Teacher's Guide

The purpose of the guide is to assist teachers' practical application of the HOPEs curriculum. It includes five chapters, one for each of the 5 modules of the curriculum (positive emotions, values and character strengths, positive purpose, coping positively and positive connections). Each module starts with an introduction outlining the main principles underlying the lessons and activities proposed in the module, an overview of the module and the aims. Each module comprises from 4 to 6 lessons in a total of 25 lessons.

Each lesson is organized according to the following sequence: overview of the lesson, keywords, pedagogical strategies, objectives, list of activities and materials,

description of activities, out-of-school activities and evaluation methodology.

The overview of the lesson, the keywords and the objectives give an overall information about what is going to be worked in the lesson. Under the headings Activities and Materials will be the list of activities to be carried on and the list of materials needed for the lesson. Each activity is associated to a coloured dot that has the same colour as the dots of the materials needed for that activity (Figure 1).

Activities:		Materials:	
●	Activity #1: Identification of Emotions	Emotions images (HOPEs.M.L.L.L.TG.WS1)	●
		Projector (optional)	●
●	Activity #2: Expressing Emotions	Cards with emotions names (HOPEs.M.L.L.L.TG.WS2)	●
		Faces models (HOPEs.M.L.L.SH.WS1)	●
		Emotions' Daisy (HOPEs.M.L.L.SH.WS2)	●
		Registration sheet (HOPEs.M.L.L.SH.WS3)	●
		Colour pens	●

Figure 1. List of Activities and Materials for one of the lessons

The description of the activities includes an introduction which briefly explains the activity and how to introduce it to students, followed by the instructions that the teacher should follow in order to produce the expected results and some guidelines to lead the reflexive work about the activity. The total expected time for the activity is presented inside larger circles, whereas the expected time for each part of the activity is presented in smaller circles (Figure 2).



Figure 2. Representation of the total time expected for the activity (A) and for one of the activity parts (B)

Since parental involvement in schooling is an important issue for achievement and learning in school, each lesson includes what we call “out-of-school” activities that intends to connect what is learned at school with the life of students outside school, mainly with family life. These proposals of activities should be worked out at the beginning of the next session. Both these two components of the lessons are identified by two symbols along the guide: a backpack for the “out-of-school” activities and “feedback arrows” for the reflection about the out-of-school activity (Figure 3).



Figure 3. Symbols used to identify the out-of-school activities and the reflection about them

The lesson ends up with the evaluation methodology used to assess the learning and development of students. As a general strategy of evaluation we proposed the use of a portfolio, in order to ensure that the results of the work developed during the proposed activities are saved and serve as a reflexive tool as well.

In each lesson there are links to connect to the place in the Students Handbook (SH) or the Teacher's Guide: Resources (TG), where the materials needed for the activities are. These links are identified by a code comprising the number of the module, the number of the lesson, the source (Teacher's Guide: Resources -TG - or Student Handbook - SH) and the number of the worksheet (Figure 4)



Figure 4. Example of the taxonomy used in the classification of the materials / worksheets

It is important that the lessons are made on a weekly basis, to give the participants' the opportunity to exercise their acquired skills.

The curriculum proposed by HOPEs has their own goals which aims to develop students' skills in order to strengthen their positivity in the way they face the daily challenges, how to cope positively with these situations, how to give positive meaning to life and, at the same time, contributes to the acceptance and respect of others, to the construction of positive relationships and the construction of shared values. All of this has as ultimate goal to provide the foundations of a more fulfilling life, with higher levels of well-being and to contribute to more resilient, responsible and happy human beings. Thus, despite the structuration of the guide and the proposed curriculum, teachers are encouraged to make bridges between the HOPEs curriculum and the other areas of the school curriculum. For example, when working with some new concepts, or when students develop their tasks like writing sentences, texts, registering feelings or describing situations, these can be opportunities to develop specific competences related to Mother Tongue curriculum; in

other cases is possible to link with competences in the Mathematical domain and in many other activities. The links are also possible with other areas of the curriculum as, for example, drama, physical education, visual education, etc. In this sense we highly recommend teachers to embed the proposed activities in their subject lesson plan whenever is possible.

These links with school curriculum, and other ways of integrating HOPEs curriculum and activities with each cultural contexts, highlight the flexibility when implementing HOPEs, despite the degree of structuration of the guide and the lessons plans. Teachers can select and pick up some activities to use and relate to the other areas of the school curriculum. Nevertheless it is important that teachers are aware of the rational beyond these activities and, in this sense, it is important that they know what is written in the Curriculum taking into account that this tool provides the foundations for the activities proposed in this guide.

Portfolio

The portfolio is conceived as a collection of works that the student has developed and selected, and the overall goal is to induce self-reflection about processes and products. Student's portfolio shows progress over time and illustrate achievements, knowledge, difficulties/facilities, efforts and choices reached along the all modules they attended.

Main aims:

- Help students to develop their capacity for reflection and self-assessment;
- Illustrate progress and achievements;
- Promote reflection and apprenticeship;
- Document the work and what was experienced and learned.

What to include?

- Students sheets presented in the students' activity book;
- Pictures;
- Texts;
- Reflections about an activity;
- Activities developed at home;
- Evidences of learning (registrations, feedback, ...);
- Other items related with the topics of the program.

How to organize the portfolio?

- Each student has a folder or a file (dossier) to keep his/her evidences to include in the portfolio;
- Each portfolio has an 'Entrance sheet' where each item selected to be included must be registered ('Students Portfolio Registration Grid');
- Teacher support children to choose what they want to include in the portfolio and to reflect about their work and choices;
- Teacher helps them to organize the material selected.

MODULE 1

POSITIVE EMOTIONS

Introduction

Emotions are present in our daily lives as well as in the school context and for this reason emotional competence plays an important role in well-being and in learning and teaching. Research shows that individuals with high emotional competence effectively manage their feelings, handle stress, confront failure with optimism and persist in the face of difficulty (Tait, 2008). Thus, the promotion of emotional skills are highly beneficial to individuals' global adjustment, development and well-being (Moreira et al., 2010; Shankland & Rosset, 2016; Valiente et al., 2012).

In this sense, in recent years, a dynamic approach to the emotional dimension in the school setting has been promoted through social and emotional learning (SEL), which gradually established a presence within school curricula (e.g., Humphrey et al., 2008; Sugai & Horner, 2002). Research on different SEL programs showed that this kind of programs were associated to better academic performance and learning (Zins et al., 2004).

Positive emotions contribute to academic adjustment, because they encourage exploring, combining diverse materials, and broadening strategies and methods to solve problems.

At a more global level the effects of positive emotions can be traced to academic achievement, level of satisfaction with school and school engagement (Graziano et al., 2007; Reschly et al., 2008; Valiente et al., 2012). At a more specific level, positive emotions such as enjoyment, hope, pride, contentment and enthusiasm are related to the willingness to approach, invest effort and to repeat the task and the learning experience (Ouweneel et al., 2011; Reschly et al., 2008; Suldo et al., 2011). Furthermore, the described effects of positive emotions on cognitive processing (see "How Positive Emotions Act?" section) increments memory, comprehension and knowledge construction facilitating learning, as well as leads to think creatively and flexibly, motivates exploratory behaviour, and reinforces problem solving skills (Cohn et al., 2009; Fredrickson, 2004; Fredrickson et al., 2008; Hinton et al., 2008; Isen et al., 1987).

Positive emotions foster also emotional (Schmid et al., 2011) and social (Richards, & Huppert, 2011; Shin, et al., 2011) positive outcomes.

Efficient emotional regulation skills are also essential because the learning process sometimes entails emotional negative experiences (e.g. stress and test anxiety). Building positive emotions and happiness in the classroom has been linked to increments on important personal resources such adaptive coping skills (Reschly et al., 2008) and a sense of resiliency (Tugade & Fredrickson, 2004) that helps students sustain effort and determination while dealing with emotional difficulties in the process of learning and interactions with others. Research also shows that positive emotions facilitates recovery from this negative emotions experiences (Frederickson & Levenson, 1998; Papousek et al., 2010). All these results put evidence on the contribution of positive emotions to children and adolescent's well-being and flourishing in the school context.

The research in positive psychology shows that the success of programs and interventions depends on the active collaboration among transdisciplinary professionals. Moreover, positive education can function both as preventive and promotional, having higher efficacy when implemented as a whole-school approach with a practical application framework (Kibe & Boniwell, 2015).

Some studies highlight the role of the teacher, the instructional strategies and the interpersonal relationships in classrooms to encourage the experience of frequent positive emotions in students (Graziano et al., 2007; Reschly et. al., 2008). Positive emotions may broaden students' thinking, coping, and engagement in their schooling. According to these ideas Frederickson (2001) states that focusing on personal and environmental assets in educational organization may increase the possibility of students experiencing positive emotions in school, encouraging an "upward spiral" of success.

Overview of the module

This module addresses the following positive emotions: joy, love, gratitude, and amusement. Pekrun, Goets, Titz and Perry, (2002), in a literature's review relating emotions to learning, tests, performance, work or achievement, identified a set of positive emotions usually studied which comprises: joy, pride, enthusiasm, hope, gratitude and relief.

The diversity of positive emotions is also emphasized by Fredrickson (2013) who identified the 10 more frequently experienced in people's daily life: love, joy, gratitude, contentment, interest, hope, pride, amusement, inspiration and awe. Love is identified as the most frequently felt positive emotion. It is usually felt in safe interpersonal relationships. Joy arises when unexpected good situation/event occurs. Gratitude emerges when a good result/occurrence is attributed to another person. People can feel Amusement when some 'nonserious social incongruity' occurs. Inspiration emerges when people observe a good action or performance (Fredrickson, 2013). success.

Module Aims

- To develop emotional literacy, comprising:
 - to know their own emotions better;
 - to identify emotions expressed by others;
 - to label emotions correctly;
- To express different emotions;
- To promote the development of positive emotions in different situations: positive, neutral and potentially negative;
- To use positive emotions in interpersonal contexts.

This module is presented in 5 lessons (40m each) + 10m for evaluating purposes.

Portfolio

Doing the whole module, the participants will produce some written materials, as reflection of the activities. Ideally, these can be collected as a portfolio to ensure results are saved and serve as reflective tool as well.

Identification and Expression of Emotions

Key words:

Emotions, face expressions

Pedagogical Strategies

- Individual activities / self-reflection
- Cooperative learning / workgroup
- Group discussions

ARTS / MEDIA

- Paintings

Objectives

- Identify different emotions (positive and negative)
- Reflect about diverse positive emotions and understand differences and specificities
- Understand different ways of expressing emotions

Materials:

Emotions images (HOPEs_MILLITG_WSI) ●

Projector (optional) ●

Cards with emotions names (HOPEs_MILLITG_WS2) ●

Faces models (HOPEs_MLLISH_WSI) ●

Emotions' Daisy (HOPEs_MLLISH_WS2) ●

Registration sheet (HOPEs_MLLISH_WS3) ●

Colour pens ●

Activities:

- Activity #1: Identification of Emotions
- Activity #2: Expressing Emotions

15
mins.

2
mins.



Teacher's Guide:
Resources, p. 4

10
mins.

Activity 1: Identification of Emotions

Introduction

Teacher and students are seated in a circle. Teacher presents that the aim of the lesson is to recognize and understand emotions and can ask the collaboration of the students questioning them about: "What are emotions? Are there different emotions? Which kind of emotions can we experience?"

Recognize different emotions

The teacher shows (or projects on the wall) different images (HOPEs_MILLITG_WSI) – joy, anger, amusement, sadness). Students must be questioned about each image in order to promote reflection and introduce the debate among students. For example: "What is he/she feeling? Which emotion is he/she experiencing? How did you identify it? When we are ____ (emotion) how do we feel? Are we well? Why? How can we see that someone is ____? For each of these emotions people express themselves in the same way? How can we see in a face which emotion someone is experiencing?"

Activity 1: Identification of Emotions (cont.)

3
mins.

Reflection

- What did you learn about yourself and others doing this activity?
- Do you think you can apply some of these in your everyday life?

Activity 2: Expressing Emotions

25
mins.

Face expressing

Teacher asks students to organize themselves in small groups (3/4 students) and gives to each group one card with a name of an emotion (joy, anger, amusement, sadness) (HOPEs.MILLITG.WS2) and one model of a face (HOPEs.MILLISH.WS1). Each group must draw or paint the face expressing the target emotion.

Exhibition of students work

Teacher and students expose the works and all together discuss about each work: Which is this emotions? How is it expressed? How are the eyes? And the mouth? Have any of them ever felt like that? When?

Reflection

Teacher gives to the students the 'Emotions Daisy' displayed in The Student Handbook (HOPEs.MILLISH.WS2). In the 'Emotions Daisy' each petal represents a different positive emotion and students must write his definition/interpretation about it : Joy is Amusement is There are also more 3 petal where students can identify other positive emotions.

10
mins.

Student's Handbook, p. 8

10
mins.

Student's Handbook, p. 9

5
mins.

Out-of-School Activity



FAMILY DIARY OF POSITIVE EMOTIONS

Teacher can ask parents collaboration to support children to identify and register different situations in which positive emotions were experienced in family (Material in student's Workbook - HOPEs.MILLISH.WS3)..

Evaluation methodology - Student's Portfolio

Each student's portfolio can include:

- The 'Emotions Daisy';
- The registrations in the Family Diary of Positive Emotions;
- Photos/images students collected with emotions expressions.

Emotional expression and mediators

Key words:

Emotions, arts, artistic languages

Pedagogical Strategies

- Cooperative learning / workgroup
- Group discussions
- Games
- Testimonials / quotes

ARTS / MEDIA

- Drama
- Music
- Paintings

Activities:

- Activity #1: Game "Arts and Emotions"

Objectives

- Recognize different artistic languages to express emotions (positive and negative)
- Identify emotions from different artistic supports
- Create artistic productions expressing different emotions

Materials:

- Game track (HOPEs_MILL2.TG_WSI)
- Dice (HOPEs_MILL2.TG.WS2)
- Teams' identification cards (HOPEs_MILL2.TG.WS3)
- Cards with different categories (HOPEs_MILL2.TG.WS4)
- Laptop/iPad/tablet
- Grid for activity evaluation (HOPEs_MILL2.SH.WSI)

Connection to previous Out-of-School Activity



Ask students if they have registered any situations in the "Family diary of positive emotions". Teacher must support students to choose and to present briefly any situation where positive emotions were experienced in family

5
mins.

Activity 1: Game "Arts and Emotions"

35
mins.

5
mins.

Introduction

It is necessary before the activity: a) print and construct, previously, with the students a dice (HOPEs_MILL2.TG.WS2); (or use one you have); b) print the track for the game (HOPEs_MILL2.TG.WSI), c) prepare the teams' identification cards so that each student will have one (HOPEs_MILL2.TG.WS3); d) print and prepare the cards of the 4 categories (HOPEs_MILL2.TG.WS4).

Instructions

Before the game, after the rules have been explained, the teams should be organized. Each team is identified with a target. All elements of the team must play.



Teacher's Guide:
Resources, p. 9

Activity 1: Game "Arts and Emotions" (cont.)

In each round of the game a different student must represent the team. The dice is rolled by a member of the team which has been selected to initiate the game. The team's pawn is placed in the corresponding square. Each square has a symbol identifying a category (e.g. music, painting). The teacher takes one card for that category and reads the instruction on it. The team must accomplish the instruction. The game ends when one of the teams reaches the finishing line.

25

mins.



Teacher's Guide:
Resources, p. 8

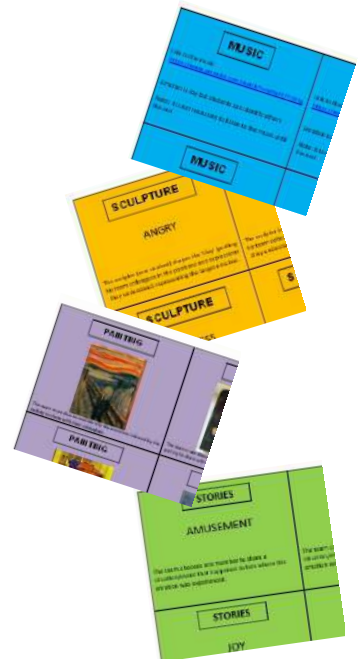
Categories:

Music - Each card has a link of a song. The teacher uses this link in the computer to access the music and plays it. The team must discuss and identify the emotions induced by the music. After, they must share their conclusions with all the colleagues, explaining and describing the emotion and feeling suggested by the song;

Sculpture - each card has the name of an emotion, one of the members of the team will be the "sculptor" and the remaining elements of the group are the "clay". The sculptor shapes the 'clay' (putting colleagues, both face and body, in the positions and expressions they understand) representing the target emotion. When the sculpture is ready, the other teams try to guess the emotion

Paintings - each card has a painting that suggests an emotion. The team must discuss and identify the emotions induced by the painting. After, they must share their conclusions with all the colleagues.

Stories - each card has written an emotion. The team chooses one member to present a situation/event that happened to him where that emotion was experienced..



Teacher's Guide:
Resources, p. 12

Reflection

Grid for activity evaluation (I discovered ... I have learned ... I liked ... I didn't like) (HOPEs.MI.L2.SH.WS1)..

5

mins.

Out-of-School Activity

DISCOVERING EMOTIONS IN PAINTING



Teacher can ask for students, with the help of a family member, to look and carefully observe paintings they have at home and identify emotions that are represented (one or two paintings). If possible students bring a photo and their written interpretation (HOPEs.MI.L2.SH.WS2).. If there is no paintings at home, the record can be made from paintings in magazines, catalogues, books or other support. The records will be analysed and shared in the group with the aim of exploring the different emotions through an artistic language (Painting) ..

Evaluation methodology - Student's Portfolio

In student portfolio include the registration and description of the family activity (written and photographic records) and grid for activity evaluation

Positive Emotions and how to promote them

Overview of the lesson

This lesson consists of two activities. Students will be enrolled in tasks which help them to recognize and reflect about their own positive emotions and will learn how to create opportunities/activities to experience and to promote positive emotions in themselves and on others.

Key words:

Positive emotions and feelings, emotional development, emotional expression, kindness

Pedagogical Strategies

- Individual activities / self-reflection
- Activity in pairs
- Brainstorming

Objectives

- Identify the little "good things" in life
- Learn to do kindness actions towards others
- Understand how activities and actions changes the way they feel
- Learn to recognise and value the situation or events that make them feel good, even if they are small events

Materials:

Activities:

- Activity #1: My little "good things" in life
- Activity #2: "Kindness" it's my nickname

- "My little 'good things' in life" (HOPEs.MILL3.SH.WS1)
- "Kindness is my nickname" (HOPEs.MILL3.SH.WS2)
- Out-of -school ativity sheet ((HOPEs.MILL3.SH.WS3))
- Pencil

Connection to previous Out-of-School Activity



Follow-up of HOPEs.MILL2.SH.WS2

Ask students if they have observed any painting and if they have brought a picture of the painting.

Ask also if they have registered the emotions presented.

Ask some students to talk about the interpretation they made of the painting.

Teacher must support students to choose and to present briefly the photo of the painting and their written interpretation of the positive emotion expressed.

5
mins.

Activity 1: My little "good things" in life

15
mins.

Introduction

The aim of this activity is to identify things that we cherish; the "good things" in life. Explain to children that "good things" are thoughts about situations that make us feel good with ourselves and others, or happy to be a live and to experience that situation. They could take different forms in our memory: that day you spend last summer with your parents and cousins in the beach, that beautiful thing your best friend said to you, a special music or food you love to hear or eat at school breaks, that day you spend learning to do a cake with your grandmother, an image of a magnificent tree blossom up at the schoolyard, or that moment when you received your best result in a test after having study so hard to achieve it. Explain that focus on the positive things in our lives doesn't mean that negative emotions are not important. Thinking about the positive things just help us not dwelling or becoming overloaded with negative thoughts. Materials: 1 pencil and 1 student activity sheet per child – "My little 'good things' in life" (HOPEs.MILL3.SH.WSI).

5
mins.

Student's Handbook, p. 18

Instructions

Ask children to go to the worksheet WS#1 (HOPEs.MILL3.SH.WSI) on student's Handbook. Distribute the materials (1 worksheet –and 1 pencil per child). Ask participants to think about their own best favourites, their own "good things" in life. Organize children in pairs. Each child interviews his classmate and writes his answers on the worksheet. Then they change positions and worksheets. This is a way for them to know their classmates better. Each child should keep its own worksheet to preserve in his portfolio at the end of the lesson. At the end, sit children at a circle. Propose a collective discussion (see Reflection about the activity). Use some of the questions to discuss the activity.

10
mins.

Reflection

- Do you think is important to identify things that you cherish? Explain why
How this activity influenced your mood in this moment?
- What did you learn about your classmate and yourself doing this activity?
- Does this activity give you some ideas that you would like to try yourself? Do you know how to do it?

5
mins.

Activity 2: "Kindness" it's my nickname

Introduction

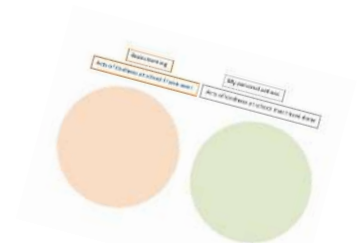
The purpose of the activity is to identify opportunities to do acts of kindness towards others at school and to reinforce positive attitudes and behaviours. Materials: Activity sheets – "Kindness is my nickname" and one coloured pencil per child (HOPEs_ML.L3.SH.WS2)

20
mins.

5
mins.

Instructions and Materials

Ask children to go to the worksheet WS#2 (HOPEs_ML.L3.SH.W2) on student's handbook. The whole group sits at a circle in the middle of the room. Organize a brainstorming activity, asking children to discuss opportunities and ways of doing acts of kindness towards others. Each child should write the acts described by the group at the 1st circle on the Activity sheet. Then ask each child to write, on the 2nd. circle, the acts of kindness they have themselves already done at school. At the end propose a discussion (see Reflection). Ask about the importance of doing good actions toward others and how it can influence our own and others attitudes and behaviour. Bring children to think about whether it's something they do on a daily basis and why they do it or not.



10
mins.

Student's Handbook, p. 20

Reflection

- Do you think is important to do acts of kindness towards others?
- How do you think doing this affects other's attitudes and behaviour?
- How frequently do you do this? Do you do this in a daily basis? Why do you do it or not?

5
mins.

Out-of-School Activity

"MY BEST MOMENTS"



Ask children to identify and describe the "good moments" in their lives. Tell them to reflect about situations that made them feel great (or happy, joyful, amused, enchanted, thankful). They should think about "little things" not only big events. Teachers could ask parent's collaboration in helping children to identify and register situations that were "good moments" in their sons and family life. Recommend that they should think about small but cherished events, moments or situations that stay in our memory or make us smile when we remember it. HOPEs_ML.L3.SH.WS3)

Evaluation methodology - Student's Portfolio

Each student's portfolio can include:

WS1, WS2, WS3 sheets;

Children also can answer in writing to the questions proposed in the out-of-school activity (WS3).

Negative emotions and how to influence them

Overview of the lesson

This lesson consists of two activities. Students will be enrolled in tasks which help them to understand the emergence and impact of negative emotions on themselves and others and how they can transform a negative mood to a more positive emotional state by purposeful thinking and action.

Key words:

Emotional regulation, behaviour regulation, reframing

Pedagogical Strategies

- Individual activities / self-reflection
- Discovery learning (e.g. databases, books, journals, newspapers, magazines, ...)

Objectives

- Understand how the way people think about situations changes the way they feel and behave
- Learn how to calm down or to activate themselves by music
- Increment their emotional regulation by learning more positive behaviours in potentially negative situations

Materials:

- Activities:**
- Activity #1: Disc Jockey of Positive Emotions – “Dancing to the sound of music”
 - Activity #2: Incrementing emotional regulation by understanding behaviour
- Materials:**
- Computer/tablet with audio columns
 - Miscellany of music/songs/rhythms recordings made by teachers
 - “How do I respond?” (HOPEs_MILL4_SH_WS2)
 - Additional paper sheets
 - Pencils
 - Coloured pencils

Connection to previous Out-of-School Activity



Presentation of out-of-school activity (at home, with friends, in school) and reflection
See “MY BEST MOMENTS” Activity from Lesson 3.
Ask children if they have done the take home activity about the “best moments in life” and what they think about that activity. Help them to select one situation and share it with the class.

5
mins.

Activity 1: Disc Jockey of Positive Emotions - "Dancing to the sound of music"

20
mins.

Introduction

The purpose of this activity is to learn about the connection between music and emotion and how it can be expressed and produced by our own bodies and movements. The activity also helps children to identify which kind of music it's best for them if they want to change their mood (ex. to be energized, to feel calm and relaxed; to feel happy or joyful). Creativity and physical expression are also incentivised.

5
mins.

Preparation

Make in advance a selection of music/songs/rhythms that, in your view, best expresses or induce different emotions or emotional states (joyfull/happy, energized, calm and relaxed, amused, festive, funny, peaceful, in love); Bring to class the music selection you made. Make sure you add different kinds of rhythms (rock, hip-hop, rap, dance music, African rhythms, classical music, country, techno, Waltz or Tango, Christmas or festive music, etc.). The objective is to mix them up. You can record the mixing you want to do or bring separate songs/music to class and mix them on the moment.



Instructions

Spread out children all over the room and invite them to improvise dancing at the sound of each kind of music that you will play. You should warn them that the music can change during their improvisation and they have to change as soon as they can, to follow the next rhythm. Propose at least 5 different kinds of music/rhythms, during 2-3 minutes each. You should recommend that children try to express the feelings or emotion with their movements the best way they can and notice what that music make them feel. At the end sit children in a circle and ask them to verbally express what they think about this activity (see Reflection questions). Recommendations: Help children who show lack of coordination by dancing/moving with them for a while.

10
mins.



Reflection

- What kind of emotion was easier for you to dance?;
- What was the most difficult rhythm to express by movements? Why?
- What kind of music did you like most to dance? And the less appealing? Why?;
- What did you learn about yourself doing this activity?
- And how do you think your body movements' changes the way you feel?
- How can you use that knowledge to regulate your own mood?
- This activity gave you some ideas about what you can do with music when you are sad or wanting to feel more energized and motivated?

5
mins.



Activity 2: Incrementing emotional regulation by understanding behaviour

20 mins.

Introduction

The purpose of this activity is to learn more adaptive (and positive) cognitive and behavioural responses to potentially negative emotional situations.

Instructions

Ask children to go to the worksheet WS2 (HOPEs_MILL4.SH.WS2) in the student's handbook. Each child must choose 2 or 3 situations from the list that are more usual for them to experience. Ask children to think about how they, themselves usually react to the same situations they selected from the list. They should identify what they think is the cause of the situation and what they more usually think, feel and do on those situations. Then they have to think if there is a more positive reaction to that kind of situation. They should write down their answers and fill out the worksheet for the activity. They can also add some other personal examples if they think about some specific situation that has recently occurred with them and it's not on the chart. Distribute additional sheets of paper if need for the task. Recommendations: Help children identify what they think is the "cause" (or meaning) of the situation. Remember that the attributed cause is linked to what the child more usually thinks on that specific situation. Is that thought (and not the situation by itself) that produces the emotions felt and the following behaviours. Discuss negative thoughts children expresses when interpreting situations. Help them to figure out different and more positive interpretations for the same situations and to find out more positive behaviours.

1 min.



Student's Handbook, p. 25

14 mins.

Reflection

- What was more difficult to you doing this activity? Why?

5 mins.

Out-of-School Activity

"MY OWN MUSIC BOX FOR POSITIVE EMOTIONS"



Activity #1 - Ask children to make a selection of their own positive emotion music box and fill in the Activity sheet "My own music box for positive emotions" (link to HOPEs_MILL4.SH.WS1 on Students activities book. They can answer the reflection questions included.

Activity #2 - (HOPEs_MILL4.SH.WS2) - Ask children to end up and fill out the rest of the situations presented on the list used on Activity #2 at a take home activity. When finishing the Activity sheet #2 at home, ask children to involve their parents in the identification of their child habitual interpretation of causes, thoughts, feelings and behaviours in each of the different situations.

Evaluation methodology - Student's Portfolio

Each student's portfolio can include:

List of music recordings;

Filled activities sheets (HOPEs_MILL4.SH.WS2)

The written answers of the reflection questions for homework of Activity #1 (HOPEs_MILL4.SH.WS1).

Positive emotions in interpersonal contexts

Overview of the lesson

This lesson consists of three activities through which students will be enrolled in tasks supporting self-reflective knowledge and understanding about positive emotions in interpersonal contexts. Also, some strategies for the participants' effectively recognize and use positive emotions will be presented, discussed and applied.

Key words:

Positive emotions, interpersonal contexts

Pedagogical Strategies

- Individual activities / self-reflection
- Activities in pairs
- Group discussions
- Games

ARTS / MEDIA

- Collage
- Drawing

Objectives

- Identify positive emotions in interpersonal contexts
- Use positive emotions in interpersonal contexts
- Recognize the importance of identifying and expressing emotions (in interpersonal contexts)

Activities:

- Activity #1: Identify positive emotions in interpersonal contexts
- Activity #2: Use positive emotions in interpersonal contexts
- Activity #3: Why is it important to be able to identify and express emotions (in interpersonal contexts)?

Materials:

- Sheet with set of pictures (HOPEs_MILL5_SH_WSI)
- Task sheet for checkpoint (HOPEs_MILL5_TG_WSI)
- Emotion monitoring sheet (HOPEs_MILL5_SH_WS2)
- Worksheet (HOPEs_MILL5_SH_WS3)
- Magazines
- Shapes
- Scissors
- Pencil, ballpoint, coloured pencils

Connection to previous Out-of-School Activity



Presentation of out-of-school activity (at home, with friends, in school) and reflection

See "My own music box for positive emotions" Activity from Lesson 4.

Ask children if they have done the take home activity and created their own music box for positive emotions. Ask to some of them which musics thy included and why, and help them to share it with the class.

5
mins.

Activity 1: Identify positive emotions in interpersonal contexts

10 mins.

Introduction

Introduce the lesson by showing the lesson aims: identify positive emotions in interpersonal contexts, use positive emotions in interpersonal contexts, recognize the importance of identifying and expressing emotions (in interpersonal contexts). Then present an overview of the importance of emotions in educational settings, the conceptual definition of emotions and the dimensions of social and emotional learning, which are the basis of the module.

Instructions

Distribute the worksheet (HOPEs_ML.L5-SH-WS1) including a set of pictures that students will use during this activity in all written activities. Then ask participants to assign the interactions to the fitting emotions presented in each picture.

Reflection

Briefly discuss why they have chosen that emotion and how often these emotions occur in a classroom.



Student's Handbook, p. 28

2 mins.

5 mins.

3 mins.

20 mins.

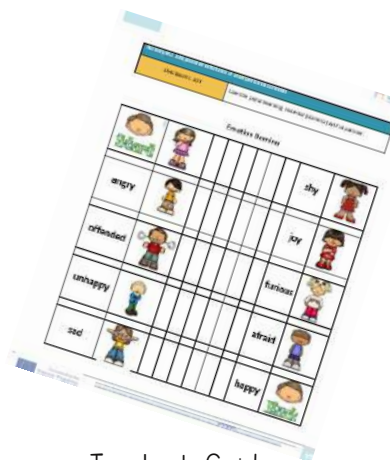
Activity 2: Use positive emotions in interpersonal contexts

Introduction

The classroom has to be prepared for the emotion circuit and the emotion checkpoints beforehand. Make sure there is enough space in the classroom for the students to move around (maybe put tables and chairs a side). Place three checkpoints in the class (combine a few tables to a big table) and display the tasks + the material needed. The fourth checkpoint (love) will work as a task that the students are supposed to do at home (HOPEs_ML.L5-SH-WS4). Take your time to explain the tasks displayed at the worksheet (HOPEs_ML.L5-SH-WS2).

Instructions

Start by explaining the process of the emotional circuit and the emotion monitoring sheet to the students. Make clear that the participants are going to get involved an emotional circuit including one task for every emotion. A time interval is set for 10 minutes for every emotion and they will monitor their emotions on a sheet during the tasks. The students are divided into pairs and then start at different emotions. When the 10 minutes are up, they move on to the next emotion in the circuit.

Teacher's Guide:
Resources, p. 23

5 mins.

16 mins.



Student's Handbook, p. 30

5
mins.

Activity 2: Use positive emotions in interpersonal contexts (cont.)

Reflection

Step 3: Monitoring and discussion. After finishing the tasks at every checkpoint, students are supposed to monitor the emotion they had during the emotional tasks using the emotion-monitoring sheet (HOPEs_MILL5_SH_WS2). The teacher can also ask children to discuss their own experiences in the class.

Activity 3: Why is it important to be able to identify and express emotions (in interpersonal contexts)?

10
mins.

Introduction

The purpose of this activity is to help children to be able to identify and express emotions in interpersonal contexts. Tell the students to bring old magazines to class beforehand and bring some yourself, just in case.

Instructions

Ask the students to cut out pictures from magazines that show a person with the emotions listed, to paste them on the shapes available at the worksheet (HOPEs_MILL5_SH_WS3). They can draw pictures as well, if you can't find any in magazines.

Reflection

- What did you learn about yourself and others doing this activity?
- Do you think you can apply some of these in your everyday life?

1
min.

7
mins.

2
mins.



Student's Handbook, p. 33

Out-of-School Activity



"ME, MY FAMILY AND OUR EMOTIONS"

Two activities are proposed to be carried out in a family context. The first consists of asking children (HOPEs_MILL5_SH_WS3) to let somebody (his/her parents / guardians) to show you love. The second activity (HOPEs_MILL5_SH_WS4) proposed entails the description of emotions experienced during the day using an emotion chart.

Evaluation methodology - Student's Portfolio

The evaluation of this lesson consists of a task (collage or drawing) through which students will demonstrate their knowledge and skills acquired. The collage or the drawing should be added to student's portfolio.

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MODULE 2

VALUES & CHARACTER STRENGTHS

Introduction

Introduce the subject of Values & Character Strengths to children. Explain that our values, such as love, respect, responsibility and peace are panhuman values and they will get help to cultivate them. Character strengths are also universal and help us live a more fulfilling life, since we feel energised and satisfied when using them.

In fact, research shows that our greatest successes are the result of our using our unique strengths. Humans share the same basic character strengths. It doesn't matter where you live, there are 24-character strengths humans share (in this curriculum 13-character strengths are explored). The difference is how much we have of the strengths.

A morally mature person respects human dignity, cares about the welfare of others, integrates individual interest and social responsibilities, illustrates integrity, reflects on moral choices and seeks peaceful management of conflict (Association for Supervision and Curriculum Development -ASCD, 1988), thus, becomes a good citizen.

The teacher may initiate a discussion of what are values and character strengths and why they are important.

Module Aims

- Identify their personal attitudes and values that influence their well-being and sense of self-worth;
- Demonstrate an understanding of how showing respect for self and others can contribute to people's sense of self-worth (tolerance, kindness, friendship, respect for others);
- Gain self-regulation skills to achieve personal well-being;
- Acquire self-responsibility and responsibility to others;
- Develop positive social skills through the cultivation of virtues;
- Develop critical-thinking skills and decision-making skills to make responsible decisions;
- Avoid harmful behaviours such as; violence, alcohol & drug use and other harmful behaviours.

This module is presented in 6 lessons (40m each) + 10m for evaluating purposes.

Portfolio

By completing the module "Values & Character Strengths," students will produce different materials, such as drawings, writings and so on. Moreover, at the end of each lesson plan, there is a reflection time sheet for the activities. All these materials should be collected in the portfolio to ensure results are saved and serve as reflective tool as well.

Love

Overview of the lesson

This lesson consists of three activities. Students will be involved in exercises and activities that will help them recognise, understand and reflect about love.

- Understand what is love & why it is important;
- How do we show love?;
- Types of love;
- Actions of love;
- Reciprocity of love;

Key words:

Love, thoughts, feelings, actions

Pedagogical Strategies

- Activities in Pairs
- Group Discussion
- Brainstorming

Objectives

- Identify their personal attitudes that influence their well-being and sense of self-worth
- Demonstrate an understanding of how showing love for self and others can contribute to people's sense of self-worth

Materials:

"What is love?" (HOPEs_M2_LI_SH_WSI) ●

Pencil ●

A Ball ●

Pieces of different colour paper ●

Scissors ●

Colouring pencils ●

Tape ●

Additional: any material that would help with creativity such as paints, glitter etc. ●

Activities:

- Activity #1: What is love?
- Activity #2: Waves of Kindness
- Activity #3: Happy hands

Connection to previous Out-of-School Activity



Presentation and/or discussion of out-of-school activities (two activities are proposed to be carried out in the family context) from lesson 5, module 1 and reflection.

5
mins.

Introduction

Introduce to the students the objectives of the lesson plan and the activities. Initiate a discussion within the class about love, types of love, what it might include. Words that are related to love can be care, kindness, empathy, compassion, consideration, patience, generosity etc. Actions can include helping out a person in need, being there for others during challenging times, giving money and time and other resources to benefit someone else. Have them think why it is important to show love towards others. Of course, love starts from loving ourselves and then extends to others.

Different types of love:

- The love that we have for ourselves (self-compassion)
- The love that a mother or father feels for their child.
- The love that children feel for their parents, even when they are all grown up.
- Sisterly or brotherly love.
- Family love where families care about each other even when feelings have been hurt or some people in the family have moved far away.
- The love that grandparents have for their grandchildren.
- The love that friends have for each other (not like a couple love).
- Couple love where two people are in love and want to be together.
- The love that people have for their pets or other animals they care about.
- The love for music, dance, or arts.
- The love for learning, work, study, athletics, sports, collecting things etc.
- A love for culture, justice and fairness.
- Love for life

Explain that love is not only our feelings and thoughts, but our actions too, and we can demonstrate our love through our actions. An action could be just listening actively and feeling how it would to be in the other person's shoes.

Activity 1: What is love

Introduction

Help students to think about words, thoughts, actions and types of love. Make them reflect about what makes them feel loved and ways they can show love, and ask them to write down their ideas on activity sheet (HOPEs _M2_LI_SH_WSI). At the end, propose a group discussion of the situations described.

Instructions

In pairs, ask them to brainstorm what is love for them.

Reflection

- What did you learn with this activity?
- Do you think it is important to show our love?
- How does that make you feel?
- How does it make others feel?

10
mins.

2
mins.

6
mins.

2
mins.



Student's Handbook, p. 41

10
mins.

1
min.

Activity 2: Waves of Kindness

Introduction

Love can be demonstrated through our actions to others. This activity helps students understand acts of kindness and how it benefits both the giver and the taker.

Instructions

Since there was a discussion earlier on ways (actions) that we show love to others, have children stand in a circle. Start the discussion with when we are kind to others, it is likely (but not always true) that they will be kind to us in return, or even pass-on the kindness to other people.



Activity 2: Waves of Kindness (Cont.)

7
mins.

Suppose the ball (show it to students) is an act of kindness that you throw into the ocean. But every time you throw it into the ocean, no matter how far or hard you throw it, the waves roll it back to you. It is the same way with words and actions that we do for others that demonstrate that we care, we give them out and before we know it, someone else shows us that they care about us. Start a game where you hold the ball and share an act that you performed and was kind, and continue by throwing the ball to students, have them share an action or words with the class, and when finished, the student passes the ball to another fellow-student. If students have difficulty thinking of an act they performed, they can share acts that they received or that they have witnessed / heard.

This concept can be explained with the ripple effect too. You throw a pebble in the ocean, and ripples are produced. So, when you “throw” a good action, this influences other people around, and as a result, kindness expands. The action may not return to you, but it might influence another person. Caring makes the world a better place for everyone.

The teacher can take pictures while the children are playing and print one for each child to include in their portfolio.

Reflection

2
mins.

- How this activity influenced your mood in this moment?
- What did you learn about yourself doing this activity?
- Does this activity give you some ideas that you would like to try yourself?
- Do you know how to do it?
- Have you heard good examples today from your classmates?

Activity 3: Happy hands

20
mins.

Introduction

This activity is designed for students to realise that everyone has positive traits and helps to identify these. Moreover, it helps students realise whom/what they love and the skills they already have to offer the world. It creates a good and supportive atmosphere, as students are asked to find positives in their fellow students.

2
mins.

Instructions

The teacher is involved in this game, as s/he needs to make sure ALL comments are POSITIVE, thus is the last person who writes a comment on the “hand.”

Step 1: Distribute a long piece of paper to all children together with the rest of the materials, and ask them to trace their hand up to the elbow and cut it out. When they have finished, they have to write their name on the hand and pass it on to the child sitting next to them. The person that receives the classmate’s hand will write a positive comment on the arm about something they like about their classmate, fold it and pass it on to the next child. Thus, all the hands pass by all children, where they write positive comments on them.

15
mins.

Activity 3: Happy hands (Cont.)

The teacher is the last one to comment as to make sure all other comments are positive. The result is that every child has "their hand" with positive comments from classmates, and it was reciprocal. Thus, all the hands pass by all children, where they write positive comments on them. The teacher is the last one to comment as to make sure all other comments are positive. The result is that every child has "their hand" with positive comments from classmates, and it was reciprocal.

Step 2: When they have finished with the hand, give out another piece of paper so they can draw a big heart and cut it out as they did with the hand. Inside they are asked to write the names of people, animals, plants, creatures that they love.

Step 3: Distribute another piece of paper where students are asked to draw a smiley face, where they jot down what skills they have to offer to others and the world.

Step 4: Have children place together, the head, the heart and the hand and discuss in what ways they can contribute to a better world using the three parts.



Reflection

- What did you learn about yourself doing this activity?
- How did it feel when you read what your classmates said about you?
- How did it feel saying something positive to fellow-classmates?
- Do you think you can apply some of these in your everyday life?

3
mins.

Out-of-School Activity



LOVE LETTERS

In the Students' Handbook, they can find 2 additional activities. The 1st activity is to write a letter to themselves explaining the reasons they love themselves (HOPEs.M2.LI.SH.WS2). For the 2nd activity they can write "love cards" to people they love and then give them out to these people (HOPEs.M2.LI.SH.WS3).

Evaluation methodology - Student's Portfolio

Each student's portfolio can include:

- The brainstorm of love;
- Drawings from the activity "Happy hands" ;
- The "Letter to myself" ;
- The "Love cards";
- Photos from the "Waves of kindness" activity;
- Their reflection time sheet at the end of the lesson plan;



Responsibility

Overview of the lesson

This lesson consists of three activities. Students will be involved in exercises and activities that will help them recognise, understand and reflect about responsibility and more specifically: understand what is responsibility and identify responsible behaviour, and understand consequences of irresponsible behaviour.

Key words:

Responsibility, irresponsible and responsible behaviour

Pedagogical Strategies

- Individual activities/ self-reflection
- Activities in pairs
- Group discussions
- Roleplaying

Objectives

- Identify their personal attitudes that influence their well-being and sense of self-worth
- Demonstrate an understanding of how being responsible for self and others can contribute to people's well-being
- Acquire self-responsibility and responsibility to others

Materials:

Students' handbook (HOPEs _M2.L2.SH.WS1)

Pencil

Whiteboard marker or Template provided in students' handbook (HOPEs _M2.L2.SH.WS2)

Copies of the Conventions on the Rights of the child (HOPEs _M2.L2.SH.WS3)

Activities:

- Activity #1: Questionnaire
- Activity #2: Rabbit's Rights
- Activity #3: Roleplay - responsible and irresponsible behaviours

Connection to previous Out-of-School Activity



Presentation and/or discussion of out-of-school activity from the previous lesson and reflection

5 mins.

Introduction

Being responsible means, you do the things you are expected to do and accept the consequences (results) of your actions. Responsibility is something that is your job to do something about, or to think about. It is something that affects our lives and other people's lives.

A consequence is the result or outcome of our actions. Consequences can be positive (good) or negative (not good).

When we act responsibly, or do the things we are responsible for doing, we have a positive consequence. A consequence is what happens as a result of our actions. When you are responsible, you have a positive outcome and you get the positive consequence for a job well done. If you are irresponsible, you feel the pain of a negative consequence for a job done poorly or not at all.

Being responsible leads to more trust and freedom because people know they can count on you to do the things you are expected to do. Being responsible can also be a big part of keeping you safe, as it helps us with the decisions that we make, according to what is right or wrong for us.

Additionally, being responsible means to stand up for oneself or others in cases of injustice and unfairness. others.

Activity 1: Questionnaire

Introduction

The questionnaire that follows will help students understand the meaning of responsibility and observe if they are responsible.

Instructions

Refer children to the activity sheet and ask students to complete the questionnaire about responsibility on their own. Give time and help individual children if they needed it to accomplish the task. At the end, propose a group discussion for reflection.

Reflection

- What did you learn about yourself?;
- Do you act in a responsible manner?;
- Do you think you can do more to be responsible? If yes, what can you do?

13 mins.

5 min.

5 mins.

3 min.



Student's Handbook, p. 48

15 mins.

1 min.



Student's Handbook, p. 50

11 mins.

Activity 2: Rabbit's Rights

Introduction

This activity introduces children to their rights, and connects needs and rights and it demonstrates that children are instinctively aware of their rights. Children imagine the care a pet rabbit needs and extend that to the needs of children and their right to survive and develop.

Instructions

This activity can be done in pairs / groups/ whole class, depending on the class needs and size. The chart can be found in the students' handbook if the teacher decides to do this as a pair/ group activity.

Step 1: Ask children to imagine that they have a pet rabbit to care for, and to give it a name. They need to think about all the things it needs to be happy, safe and healthy. Ask, "What are all the things the rabbit will need?" They may suggest things such as a hutch, straw, food, water, exercise, attention, love or perhaps another rabbit for company. Write 'RABBIT' (or the given name) at the top of the left-hand column to record the children's responses..

Step 2: Then ask, "Who is responsible for ensuring that the rabbit gets all the things that it needs?" Note down the children's responses, which may be that they or whoever owns the rabbit is responsible;

Step 3: Confirm the things the rabbit needs to survive and develop, such as food, water, and a hutch. Then ask questions such as these: If the rabbit really needs these things to survive, then should the rabbit have a right to them?; Who is responsible for ensuring that the rabbit's rights to these things are met?

Activity 2: Rabbit's Rights (cont.)



Student's Handbook, p.50



Student's Handbook, p. 51

3
mins.



Student's Handbook, p. 52

Step 4: Then write 'CHILDREN' at the top of the right-hand column and ask the group to brainstorm: "What are the things that children need to develop and have for a happy, safe and healthy life?" List the children's responses, helping to elicit such things as home, food, water, family, friends, toys, education, love and attention.

Step 5: Ask, "Who is responsible for ensuring that children get all the things they need to be happy, safe and healthy?" Encourage answers such as adults, parents, family, and caregivers.

Step 6: Ask questions such as these to expand the focus of children's rights, adding additional needs to the chart: what do children need to be protected, to survive, to develop and to participate?; If children need these things, then should children have a right to them?; Who is responsible for ensuring that children have these rights?

Step 7: Ask the group if they have ever heard of the Convention on the Rights of the Child (CRC). They have a copy of the child-friendly version in the students' handbook (HOPEs _M2.L2.SH.WS3.) Explain that this document states the things to which every child in the world has a right.

Reflection

Invite the children to compare their list on the chart with those in the CRC. Point out that they have created a list of children's rights. Ask questions such as these:

- What needs did you name that are also in the CRC? Mark these on the chart with a star;
- Why do you think you were able to think of so many of the rights by yourself?;

Point out that the group knew from the beginning what children needed to develop and grow, without adults having to tell them. They are experts on their own lives! Explain that the CRC is there to support children's rights, to protect them, to provide for them and to ensure that they can participate in the world around them.

Adaptation for Older Children: When comparing the children's list and the CRC, invite discussion of what they omitted, asking questions such as these:

- Are there other needs and rights in the CRC that were not on your list?;
- Why do you think they are in the CRC?;
- Why do you think you might have thought of these needs and rights?;

You could choose to replace 'rabbit' with any other household pet; If appropriate to the group, you might conclude by reading the child-friendly CRC aloud, with each child reading a different article.

Activity 3: Role Play

Introduction

A fun activity for children to realise the importance of responsibility through role play!

Instructions

Either in pairs or in groups of 3-4 (depending on the class number), students are asked to role play the following scenarios: The irresponsible teacher; The responsible student; The responsible school bus driver; The irresponsible child; Or the teacher can choose any other roles. The teacher can take pictures while the children are role-playing and print them for each child to include in their portfolio.

Reflection

- How did it feel in each of those roles?
- Do you think it is important to be responsible? Why?
- What happens when you act irresponsibly?

8
mins.

1
mins.

5
mins.

2
mins.



Out-of-School Activity



BEHAVIOUR JOURNALS

Children can create and decorate their own journals. In these journals, they write about their behaviour over the week, any possible problems that arose and how they dealt with these. The teacher at the end of the week may ask to read them, in order to write possible suggestions but also positive feedback and encouraging comments. Children might want to share the journal with parents too. The rationale of the journal is to help children take ownership of their behaviour.

Evaluation methodology - Student's Portfolio

Each student's portfolio can include:

- The questionnaire;
- The chart;
- The Convention on the Rights of the Child;
- The reflection time sheet;
- The teacher can take pictures of the roleplay and these can be included as well.



Respect

Overview of the lesson

This lesson consists of three activities. Students will be involved in exercises and activities that will help them recognise, understand and reflect about respect. More specifically they will:

- Understand what respect is and how to be respectful
- Learn to work in groups and respecting others' opinions

Key words:

Respect, values, character development

Pedagogical Strategies

- Cooperative learning / workgroup
- Group discussions
- Games
- Experiential learning

Objectives

- Identify their personal attitudes that influence their well-being and sense of self-worth
- Demonstrate an understanding of how showing respect for self and others can contribute to people's sense of self-worth (tolerance, kindness, friendship, respect for others)

Activities:

- Activity #1: What is respect? Matching Game
- Activity #2: Respect yourself and others will respect you. - Confucius
- Activity #3: Cooperative Game

Materials:

- Activity sheet (HOPEs_M2_L3_TG_WSI)
- Paper clips
- 2 small boxes or even envelopes for each group named "Respectful & Disrespectful."
- A3 pieces of paper
- Post-it notes
- Pencils

Connection to previous Out-of-School Activity



Presentation and/or discussion of out-of-school activity from the previous lesson and reflection

5
mins.

Introduction

Initiate a conversation about respect. What is respect?

Having respect for yourself. That means that you stand up for yourself and don't let yourself be talked into doing stuff that you know is wrong or makes you feel uncomfortable.

Having respect for others. That means accepting that other people are different but just as important as you feel you are. Some people may call this tolerance.

Not interfering with others (or their property.)

Activity 1: What is Respect? Matching Game

10
mins.

1
mins.

Introduction

This activity will help students realise the difference between respectful and disrespectful behaviour. It is a group activity that reinforces collaboration too.

Instructions

This is a group activity – teacher should divide students into groups of 3-4 students, depending on the number of students in class and provide each group with the scenarios and statement cards. On the activity sheet (see below - HOPEs.M2.L3.TG.WSI), there are 8 scenarios/situations. The teacher can cut out the scenarios into cards, together with the 8 cards that declare if the action is respectful or disrespectful. The children need to read the scenarios and match those cards with Respectful / Disrespectful cards. The next step is to put the matched statements into the right box/ envelope. At the end, the teacher opens up the boxes/envelopes and reads out the scenario together with the statement cards, and propose a collective discussion of the situations described.

7
mins.



Teacher's Guide:
Resources, p. 28

Reflection

- What did you learn about yourself doing this activity?;
- What happens when we don't show respect to self and others?
- How does that make us feel?
- What can we do to show respect?

2
mins.

7
mins.

Activity 2: Respect yourself and others will respect you

1
mins.



4
mins.

Teacher's Guide:
Resources, p. 30

2
mins.

Introduction

The aim of this activity is for children to familiarise themselves with the concept of self-respect and reinforce actions that demonstrate this.

Instructions

"Respect yourself and others will respect you." -Confucius- The teacher can write this on the whiteboard as a class reminder. Initiate a class discussion about the meaning of this quote. Invite them to explore whether they feel they respect themselves. (1-2 minutes). Use the template provided in this Guide (HOPEs.M2.L3.TG.WS2) to draw a big human figure on the whiteboard, and ask children to write their ideas on post-it notes to stick on the poster.

Reflection

- Do you think you respect yourselves?
- What can you do additional to increase this self-respect?
- What happens if you don't respect yourselves?
- What did you learn doing this activity?



Activity 3: Cooperative Game

Introduction

This is a group activity that will reinforce collaboration and teamwork. Additionally, students will be in a position to understand and distinguish between what is characterised as respectful and disrespectful behaviour.

Intructions and Materials

In 3 groups of 4-6 students, identify respectful behaviours 1) in class, 2) in school and 3) in the community (each group may discuss a different subject). Their ideas are recorded on the A3 piece of paper. They need to work in groups, adopting a role either from the cooperative cards (HOPEs_M2.L3.TG_WS3), or using the Jigsaw technique (HOPEs_M2.L3.TG_WS4). The cooperative cards have only 5 roles, and if groups of 6 are needed, the 6th person/role can be that of the Motivator, that encourages and motivates their team members. The teacher needs to read and understand both cooperative methods before applying them in class.

Reflection

- Do you think is important to identify respectful actions? Explain why.
- How did you fell when you came up with possible solutions?
- What did you learn with this activity?

18
mins.

1
min.

15
mins.

2
mins.



Teachers Guide:
Resources, p. 31



Teacher's Guide:
Resources, p. 33

Out-of-School Activity

"SWEET RESPONSIBILITY"



Children can read the story "Sweet responsibility" (HOPEs_M2.L3.SH.WSI) to friends and/or family members and then they can all discuss whether they think there is a relationship between the choice of apples and candy compared to the responsibilities and choices we make every day? Do some choices bring us instant pleasure, but don't provide long-lasting value/effect? Does a wise and responsible choice bring us a lasting type of satisfaction. Is it important to know what is good for us and choose something that respects our needs? Is this a way we show respect for ourselves?

Evaluation methodology - Student's Portfolio

Each student's portfolio can include:

The reflection time sheet and possible photos taken by the teacher during the other activities.

Peace

Overview of the lesson

This lesson consists of three activities. Students will be involved in exercises and activities that will help them recognise, understand and reflect about peace:

- What is peace?
- Think about and appreciate peace;
- What is needed for peace?
- Understand that beliefs have an effect on us;
- Understand conflict management.

Key words:

Peace, self-peace, world peace, values

Pedagogical Strategies

- Individual Activities/ Self-reflection
- Activities in pairs
- Group discussion
- Brainstroming
- Problem Solving

ARTS/ MEDIA

- Drawing

Objectives

- Identify their personal attitudes that influence their well-being and sense of self-worth
- Demonstrate an understanding of how showing respect for self and others can contribute to peaceful, harmonious and good quality relations (tolerance, kindness, friendship, respect for others).

Activities:

- Activity #1: Peace Cake
- Activity #2: Choosing what to believe
- Activity #3: Cartoons

Materials:

- 1 pencil
- 1 student activity sheet per two children (HOPEs_M2.L4.SH.WSI)
- "Cartoons!" (HOPEs_M2.L4.SH.WS2)

Connection to previous Out-of-School Activity



Presentation and/or discussion of out-of-school activity from the previous lesson and reflection

5 mins.

Introduction

Initiate a discussion about peace. Peace is a condition of tranquillity where there is no war, or war has ended, and people feel safe and secure (freedom of fear and violence). Moreover, it refers to a feeling inside us of tranquillity, serenity, calmness and happiness, where we do not have oppressive thoughts or emotions. Peace extends to our relationships with others, if they are harmonious, it demonstrates peace. However, peace may look and experienced in different ways for all of us. Some say that peace comes from the absence of conflict. Even though that would be ideal, this is not the world we live in. However, learning to deal with conflict that respects others too and ourselves is the key to peace. This means respecting the rights and needs of others. Additionally, it involves compromise, active listening to others to create an understanding between the conflicting sites. .)

Activity 1: Peace Cake

Introduction

The aim of the activity is for children to think what is needed for peace-keeping and observe if they too can contribute to peace..

Instructions

In pairs, lets bake the "Peace cake". What ingredients are we going to use? In what dosage?

At the end, propose a group discussion about peace.

Reflection

- Do you think it is important to find what are the ingredients for peace? Why? Explain;
- What could you do to have peace within yourselves?
- In what ways does inner peace help?
- How can each and every one help to bring peace to our classroom/ school/ community?
- What did you learn about yourself doing this activity?

10
mins.

2
mins.

5
mins.

3
mins.



Student's Handbook, p. 64

10
mins.

Activity 2: Choosing what to believe

Introduction

The aim of this activity is to observe how our beliefs influence us, and how our likes and dislikes about others reflect our personal traits.

Instructions

Students will be in pairs, standing across each other. Ask them to make eye contact with their partner, as the teacher will be reading a statement and they will need to focus for a short period of time on the statement read by the teacher. The statements should be repeated quietly by students.

The 4 statements are:

- "I believe this person likes me";
- "I believe this person doesn't like me";
- "I believe this person has something good to teach me";
- "I believe this person is loving and lovable, and perfect as they are.";

For each of the statements, allow a minute for students to focus on the statements/beliefs. The teacher can take pictures while the children are standing across each other and print one for each child to include in their portfolio.

Reflection

- What was the feeling and thoughts for each statement?
- Do our beliefs influence us in some ways? How?
- Do you think that things we like and dislike about others have something to do with things we like and dislike about ourselves?

2
mins.

5
mins.

3
mins.



Activity 3: Cartoons!

18
mins.

Introduction

Help students understand what conflict is and the different conflict styles: conflict arises when there is an active disagreement between two or more people, where the concerns, desires, preferences and/or goals are different between the people involved. Conflict focuses on the differences and the methods used to deal with these. It can be both, positive i.e. facilitates growth, helps with problem-solving, could enhance one's strengths, clarify purpose and action, and negative i.e. harm to the people involved. Conflict is inevitable since different people have different needs and values. Some conflicts are easy to handle and some need more thinking to resolve. People can improve their conflict resolution skills through practice and understanding of conflict styles.

The five conflict styles are:

1) Competing: "My way or the highway"

Competing is assertive and uncooperative, a power-oriented mode. When competing, a person pursues his /her own concerns at the other person's expense, using whatever power seems appropriate to win his/ her position. Competing may mean standing up for your rights, defending a position you believe is correct or simply trying to win.

2) Accommodating: "It would be my pleasure"

Accommodating is unassertive and cooperative—the opposite of competing. When accommodating, a person neglects his or her own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or cave-in to another's point of view.

3) Avoiding: "I'll think about it tomorrow"

Avoiding is unassertive and uncooperative. When avoiding, an individual does not immediately pursue his /her own concerns or those of the other person. S/he does not address the conflict. Conflict might be postponed until a better time, or simply withdrawing from a threatening situation.

4) Compromising: "Let's make a deal!"

Compromising is in-between of assertiveness and cooperativeness. When compromising, an individual has the objective of finding a convenient, mutually acceptable solution that partly pleases both parties. Compromising might mean splitting the difference, or seeking a quick middle-ground position.

5) Collaborating: "Two heads are better than one!"

Collaborating is both assertive and cooperative. When collaborating, a person attempts to work with the other person to find a solution that satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two people and to find an alternative that meets both sets of concerns. Collaborating between two people might take the form of exploring a disagreement to learn from each other's insights, resolving some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

5
mins.

Activity 3: Cartoons! (cont.)

Instructions

This is an individual activity. Present them with our 5 cartoons heroes, the Shark, the Ostrich, the Fox, the Sheep and the Owl. Tell students that these 5 animals are in conflict with each other. Students need to develop the personality of each character. They need to think how each animal would act in this situation of conflict. What do they say to each other? How do they handle the situation/conflict? What are the specific steps they can take to resolve the conflict?

10
mins.



Reflection

- What did you learn today?
- Which cartoon has the better strategy to resolve conflict?
- With which animal do you relate the most? Why?
- Which are the 5 conflict resolution strategies that you learned today? (the teacher can guide the discussion to conflict styles mentioned above: competing, collaboration, compromising, avoiding, accommodating).

3
mins.

Student's Handbook, p. 65



Out-of-School Activity

"PEACE COLLAGE"

Ask students to find and cut out pictures from magazines/newspapers/internet etc. that show peace and make a collage out of these pictures. They can use the template provided in the Student's Handbook (HOPEs _M2.L4.SH.WS3).

Evaluation methodology - Student's Portfolio

Each student's portfolio can include:

- the peace cake template,
- cartoons they produced,
- the reflection time sheet.



Character Strengths and How to promote them

Overview of the lesson

Below you will find 2 lesson plans that concern character strengths. They consist of 4 activities in total. Students will be involved in exercises and activities that will help them recognise, understand and reflect about their own character strengths, and how to develop them further.

- Understand what character is;
- Learn the 6 virtues and the 13-character strengths;
- Evaluation of self – according to character strengths;
- Recognise everyday heroes/heroines and why they admire them

Key words:

Character, character education, character development, character strengths, values

Pedagogical Strategies

- Individual Activities/ Self-reflection
- Cooperative learning / workgroup
- Group discussion
- Stories and storytelling

Objectives

- Identify their character strengths
- Cultivate them further and learn how to use them in their everyday life

Materials:

13 cards with the name of character strengths and their meaning

"What are Character Strengths?" (HOPEs_M2_L5_TG_WSI)

Post-it

Questionnaire from Students' handbook (HOPEs_M2_L6_SH_WSI)

"Learning to use Character Strengths" (HOPEs_M2_L6_SH_WS2)

1 pencil per child

Activities:

- Activity #1: What are Character Strengths
- Activity #2: Who is my Hero / Heroine?
- Activity #3: Finding Character Strengths
- Activity #4: Learning to use Character Strengths

Connection to previous Out-of-School Activity



Presentation and/or discussion of out-of-school activity from the previous lesson and reflection

5 mins.

Introduction

Character strengths are our abilities for thinking, feeling, and behaving in positive ways. These strengths are within everyone, but need to be cultivated. They are generally learned and shaped by people's experiences and the values with which they identify and choose to live. Teachers need to acknowledge their own character strengths (to act as positive models), and help students acknowledge their own and the ones of their peers. The process of just acknowledging character strengths leads to greater self-awareness.

When people use their strengths in a beneficial manner, frequently what is experienced is defined as a "state of flow." This is a state where the task is not too challenging, but not easy either, and people get engaged and absorbed. This in turn increases our confidence and self-esteem, as it is empowering. A short story that can be read is: The Chained Elephant

The Story of the Chained Elephant

"When I was a small boy, I loved going to the circus. Animal acts were my favourite. I was quite impressed by the elephant, who is – as I found out later – the favourite animal of all children. The elephant's part of the show was a display of his huge weight, his immense size and power... Then, as the show was approaching its end, slightly before the elephant had to return to his tent, he was standing tied to a tiny wooden stake driven partially into the ground. A chain was wrapped around his feet.

The size of the stake was very small, and the part of it that was driven into the ground was even smaller. The chain that was wrapped around the legs of the elephant was quite large, but it seemed quite obvious, even to my childish mind, that an animal whose power was so large, so immense that it could rip trees off the ground and hurl them to others, was more than enough to let the elephant just rise and walk away.

That was the mystery of the elephant.

What sort of immense force could keep the elephant tied to that tiny stake?

Why didn't he rise and walk away?

When I was five or six years old, I put great trust in the wisdom of the elder people. So, I asked my teacher, my father, and my uncle about the mystery of the elephant. I don't remember anymore who gave me the particular answer, but one of the replies was that the elephant doesn't run away because he is "tame".

Then I asked the obvious question: "If he's tame, why do they have to chain him?" I don't think I ever got a satisfactory answer to this question.

As time went by, I forgot all about the mystery of the huge elephant and the tiny stake. The mystery would only resurface when I was at the company of others who had wondered about the same thing.

Then, a few years ago, I discovered that someone knew why the elephant doesn't run away.

The elephant doesn't run away because they have been tying him to a similar stake ever since he was very small too.

I closed my eyes, and I tried to imagine the small, new-born elephant, chained to the ground. The small elephant would push, pull and struggle with all his strength, trying to free himself, but he would fail. Despite all his efforts, he would fail again and again, because that stake and chain was too big for his strength.

The elephant would sleep exhausted from all his efforts to free himself, and would wake up the next day. All his struggles would fail the next day too, and a third day, and a fourth, and many tiresome, exhausting days after those. Then one day would come – a horrible day for the history of our elephant – a day that he would just give up, and accept his fate, deciding that he was too weak to escape, that his strength was not enough and would never be enough.

The huge and immensely powerful elephant that we see in the circus does not run away because the poor animal believes that he cannot do that.

The memory of the lack of strength he felt a little after his birth is now deeply engraved to his very soul and spirit. The worst of it all is that he has never tried to free himself since. He never ever tried to test his powers again.

We are all a little bit like the circus elephant: we move through the world attached to hundreds of stakes that wrest from us our freedoms.

We live thinking we can't do many things simply because once, a long time ago, when we were small, we tried to do something and couldn't.

We do the same thing to ourselves that the elephant did, we etch into our minds this message: "I can't – I can't and I will never can."

Your only way of knowing if you can do it is to try again, putting your whole heart into it... Your whole heart!"

From the book: Let me tell you a story, Jorge Bucay

Activity 1: What are Character Strengths

21
mins.

Introduction

The aim of this activity is to help students acquainted with character strengths, to realise the strengths that are within each one.

Instructions

Students are divided in groups of 2-4 members, and are provided with 2-3-character strengths cards according to the number of children in class. They need to present these character strengths in a creative way (arts, drama, music, movement etc). You may give them 5 min. for preparation and one min. to present each character strength.

Reflection

- What did you learn today?

1
min.

18
mins.

2
mins.



Teacher's Guide;
Resources p. 34

15
mins.

Activity 2: Who is my Hero / Heroine?

2
mins.

Introduction

Children will observe different strengths and be in a position to recognise these in people. Moreover, heroes/heroines can be everyday people that demonstrate good use of their strengths. Children do not need to be superheroes/superheroines to have these qualities.

10
mins.

Instructions

Give the opportunity to every child to speak. Ask students to form groups of 4-6 students. Initiate a discussion about heroes and heroines and have students think about their own heroes and heroines. In their groups, they have to come up with up to 5 strengths of their heroes/heroines and write these on a post-it. When the discussion within the group is over, children are asked to stick their post-it on the board for the whole class to see.

3
mins.

Reflection

- Who is your personal hero/heroine?
- What character strengths can you identify in this person?
- What characters from book/films etc do students look up to and admire? Why?
- What are their greatest strengths?
- What did you learn about yourself doing this activity?
- Can you identify the strengths they demonstrate in their everyday lives and how this has inspired or impacted you?



Activity 3: Finding Character Strengths

15
mins.

Introduction

It is very important for children to learn which strengths they have, as they will feel empowered.

2
mins.

Instructions

This is an individual activity. Ask students to turn to the questionnaire in their handbook. They need to rate on a Smiley Likert scale their character strengths and at the end they need to find their "top 5." (the ones they feel are used more frequently by seeing which ones have the most smileys).

For older children, ages 10-17, they can go online (<http://www.viacharacter.org/www/Character-Strengths-Survey>), register, create an account and take the test. The account is created on Via Strengths. When it is completed, a pdf file is sent on the email that was registered with the 24-character strengths in hierarchy.

Adults can take the test too on the same website (<http://www.viacharacter.org/www/Character-Strengths-Survey>), to find their signature strengths.

10
mins.



Reflection

- Do you think it is important to identify character strengths? Explain why.
- How do you feel?
- What did you learn about yourself that you are proud of and why?
- What did you learn about yourself that you would like to improve and why?
- How can we use our strengths to create change in our lives?
- How will you use what you have learnt in this session to face challenges and improve this year?

3
mins.

Student's Handbook, p. 73

15
mins.

Activity 4: Learning to use Character Strengths

2
mins.

Introduction

Learning which are the most prominent strengths helps, but learning to apply them in everyday life is very important, as children get to practice them, so they become habits.

Instructions

This is an individual activity. Ask students to think of activities/ interests/ hobbies that they enjoy doing.

Can they detect these moments that they feel they are using strengths in full or close? This is called the state of flow.

Activity 4: Learning to use Character Strengths (Cont.)

10
mins.

Instructions (cont.)

Prompt questions can be:

- What are they doing?
- Where are they?
- What strengths are they using?
- How do they feel?
- What do they achieve?

Ask them to complete the template provided.

Below (HOPEs_M2_L6_TG_WS2) there is an article with possible ways to cultivate further character strengths that can be used for both, children and adults.



Student's Handbook, p. 77

3
mins.

Reflection

- Why is it important to know our strengths?
- Who has stood out to you or inspired you today and why?
- Ask them to think things they can do to practice using their strengths more on an everyday basis
- Inform them that they can develop the rest of their strengths too.

Out-of-School Activity

PEACE PICTURES AND COLLAGE

Ask students to interview an “everyday hero/heroine” i.e. a person they admire like a grandmother or grandfather / parents etc. Can they identify what they admire in these people? What are their character strengths? Can they identify the strengths they demonstrate in their everyday lives and how this has inspired or impacted the student? This can be recorded on a mobile phone and children may want to present this recording in class.



Evaluation methodology - Student's Portfolio

Each student portfolio may include

The questionnaire “Finding character strengths” and the template “learning to use character strengths,” and the reflection time sheet.

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MODULE 3

POSITIVE PURPOSE

Introduction

Purpose and meaning in life are important components of well-being and flourishing (Ryff & Singer, 2008; Seligman, 2011; Steger, 2009), and help people cope and adapt successfully to adversities and negative life events (Park, 2010; Silver & Updegraff, 2013). While meaning in life has been examined in the context of philosophy, literature, and religion throughout the ages, psychology's concern with meaning began with the work of Victor Frankl (Baumeister & Vohs, 2002). Frankl was an Austrian psychiatrist who survived the Holocaust and claimed that humans are driven by an innate tendency to find meaning in their lives (Frankl, 1963). He used his experience in a concentration camp to suggest that this innate tendency to find a purpose in our life helps us endure and overcome even the direst experiences. The advent of positive psychology with its focus on positive variables and on the conditions, that make life worth living has further promoted the study of meaning (Seligman & Csikszentmihalyi, 2000).

Positive purpose is intimately related to the concept of meaning in life. When psychologists talk about meaning in life they usually refer to three components: coherence, significance and purpose (Heintzelman & King, 2014; Martela & Steger, 2016). In order for a life to be meaningful then, (a) it has to make sense and be comprehensible to the person living it, (b) it needs to have some significance or value, and (c) it needs to have a purpose.

Shin and Steger define purpose as "an individual's long-term and overarching goal or mission to which they are highly committed and actively engaged" (Shin & Steger, 2014, p. 101), while Kashdan and McKnight (2009) define purpose in life as "a central, self-organizing life aim" (p. 304). Furthermore, positive purpose has to do with understanding, believing in, and serving something greater than the self and deliberately engaging in activities for the benefit of others. According to Martin Seligman, in order for our life to be worthwhile we need to use our signature strengths to contribute to the welfare of others and our communities (Seligman, 2011). A purpose in life motivates us and act as a compass that guides us in positive directions (Bronk, Finch, & Talib, 2010; Damon, Menon, & Bronk, 2003). When we have a purpose we pursue specific goals, which give structure, direction, agency and meaning to our lives.

Research has shown that when we experience meaning and purpose in our life, we are more likely to experience increased well-being, better physical health and reduced distress (Bronk, Hill, Lapsley, Talib, & Finch 2009; McKnight & Kashdan, 2009; Steger, 2012). For example, research has shown that when people have purpose and meaning in their life they experience more positive emotions and life satisfaction, they have greater self-esteem, fewer depression symptoms and greater optimism (Bronk et al., 2009; Reker, 2005; Ryff, 1989; Steger, 2006; Steger, Frazier, Oishi, & Kaler, 2006). Furthermore, people who experience meaning in life they have better general health and they engage less in health-risking behaviours (Brassai, Piko, & Steger, 2012; Steger, Fitch-Martin, Donnelly, & Rickard, 2014). In addition, when people have a purpose in life, they experience a healthier aging and have a longer life (Hill & Turiano, 2014; Krause, 2009). There is also an important connection between purpose and resilience. When people have a sense that their life has meaning and purpose, they are able to better handle the adversities they face and experience lower stress and anxiety (Ishida & Okada, 2006; McKnight & Kashdan, 2009; Park & Baumeister, 2016).

An important role of purpose is that it helps youth develop in positive ways and form a healthy identity (Bronk, 2011; Bronk et al., 2009). For example, Bronk (2011) has shown that adolescents who were committed and engaged in personally meaningful, long-term aims and they worked towards them, they were able to better able to understand their place in the social world and develop in positive ways. In other words, having a purpose in life facilitated their identity formation.

When students have a purpose in their life and are able to see how learning in class can help them achieve this purpose, they are more motivated to learn (Damon, 2009). If students do not understand how educational material is connected with their aims in life and do not know how their education will help them achieve these aims, they will not be willing to learn. Schoolwork becomes more relevant and has greater personal significance when students feel that it helps them achieve their goals and aspirations. As is obvious, teachers can play a crucial role in inspiring and helping students find a sense of purpose in their lives, helping them connect this purpose with the academic material.

Another important role that meaning and purpose play is that they help students build a healthy sense of self-worth and fulfilment (Norrish, 2015). Nowadays young people are constantly bombarded with alluring images of success built on materialistic and superficial pursuits. Having a meaningful purpose in their life, can help young people resist these tempting images and develop strong personal foundations. This will also make them more open to learning and more willing to participate in educational pursuits.

So, meaning could be a wonderful chance to engage students in learning and give a meaningful purpose to the experience of teaching. Last but not least we should remember that meaning enhances well-being and makes people happy, factors which are also extremely important not only in life but also in learning.

Overview of the module

This module will follow Martin Seligman's (2011) PERMA model, which is a holistic model of well-being. In this model, meaning and purpose are defined by actions and actions are sponsored by decisions made. The positive nature of meaning for well-being is connected to living a purposeful and productive life within a relational world. Leading a meaningful life means that individuals include in their repertoire of behaviours, actions of kindness, compassion and forgiveness. Forgiveness, kindness, love, trust, hope and gratitude are vital elements of well-being and make people feel connected to each other and to a higher purpose. Furthermore, according to PERMA theory in the core of the meaning pillar is the concept of empathy. Individuals learn not to harm others and care about them. Individuals act for the common good and they behave about-the-other in all action.

This module will help students through the comprehension of their lives to organize their experiences in a coherent narrative, create connections between past and new experiences, and regulate their behaviours in adaptive ways (Steger, 2009). A coherent understanding of a person's life is leading to purposes that are "self-concordant, autonomously



chosen, and positively reinforcing" (Shin & Steger, 2014, p. 94). Purpose will also help students become more energized and engaged both in school and in their lives giving them direction, which will guide their everyday behaviour and increase their overall well-being (McKnight & Kashdan, 2009). Amongst the target-behaviours will be the enhancement of altruism and the use of student's strengths in the service of others.

Module Aims

- Achieve a coherent understanding of themselves, the world around them and their place in this world;
- Understand their deeper values and their personal life philosophy;
- Understand how their goals in life are connected to their schoolwork;
- Understand the importance of giving to others;
- Learn how to develop empathy, forgiveness, kindness, compassion towards others;
- Learn how to use their strengths in order to help other students, the school community or the broader community through their participation in community service projects that they select and implement in cooperation with their teachers.

This module is presented in 5 lessons (40m each) + 10m for evaluating purposes.

Portfolio

Doing the whole module, the participants will produce some written materials, as reflection of the activities. Ideally, these can be collected as a portfolio to ensure results are saved and serve as reflective tool as well.

Promote altruism through shared identity

Overview of the lesson

This lesson focuses on altruism promotion, which is an important pillar of positive purpose and consists of two activities. Students will be enrolled in tasks which help them to recognize and reflect about their own identity and will learn how to create a vision of shared identity based on communalities with the others in the class.

Key words:

Identity, shared identity, personality, differences, community, teamwork, altruism

Pedagogical Strategies






- Activities in pairs
- Cooperative learning / workgroup
- Group discussions
- Brainstorming
- Stories and storytelling
- Testimonials / quotes
- Experiential learning

Objectives

- Map the characteristics of their identity.
- Learn to recognise and understand the identity elements of others
- Take action regarding accepting different identities.
- Increment their emotional self-knowledge
- Learn to express recognition and gratitude towards others.
- Learning how to formulate and accept a shared identity.

Materials:

- Activities:**
- Activity #1: Describe myself in two words
 - Activity #2: Things that bring me closer to others

- Describe myself in two words (HOPEs_M3.LI.SH.WSI) 
- I pencil 
- Things that bring me closer to others (HOPEs_M3.LI.SH.WS2) 
- Pens and paper 
- Flipchart 

Connection to previous Out-of-School Activity



Presentation of out-of-school activity (interview an “everyday hero/heroine” provided at lesson 6, module 2) at home with family, and reflection

5 mins.

Activity 1: Describe myself in two words

15 mins.

Introduction

Introduce the lesson aims and the purpose of the activity. Explain to children that “identity” is an inner image about one’s personal characteristics, preferences and thoughts.

3 mins.

Activity 1: Describe myself in two words (cont.)

Introduction (cont.)

The warm up exercise puts the students in a position to present themselves to the rest of the class using only two words. An adjective and an adverb (HOPEs_M3_LL_SH_WSI). For example, I am relentlessly helpful or someone can say he or she is always careful. Through this exercise children can promote their identity through fun and communication while at the same time they have the opportunity to acknowledge similar or different characteristics with the other students.

Instructions

The aim is to learn how to approach the notion of identity and to understand that we have more common things with the others than we seem to notice.

Distribute the materials (1 worksheet (HOPEs_M3_LL_SH_WI) and 1 pencil per child). Give time and help individual children if they needed it to accomplish the task. Using coloured pencils and paper could help creativity. You could also give children the opportunity to choose the colour of paper and pencil they prefer. Each child writes down two words in order to present herself/ himself: an adjective and a quantitative adverb. At the end, collect all sheets and propose a collective discussion of the ideas that have been presented. For example, the teachers can group the different identities of the students in two greater groups or pinpoint the communalities that link all descriptions.



Student's Handbook, p. 85

2 mins.

Reflection

- What words have you used to present yourself?
- How do you feel about others' words presenting themselves?
- What did you learn about yourself doing this activity?

10 mins.

35 mins.

Activity 2: Things that bring me closer to others

Introduction

One of the greatest barriers to altruism is that of group difference: We feel much less obligated to help someone if he or she doesn't seem to be a member of our "ingroup"—we may even feel hostile toward members of an "outgroup." But research suggests that who we see as part of our "ingroup" can be malleable. That's why a key to promoting altruism is emphasizing similarities that cut across group boundaries. On the broadest level, this could mean remembering that regardless of our political, cultural, or religious affiliations, we are all human beings and share common human experiences.

2 mins.

Instructions

The exercise consists of the following steps:

Step 1. Think of a person in your life who seems to be very different from you in every way that you can imagine. They might have different interests, different religious or political beliefs, or different life experiences. They may even be someone with whom you have had a personal conflict, or who belongs to a group that has been in conflict with a group to which you belong.

Activity 2: Things that bring me closer to others (Cont.)

Instructions (cont.)

Step 2. Next, make a list of all of the things that you most likely share in common with this person. Perhaps you both live in the same house (sister, brother) or go to the same school. Probably you have both had your heart broken at one point or another, or face similar problems. At the broadest level, you both belong to the human species, which means that you share 99.9% of your DNA.

Step 3. Review this list of commonalities. How do they make you see this person in a new light? Instead of simply seeing this person as someone unfamiliar to you, or as a member of an out-group, now try to see this person as an individual, one whose tastes and experiences might overlap with yours in certain ways.

Step 4. Repeat this exercise whenever you meet someone who initially seems different from you, with whom you have a conflict, or who makes you feel uncomfortable. (HOPEs_M3.LI.SH.W2)

23

mins.



Student's Handbook, p. 86

10

mins.

Reflection

- Do you think it is important to identify your personal characteristics and those of others?
- Explain why focus on elements of identity and mostly on elements of shared identity can help you be more altruistic and a better team player
- Think of situations that finding a shared identity can help you become better in all sorts of ways regarding socialization and functioning.
- What did you learn about yourself doing this activity?

Out-of-School Activity

OBSERVING DIFFERENT PEOPLE

Children can go for a walk in the park or a square and observe people who seem different. Ask them to list at least 10 similarities that they share in order to form their shared identity. Using these similarities, suggest that they compose a song and sing it according to the following melody. Link to the music for the song: <https://www.youtube.com/watch?v=IKIUORpsyto> [Title: 'Play Time Happy Instrumental Music for Kids'; Run time: 11:17 min] (HOPEs_M3.LI.SH.VI)



Evaluation methodology - Student's Portfolio

Each student portfolio may include

- The list of people with whom they share common elements or a list of people with whom they cannot seem to get along.
- The lists of commonalities they share with those people.
- Satisfaction with life, social network, number of friends, and elimination of arguments may also be written down as metrics of shared identity practices success.

Kindness and how to enhance meaning in life

Overview of the lesson

This lesson consists of two activities. Students will be enrolled in tasks which help them act with kindness and will learn how to create opportunities to experience happiness through giving to others.

Key words:

Kindness, meaning in life, giving, actions, values

Pedagogical Strategies

- Individual activities / self-reflection
- Group discussions
- Brainstorming
- Games
- Experiential learning






Objectives

- Understand how activities and actions change the way they feel, think and behave.
- Increase their emotional self-knowledge
- Learn to express recognition towards others
- Learn to do kindness actions towards others

Materials:

Activities:

- Activity #1: Loving-Kindness Meditation
- Activity #2: Giving is Receiving

Loving-Kindness Meditation (HOPEs_M3_L2_SH_WSI) 
 Happy Relaxing Guitar Music For Children
 (<https://www.youtube.com/watch?v=pd4j9osCNT4>) [Title: 'Happy
 Relaxing Guitar Music For Children'; Run time: 4.18 min] 
 Giving is Receiving (HOPEs_M3_L2_SH_WS2) 
 HOPEs_M3_L2_SH_WS3 
 Paper, Crayons and Pencils; 

Connection to previous Out-of-School Activity



Presentation of out-of-school activity from previous lesson and reflection

5
mins.

Activity 1: Loving-Kindness Relaxation

25
mins.

Introduction

This is a warm-up activity in order to make children feel more comfortable. Explain to children that kindness appears to enhance positive interpersonal attitudes, compassion, empathy to the distress of others, social connection and reduce implicit bias against minorities.

Like other types of relaxation, loving-kindness relaxation brings so many amazing benefits to our lives such as: Reducing stress and anxiety, producing more positive emotions, increasing feelings of hope, decreasing physical and emotional pain, reducing anger.

This type of relaxation allows children to get in touch with their feelings.

10
mins.

Activity 1: Loving-Kindness Relaxation (cont.)

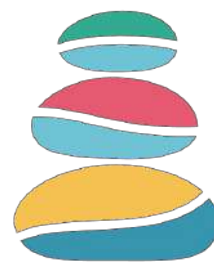
Introduction (cont.)

It can help guide them in sending positive and healing energy to people and kids in other places—even those who have hurt them like a bully at school. Children can develop a sense of power as they gain self-love and compassion for others. The practice is special since it goes beyond cultural barriers, economic situations, educational backgrounds, and geographic locations.

We can teach our children about loving-kindness by helping them send the four wishes to different people in their lives. Don't be afraid to get creative and ask your children to come up with their own loving thoughts. They can also send their wishes to other favourite objects in their lives like a pet, television or book character, toy, or stuffed animal.

Relaxation exercises have been applied with successful results to decrease hyperactivity and impulsivity, improve academic achievement, increase attention span and improve communications and interpersonal relationships (Zipkin, 2001). Furthermore, it seems that relaxation exercises are effective, because they allow the child to develop direct self-control of his/her own behaviour.

Loving-kindness relaxation is one of the most commonly practiced types of mindfulness. Quite simply, it is the practice of directing positive thoughts and well wishes to ourselves and others. It may seem odd at first, but you can easily learn it.



Instructions

You can give the instructions orally or show a relevant video. Please inform the children that if someone does not want to do so, he/she can sit quietly in his/her position until the exercise is completed. As you sit comfortably with your eyes closed, imagine what you wish for your life. The four phrases that you either say out loud or think silently during the practice are typically:

- May I/you be safe;
- May I/you be healthy and strong;
- May I/you be happy;
- May I/you be peaceful and at ease;

You repeat these wishes, directing them first to yourself and then towards different people in your life as follows:

Start by directing the phrases to yourself. Next, direct the phrases towards someone you feel thankful for or who has helped you.

Now visualize someone you feel neutral about—people you neither like nor dislike. Direct the thoughts to that person.

Next, direct the thoughts to someone you don't like or who you are having a difficult time dealing with.

Finally, direct the phrases towards everyone universally:

May all beings everywhere be happy.

Take a deep breath in. And breathe out. And another deep breath in and let it go. Notice the state of your mind and how you feel after this meditation. When you're ready, you may open your eyes.

5
mins.

Reflection

- Do you think it is important to experience kindness?
- How do you think about what the things you think changes the way you feel?
- What did you learn about yourself doing this activity?

10
mins.

25
mins.1
mins.

Student's Handbook, p. 92

14
mins.10
mins.

Activity 2: Giving is Receiving

Introduction

One of the most encouraging findings to have emerged from the science of happiness is that people take delight in giving to others. In fact, several studies have found that spending money on others brings more happiness than spending on yourself

Instructions

Make kindness cootie catchers (or fortune tellers) for the kids to play with their friends. The teacher shows to the children how to make a cootie catcher

How to make cootie catcher:

<https://www.youtube.com/watch?v=tsfS2CIqWQ4> [Title: 'How to make cootie catcher'; Run time: 4.18 min]
(HOPEs_M3_L2_SH.W2)

How to Make a Paper Fortune Teller:

<https://www.youtube.com/watch?v=AacOP3B9Y6U#t=316.7341957>
[Title: 'Origami - Fortune Teller'; Run time: 4.11 min]
(HOPEs_M3_L2_SH.V3) and then they brainstorm different acts of kindness ideas they could put under the flaps
(HOPEs_M3_L2_SH.WS3).

Kindness Acts for Friends:

- Give your friend a compliment
- Tell a joke; Give high fives
- Share a toy
- Sing a song
- Let your friends go first.

There are tons of different ideas that you can write under the flaps depending on the kids ages and where you are playing with your cootie catchers. I think it's always good to ask for their ideas first before giving any of your own—you may be surprised at what they come up with!

Reflection

- How this activity influenced your mood in this moment?
- What did you learn about yourself doing this activity?
- Does this activity give you some ideas that you would like to try yourself?
- Do you know how to do it?

Out-of-School Activity

“Kindness Project”



Children can make a family “Kindness Project” in the form of a diary. Inside the diary students and their family members will be writing down one to three (1-3) acts of kindness that they did per day and how that made them feel. These activities could include helping with dishes, letting someone else go first, taking care of an animal, going out their way for a friend, hugging someone to make them feel better, etc. They don't need to be for the same person, and that person might not be aware of them. They may share the highlights of their week with their classmates, so that they will help others learn from their families and their own acts of kindness, and others can share so that everybody learns! These experiences and sharing ideas with others help us feel gratitude. Sharing encourages self-reflection and helps bring meaning to our actions.

Evaluation methodology - Student's Portfolio

Each student portfolio may include:

- The ‘Kindness Project” or the “Happiness Diary;
- The registrations in the Family Happiness Diary and the Family Kindness Project;
- Photos/images students collected during their act of kindness.



Meaning Dialogues and Altruism

Overview of the lesson

This lesson consists of two activities. Students will be enrolled in tasks which help them cultivate their empathy, be more altruistic to people in need and better understand what meaning in life is.

Key words:

Dialogue, meaning in life, altruism, volunteering

Pedagogical Strategies

- Individual activities / self-reflection
- Group discussions
- Brainstorming
- Cooperative learning / workgroup
- Case studies - scenarios
- Stories and storytelling
- Testimonials / quotes

Objectives

- Understand what people in need experience.
- Increase their empathy to others difficult situations and feelings.
- Learn how to be more altruistic to others/volunteering.
- Learn what altruism is.
- Understand the connection between altruism and meaning in life.

Materials:

One picture of a student suffering (consider bringing in a speaker—in person or via a video call— who can share a first-hand story with your students)

"Put a face on a problem" (HOPEs_M3.L3.SH.WS1);

"Meaning dialogues" (HOPEs_M3.L3.SH.WS2);

Quotes, poems, stories;

Pictures or media clips;

Activities:

- Activity #1 - Put a face on a problem
- Activity #2 - Meaning dialogues

Connection to previous Out-of-School Activity



Presentation of out-of-school activity from previous lesson and reflection

5 mins.

Activity 1: Put a face on a problem

25 mins.

Introduction

Research suggests that humans have a strong propensity for kindness and generosity, and that kindness improves the health and happiness of the giver, not only of the receiver. But we don't always act on our altruistic instincts. Frequently, that's because we see a problem—such as poverty or illness—only in terms of statistics rather than as the suffering of real human beings.

This exercise helps students overcome that challenge by putting a "human face" on a problem. It builds on studies suggesting that people are more likely to contribute to a cause if they are able to identify specific people in need (Kogut & Ritov, 2005).

5 mins.

Activity 1: Put a face on a problem (cont.)

Introduction (Cont.)

To motivate students to give their time or resources to a cause, like aiding in disaster relief, present them with a personal story of a single, identifiable victim, ideally accompanied by a photo. This will help them feel a greater sense of personal connection and concern, especially if they are of a similar age to the victim or have other things in common.

This is an introductory activity in order to make children feel more connected to others and society, feel empathy and compassion and start exploring the constructs of altruism and volunteering. Explain to students that there are people all around the world suffering by poverty, wars, refuge and illnesses; persons that we don't even know, in the same age and with the same characteristics to us. Hearing about their stories makes us feel closer and more connected to them and enhances our compassion and empathy to their distress. Furthermore, those feelings make us more willing to volunteer and help them; just because they are humans like us.



Student's Handbook,
p. 102

Instructions

After the introduction to the activity, the teacher presents to the students a photo of a student in suffering and reads his/her story. After reading the story, asks students the questions below. Two examples are following (teachers could use other same, real stories that connect to their community's everyday examples):

**13
mins.**

Syrian refugee, Yasser, 15 years old:

"When the problems started in Damascus our neighborhood was among the first to see fighting. One night during a protest, bombs killed 400 people. By six in the morning our whole street was gone and we left our family home in ruins after it was struck by an explosion. Initially we found shelter in Quneitra province. But even if we were away from the worst fighting, I could no longer go to school. I left for Lebanon with only 180 USD in my pocket and from there to Istanbul. Those first weeks were very difficult and lonely. In Turkey, I joined five of my friends and started working in a factory making cardboard boxes. It was enough to eat, but nothing more. I was working over twelve hours each day. So, the six of us decided that we have to seek asylum in the European Union. We had no money so we tried on our own without a smuggler.

On December 2, 2013, we left with printed maps, a GPS, food and flashlights. We walked along the Rezovo river until we crossed into Bulgaria. It took us three days on foot. In Bulgaria, we were taken to a dilapidated building for single men in the rundown Harmanli camp. It was horrible. There were no proper bathrooms or showers, people were heating themselves with bonfires, and there was very little food.

Jairo Gomez, 17 years old, New York City:

"There are nine of us in my family, and we live in a one-bedroom apartment. I share a bunk bed with my sister Judy. "It's just so stuffed," Judy says. "We don't have enough space for seven kids." On the floor we have two mattresses side by side, where three of my other sister's sleep. My mom, step-dad and the two youngest ones sleep in the living room. My mom cleans other people's houses. When she gets home, she keeps on cleaning and takes care of my sisters and brother. My mom says: "To me, poor is when you don't have enough for soup or a roll of toilet paper." During my freshman year in high school, I wore ripped jeans, and my sneakers had holes in them. It was kind of embarrassing. I've seen articles posted on Facebook about how unlikely it is to get out of poverty, how poor people usually stay poor. If I don't get an education, I'll be stuck like my parents. But I haven't always been able to make school my priority. When I was younger all I did was go home and help baby-sit and clean. Sometimes I feel like I blame my mom too much for having more kids than she could afford. She's always telling us we're lucky because we'll have each other to go to.

I asked my mom why she had so many of us. "With each pregnancy, I accepted it and let it happen," she says.



Syrian refugee, Yasser, 15 years old (Cont.):

"After the first few weeks the six of us formed a volunteer group to help out around the camp. Soon after, we started a daytime school for the children in the camp, so we all have something to do. If the war stops I will immediately go back to Syria. But I can see it's not going to stop. I can see that it will not end even in ten years."

Same stories available in: <http://www.choices.edu/wp-content/uploads/2017/08/choices-twtn-refugees-refugee-stories.pdf>.



Jairo Gomez, 17 years old, New York City (cont.):

"And I felt happy, but I never thought, 'This son I'm gonna have, I'm gonna educate and motivate to become a doctor, or this daughter I'm going to have I'm gonna motivate to become a lawyer.'

The job of the mother is to feed and clothe them, to give them love, when maybe I didn't have time to give them each enough love," she adds. It gets me mad that my mom works so hard. And there are people out there who are just born into it. They make money like nothing. They don't have to clean houses, wake up early, drain themselves. I know I should be thinking about going to college when I graduate if I don't want that life, but I'd have to stay at home to afford it. Nine of us in a one-bedroom apartment, no privacy, one bathroom and toys everywhere. I don't know if I can make myself do it. Now I'm working 13-hour shifts, making food deliveries on a bike. Honestly, I'd rather do that and earn money for my own place. We're told, "If you work hard, you'll get results." But for my family, there haven't been any results – just survival".

Available in:
<http://www.npr.org/2014/11/18/364062673/new-york-city-teen-balances-school-and-life-in-poverty>

Activity 1: Put a face on a problem (cont.)

Reflection

- How do you think this student feels?
- Which are his/her similarities to you?
- How do you feel about this story?
- Do you think you could do anything to help?
- What could you do to help those students suffering?
- What did you learn doing this activity?

7
mins.

18
mins.

3
mins.

10
mins.

Activity 2: Meaning Dialogues

Introduction

Students consider perspectives from a wide range of famous and not-so-famous figures. Students examine a variety of perspectives (including their own) about what gives life meaning and purpose. They explore their personal values and discuss about how they can use them in different ways in order to offer to the society and to other people so as to find the upper purpose of their lives.

Instructions

Teachers share a wide range of quotes, poems, stories, pictures and media clips that provide a range of insights and perspectives on what it means to live a meaningful life.

Activity 2: Meaning Dialogues (Cont.)

Instructions

Examples:

https://www.youtube.com/watch?v=i2aVjU3F_t0 [Title: 'Social Psychology Videos; Helping'; Run time: 7:19 min].



"The whole is greater than the sum of its parts." (Aristotle)

"It is not always the same thing to be a good man and a good citizen." (Aristotle)

"I said to my children, 'I'm going to work and do everything that I can do to see that you get a good education. I don't ever want you to forget that there are millions of God's children who will not and cannot get a good education, and I don't want you feeling that you are better than they are. For you will never be what you ought to be until they are what they ought to be.'" (Martin Luther King Jr.)

"The good which every man, who follows after virtue, desires for himself he will also desire for other men." (Baruch Spinoza)

"Do not hide behind such superficialities as whether you should or should not give a dime to a beggar. That is not the issue. The issue is whether you do or do not have the right to exist without giving him that dime. The issue is whether you must keep buying your life, dime by dime, from any beggar who might choose to approach you. The issue is whether the need of others is the first mortgage on your life and the moral purpose of your existence. The issue is whether man is to be regarded as a sacrificial animal. Any man of self-esteem will answer: "No." Altruism says: "Yes." (Ayn Rand)

"The only purpose for which power can be rightfully exercised over any member of a civilized community, against its will, is to prevent harm to others. His own good, either physical or moral, is not sufficient warrant" (John Stuart Mill)

"The greatest happiness of the greatest number is the foundation of morals and legislation" (Jeremy Bentham)

"Every man must decide whether he will walk in the light of creative altruism or in the darkness of destructive selfishness" (Martin Luther King);
 "The root of happiness is altruism – the wish to be of service to others" (Dalai Lama)

"Animals have genes for altruism, and those genes have been selected in the evolution of many creatures because of the advantage they confer for the continuing survival of the species" (Lewis Thomas)



Students Handbook, p. 107





Student's Handbook, p. 106

5
mins.

Activity 2: Meaning Dialogues (Cont.)

Instructions (Cont.)

Students are encouraged to explore their own life philosophy by drafting an "I believe" statement that reflect how they see the world and three "I could" statements that reflect how they could offer to make it a better place. They could share this into pairs or to the whole class

Reflection

- What do you believe about altruistic behaviours?
- Could you be a part of an altruistic movement?
- What can you do to make our world a better place?
- Why/How people find the meaning of their lives by giving to others?

Out-of-School Activity

MEANING DIALOGUE

Students and their parents could engage in a 'Meaning Dialogue', which will be consisted of a series of reflections about what makes life meaningful and purposeful (HOPEs_M3_L3_SH_WS3). Students and parents should receive a packet of 10 quotations on meaning and purpose, written by a wide range of famous and not-so-famous figures. These quotations will serve as prompts for students and their parents as they will begin their own personal dialogue about meaning.



Student's Handbook, p. 107



Evaluation methodology - Student's Portfolio

Each student portfolio may include

- The picture and the story of a student suffering;
- The student's thoughts on the story;
- The quotes read;
- Student's conceptualization and definition of altruism.

References

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Promoting meaning and purpose

Overview of the lesson

This lesson is focused on helping students identify what is most meaningful to their life and well-being now and in the future. Students will be asked to create a collage which will depict what is important to them and how they want to be in the world.

Key words:

Meaning, purpose, values

Pedagogical Strategies

- Individual activities / self-reflection
- Group discussions
- Experiential learning

ARTS / MEDIA

- Paintings

Objectives

- Identify what is important for them, what they care about and what matters to them
- Identify what they can do to make the world better
- Identify how they want to be in the world
- Experience a sense of agency and power
- Increase their sense of meaning and purpose

Materials:

- Different kinds and colours of paper
- Colour markers and pencils
- Crayons
- Cut-outs from magazines
- Children's books
- Foils
- Tapes
- Stickers
- Small objects
- Scissors and glue

Activities:

- Activity #1: How I want to be in the world collage



Connection to previous Out-of-School Activity



Presentation of out-of-school activity from previous lesson and reflection

5 mins.

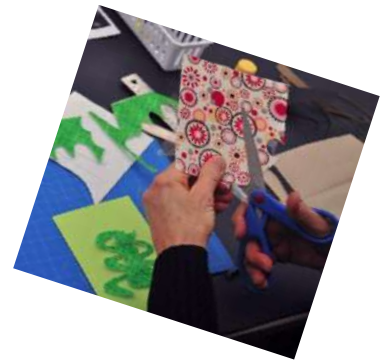
Activity 1: How I want to be in the world collage

40
mins.

Introduction

Introduce the lesson aims and the purpose of the activity. Explain to children that understanding what is important to us and how we want to be in the world helps us find purpose and meaning in our life.

When we have a purpose and our life is meaningful we feel good about ourselves and about our life, we have a sense of self-worth and fulfilment. Purpose helps us form a strong and healthy identity and a sense that our life matters and that we make a positive contribution to the world. When we have an idea of how we want to be in the world, we are also more resilient, we are better able to handle the adversities we face and we experience less anxiety. We can find out how we want to be in the world when we ask ourselves what is important to us, what do we care about, what matters to us, what is different about the world we want to live in and what we can do to make the world as we want it to be. Explain to children that they can hang this collage in their room as a reminder of what matters most to them.

5
mins.

Instructions

Put the materials in the centre of the room. Instruct the children to select the materials they need in order to create their collage. Give time and help individual children if they need it to accomplish the task. At the end, propose a collective discussion of the collages described. Ask children to make a collage of what is important to them and how they want to be in the world. Make them reflect on the following questions when they make their collage: What is important to you in your life? / How do you want to live your life, both now and in the future? / What are your aspirations in the different areas of your life (e.g. school, work, home, friendships, family, learning, helping, community, etc.)? / What is the purpose or meaning of life as you see it?

25
mins.

Reflection

- What have you put in your collage and why?
- How does this help you identify your purpose in life?
- What did you learn about yourself doing this activity?

10
mins.

Out-of-School Activity

EXPLAIN THE COLLAGE



Teachers can ask parents'/ guardians' collaboration asking their children about their collage, acknowledging their dreams and aspirations and discussing together what is important in life. Parents/ guardians can also help their children hang the collage to their room in order to remind them of who they want to be in the world.

Evaluation methodology - Student's Portfolio

Each student portfolio may include

A picture of each student's collage.



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MODULE 4

COPING POSITIVELY

Introduction

Although you can't always control what happens to you, you can usually control how you respond to external circumstances. Coping strategies, such as optimism or emotional regulation, help us deal with stress and setbacks in a more constructive and positive way. Resilience is a key skill in coping positively, and helps determine whether someone who has gone through a stressful event will remain a victim, or bounce back and thrive as a result of the experience. Optimism is also a key skill in coping and allows us to keep going through life, no matter what happens, looking to the future with a positive outlook. Emotional regulation also allows us to control our response to situations and how we react to them.

In recent years there has been a substantial body of research that explores the phenomenon of coping positively. In fact, there is growing evidence that people with a high level of resilience fare better in all areas of life than those with lower levels of resilience. These individuals possess an amazing capacity to bounce back from an event or series of events that have challenged their physical and emotional capacities along with their faith and beliefs. Research suggests that coping positively is a concept which can be taught and learned. Being able to cope positively with stressful situations can involve such skills as - flexible thinking, emotional competence, and problem solving. These skills are also underpinned by the support of strong relationships and a positive and healthy lifestyle.

The concept of teaching the skills of positive psychology in schools has become more prevalent over the past number of years, and programmes such as Ruth MacConville's "Teaching Happiness" are becoming more commonplace in the classroom. Some of the key skills which can assist in coping positively include – resilience, optimism, flexible thinking, emotional regulation, positive health, and coping with change. These skills increase our ability to approach life with flexibility, optimism and confidence (Reivich & Shatté, 2003). In fact, levels of resilience in children have been linked to the environment in which they find themselves, with greater levels of resilience being reported in children who are mentored by positive adults and peer social networks. These children also report feelings of connectedness to adults and peers, and have a stronger sense of autonomy (Stewart, Sun, Patterson, Lemerle & Hardie, 2004).

However, it has also been suggested that teachers themselves are increasingly suffering residual stress, as their jobs and responsibilities continue to grow and change. In addition to teaching pupils the skills of positive coping, a focus on teaching resilience directly to teachers can provide them with the life skills needed to cope with the additional demands of the modern classroom (Howard & Johnson, 2004). Research has shown that high levels of resilience in newly trained teachers correlated with the longevity of teaching careers, and their overall commitment to their students (Tait, 2008).

Resilience in teachers has also been shown to contribute to their effectiveness as educators, with those who had greater levels of resilience able to support their students to a greater degree (Gu & Day, 2007). One study examined the different strategies for coping in newly qualified teachers, which included help seeking, problem-solving, and managing difficult relationships. This study found that while these strategies were successful in building resilience in the teachers, the teachers themselves were expected to identify and carry out these

strategies without support from the school system (Castro, Kelly & Shih, 2010). This can place an unnecessary burden on teachers, particularly those in the early stages of their careers. An extra level of importance is placed on those early-career teachers, as Bandura's theory of self-efficacy (1977) suggests that the first years of teaching are the most critical to the long-term development of teacher efficacy (Hoy & Spero, 2005). Therefore, it may be of long term benefit to the school, students, and teachers to train educators in the skills of positive coping.

Overview of the module

The module addresses the key skills of coping positively across a number of different dimensions of life, and will help to create a holistic approach to coping with the challenges we face. These skills include Resilience, Optimism, Positive Health, Emotional Regulation, Coping with Change, and Mindfulness.

Although we can't always control what happens to us, we can usually control how we respond to different situations. Strategies for coping positively, such as optimism or emotional control, can help us deal with the bad things that happen in life in a more constructive and positive way. Resilience is a key skill in coping positively, and helps us bounce back after a stressful event, allowing us to grow stronger as a result of the experience. Optimism is also a key skill in coping, and allows us to keep going through life no matter what happens, looking to the future with a positive outlook. Emotional regulation can also help us control our response to situations and what effect those situations can have on us.

There are six key skills in this module that can help us to cope positively. Think of them as tools in a toolkit that help us get the job done in every situation

Module Aims

- Understand how building resilience and optimism can help me cope with difficult situations, both inside and outside school;
- Learn about the positive benefits of healthy activities, such as exercise, diet and being close to nature;
- Understand how awareness of my emotions can help me cope with stressful situations;
- Discover how mindfulness can help in dealing with negative thinking;
- Explore effective strategies for dealing with times of change, such as moving class or school.

This module is presented in 6 lessons (40m each) + 10m for evaluating purposes.

Portfolio

Doing the whole module, the participants will produce some written materials, as reflection of the activities. Ideally, these can be collected as a portfolio to ensure results are saved and serve as reflective tool as well.



Resilience

Overview of the lesson

This lesson involves two activities. Students will be engaged in tasks that will help them identify resources and supports in their own lives which can support their own resilience. This helps them become aware that they are not alone, and recognise where they can turn to for help during challenging times.

Key words:

Resilience, bouncing back, support, strategies

Pedagogical Strategies

- Individual activities / self-reflection
- Cooperative learning / workgroup

ARTS/ MEDIA

- Drawing
- Collage

Objectives

- Identify strategies they can use to bounce back after a challenging situation
- Share these strategies with their peers, so all students can learn from each other
- Understand that they can turn to others for support in times of need, and identify who those significant others are in their lives
- Learn how to deal with challenging situations in a positive way

Materials:

- "Draw and share" Worksheet (HOPEs_M4_L1_SH_WSI)
- Paper glue to stick on pictures
- Large poster size sheets of paper for each group
- Magazines and newspapers
- Coloured markers and pens for each group
- "Resilience pizza pie" worksheet (HOPEs_M4_L1_SH_WS2)
- 1 pencil/pen per student

Activities:

- Activity #1: Draw and share
- Activity #2: Resilience pizza pie

Connection to previous Out-of-School Activity



Presentation and/or discussion of out-of-school activity from the previous lesson and reflection

5 mins.

Activity 1: Draw and share

17
mins.

Introduction

This first activity encourages children to identify, and share the strategies that help them cope in difficult circumstances. These can include both activities and actions they use, such as talking to family or friends/ taking a break from the difficult situation/ images of places you like to go to chill out and relax/ physical exercise/ telling jokes.

Instructions

Divide the class into groups of 3 or 4 students. Give every group a set of coloured markers or pens, a poster sized piece of paper and paper glue. Explain to the groups that you want them to think of things that help them bounce back when there is a challenging situation. From the collection of newspapers, magazines, or other printed materials provided, ask them to create a collage with pictures or words describing these strategies. For example, talking to family or friends/ taking a break from the difficult situation/ images of places you like to go to chill out and relax/ physical exercise/ telling jokes.

Reflection

- Look at the strategies used by other students; do you think they could be useful for you?
- What did you learn about coping by doing this activity?

2
mins.



Student's Handbook,
p. 120

10
mins.

5
mins.

16
mins.

Activity 2: Resilience pizza pie

2
mins.

Introduction

The second activity looks in more detail at the various strategies students might use to help them cope positively. In particular it looks at the supports students have in their lives, and may have used during tough times in the past. These can include talking to people, creative activities, physical activities, and self-talk that works to reframe the situation.

10
mins.

Instructions

Highlight how being aware of activities or people that help us to feel better when we are enduring some of the more difficult periods of our lives is important for one's ability to deal with life's challenges. This exercise will provide the students with some insight as regards to what strategies they can engage in to help them cope more effectively in times of adversity moving forward. Explain to the class that you now want them to work individually, and to think again of the things that help them cope positively in challenging times.

Activity 2: Resilience pizza pie (cont.)



Student's Handbook, p. 121

Instructions (cont.)

This time around they are to think of strategies under the headings of 'Family and friends that support them', 'Creative things to help you bounce back', 'Physical things that help me cope', and 'Things you say that help you cope'. Ask them to write out or create drawings which represent these strategies/people/phrases in the corresponding section of the resilience 'pizza pie' on the activity sheet (HOPEs.M4.LI.SH.WS2). Some activities may overlap (e.g. dance may fall into both creative and physical things that help coping) and it is entirely permissible to include such an activity in both segments. (Alternative: Teachers could also facilitate the development of a general class resilience pizza pie as a group activity and put the pizza pie on display as a reference point for the students within the classroom.)

Reflection

4
mins.

- Why do you think it's important to identify the particular strategies you use in your own life?
- Did any strategies come to mind that surprised you?

Out-of-School Activity

JOURNAL FOR POSITIVE MEMORIES AND ACHIEVEMENTS

Students can keep a journal about the goals they achieved over the past week. They can also write about the challenges they faced as they worked towards their goals, and the strategies they used to overcome those challenges, as well as the people who gave them support (HOPEs.M4.LI.SH.WS3 for student instructions).



Evaluation methodology - Student's Portfolio

Each student portfolio may include

- The students' collage of images, phrases and drawings of the things that help them remain resilient;
- The worksheet from Activity #2, looking at the things that help and support students when they face challenges.

Optimism

Overview of the lesson

This lesson contains two activities. Students will be take part in some interesting task that will help them think, and share ideas about optimism, and how they way they think can colour their experience of events. It will also explore the effect that thinking positively can have on someone's mood and mindset.

Key words:

Optimism, thinking positively, perception, strategies

Pedagogical Strategies

- Individual activities / self-reflection
- Group discussions
- Cooperative learning / workgroup

ARTS/ MEDIA

- Writing

Objectives

- Understand that the way they think about situations can shape their perception of those situations
- Learn that changing the way they think about things can change the impact those situations can have on them
- Explore how thinking about situations in a positive manner can change our outlook
- Learn that there are many possible futures

Materials:

"Glass Half Full" (HOPEs_M4.L2.SH.WSI) ●

A glass or cup for each group ●

"Your Best Future" with Student Instructions (HOPEs_M4.L2.SH.WS2) ●

Pen and paper for each student ●

Activities:

- Activity #1: Glass half full
- Activity #2: Your best future

Connection to previous Out-of-School Activity



Presentation and/or discussion of out-of-school activity from the previous lesson and reflection

5 mins.

5 mins.

Introduction

Explain to the class that optimism is at the heart of coping positively, as it allows us to go beyond our present circumstances, and see a brighter future for ourselves. Optimists believe their actions matter and they control their lives, and when they encounter difficulties they understand that there is always a way through.

Activity 1: Glass half full

Introduction

This first activity encourages students to see the same situation from different perspectives, one positive and one negative. It highlights that we can actually choose which way we perceive events, and this can shape our mood and experience of that event. Distribute a glass or cup for each group.

Instructions

Explain to the students that there are always two perspectives on any situation, one positive and one negative. Inform them that the way in which choose to view situations can have a significant impact upon how capable we feel about coping with more difficult periods in our lives. Divide the class into groups of 3 or 4 students. Give every group a glass that is half full of water. Ask students to discuss with their group if the glass is 'half empty' or 'half full'. Highlight that the amount of water is really the same, but we may see the same thing in a positive or negative light. Ask the groups to discuss the issue using the questions below as prompts.

Reflection

- Do you think that we can look at things in life in different ways?
- If we thought of a circumstance in life in a positive or negative way, would it change those circumstances, or make them different in any way?
- Can you think how this principle can be applied to everyday life, and we can turn a situation we think of as negative into a positive scenario?

20
mins.

2
mins.

8
mins.

Student's Handbook,
p. 127

10
mins.

20
mins.

3
mins.

10
mins.

Activity 2: Your best future

Introduction

The second activity is a good chance for students to exercise their imaginations and visualise a positive future for themselves. It shows students that we can actively think of our future in positive ways, rather than it being all doom and gloom.

Instructions

This is an individual activity, so students will be working alone just using a pen and paper. You might ask the class to be quiet so that everyone can focus on the task of visualising. Each student will write a short story, song or poem, or draw an image related to their best possible future. It may be helpful for them to pick a particular time in the future, for example 1 year from now (however, this may not be essential as children may view the task in terms of what they would like to be when they grow up).



Student's Handbook,
p. 128

Activity 2: Your best future



Instructions (cont.)

In this future, they will have reached all the goals they had set for themselves, they are happy and surrounded by good friends. They should try to visualise and express what such a future will look and feel like in as much detail as possible. It might also help to have any written passages completed in the present tense so as to allow the student to fully immerse themselves in imagining and experiencing the emotions connected to their best possible future.

Reflection

7
mins.

- How does it feel to visualise your perfect future?
- How this activity influenced your mood in this moment?
- What did you learn about future possibilities by doing this activity?
- Can you think of any steps you could take towards achieving your best future?

Out-of-School Activity

THREE GOOD THINGS

Ask students to reflect each evening on three good things that happened during the day (even if they were difficult). They can write down these memories in a positivity journal, and most importantly try to feel the positive emotions as they write the events into their journals (HOPEs.M4.LL.SH.WS3 for student instructions).



Evaluation methodology - Student's Portfolio

Each student portfolio may include

The story the students have written about the future in Activity #2.

Positive health

Overview of the lesson

There are two activities in this lesson. Students will take part in some very practical tasks, suitable for both individual work and possibly as part of a group. The activities explore how the environment can both affect our mood and alter that mood in a positive way. The activities also look at how physical exercise can help us lift our mood and keep us from getting stuck in a negative frame of mind.

Key words:

Positive health, exercise, environment, positive strategies

Pedagogical Strategies

- Individual activities / self-reflection
- Group discussions
- Experiential learning
- Field trip or study visit

ARTS/ MEDIA

- Paintings
- Collage
- Drawing
- Photography

Objectives

- Notice how environment can influence mood
- Discover how changing environment can change mood, and how we can do this in a positive way
- Experience how exercise and being in the outdoors can change the way we feel
- See how, by keeping a daily diary, they can progress over time, even little by little everyday

Materials:

- Getting closer to nature (HOPEs.M4.L3.SH.WSI) ●
- Camera to take pictures ●
- Large sheet of paper ●
- Coloured pens ●
- Pencils ●
- Paper glue (Alternative is to use a scrap book for each student, rather than creating a collage) ●
- Stay Active (HOPEs.M4.L3.SH.WS2) ●
- Diary ●

Activities:

- Activity #1: Getting closer to nature
- Activity #2: Stay active

Connection to previous Out-of-School Activity



Presentation and/or discussion of out-of-school activity from the previous lesson and reflection

5 mins.

Introduction

Explain to the class that keeping both mentally and physically fit are essential to seeing us through the tough times and challenging circumstances. Positive health allows us to have more energy and engage more actively in life. Physical activity actually improves well-being on a variety of different levels – it improves both self-mastery and self-esteem. It also offers a positive distraction from your worries. It offers time out from your stressful day, gives you a breather and the effects can last for hours afterwards.

3 mins.

Activity 1: Getting closer to nature

20
mins.

Introduction

The first activity in this lesson encourages students to actively get outdoors in a place that they like being, and where they can connect to nature. It helps them see how this place can make them feel different, and how to use the knowledge that environment affects us in order to consciously shift our mood.

Instructions

Spending time in the outdoors can have a positive effect in terms of mood, anxiety and energy levels in young people. It also impacts positively on creativity and imagination by giving young people the chance to explore freely and use each of their senses in an unstructured, natural environment. Instruct students to find a favourite place in the outdoors that is safe and easy to get to. Students will carry out this the groundwork for this activity outside of school hours, as each of them will have a slightly different place that they will think of as special. They are to visit this "special place in nature" a number of times over the space of a week, and can take photographs to capture the beauty/serenity of the place. At the end of the week students are to individually create a collage of pictures, drawings, or items they found at their chosen place. The creation of the collage or scrapbook will take place in the classroom. Opting for the creation of a scrapbook will provide students with something to keep for themselves, which can serve as a reminder of the good feelings their place in nature brings. (Alternative: Other means through which connection to nature could be enhanced and established by engaging in the planting of flowers in pots or through the introduction of a nature table within the classroom.)

2
mins.



Student's Handbook, p. 134

13
mins.

Reflection

- How did being at your chosen place in nature make you feel?
- Were you able to bring back that feeling while looking at the photos and pictures of the place?
- Were you able to feel better after being at the place, following a challenging day?

5
mins.

20
mins.

Activity 2: Stay active

5
mins.

Introduction

The second activity is all about keeping moving and experiencing exercise first hand. It involves exercising over a period of time and recognizing firsthand the positive changes that exercise brings.

Instructions

Exercise is a vital part of keeping healthy in body and mind and helps us cope through difficult and challenging times. It offers a positive distraction from our worries and its positive mental and physical effects remain for hours after the exercise activity is completed.



Activity 2: Stay active (Cont.)

Instructions (Cont.)

Exercise is a vital part of keeping healthy in body and mind and helps us cope through difficult and challenging times. It offers a positive distraction from our worries and its positive mental and physical effects remain for hours after the exercise activity is completed. At the beginning of the week, ask the students to choose an exercise or physical activity to add to their daily routine. It could be as simple as just taking a 30 minute walk, or even playing a team sport with some friends. Communicate to them that group activities can be really helpful in keeping with this new routine, as people help to motivate each other. Ask them to keep a daily diary of their endeavours e.g. distance walked, or time spent playing a team sport. In addition, ask the students to also take note in the diary of how they felt each day after completing their activity. After a week they can share their diaries with the class, or simply share how the exercise made them feel different (if at all).

10 mins.



Student's Handbook, p. 135

5 mins.

Reflection

- Did you find it easy or difficult to carry out the exercise?
- Did you notice a change in how you felt before and after every exercise?
- Did you notice a difference between the beginning and end of the week?
- Can you think of any circumstances where exercise would be a useful activity to help you cope?

Out-of-School Activity

ONE SHORT JOURNEY

Ask the child to replace one short journey each week by bus or car with a more active way of travelling. This could be as simple as walking to the shops or school, or taking a bike or skateboard to the park. The students will notice if the exercise makes them feel differently, and record this in their positivity journal (HOPEs.M4.L3.SH.WS3 for student instructions).



Evaluation methodology - Student's Portfolio

Each student portfolio may include

- Pictures, photos, writings, or drawings from the Activity #1 that they feel captures the essential essence of the place in nature they have chosen;
- The student's daily exercise diary that student has completed over the past week, including their exercise accomplishments, and also how they felt after completing the exercise.

Emotional Regulation

Overview of the lesson

This lesson contains two personal activities. Students will be carry out individual activities to help them become aware of their emotions, in particular negative ones, and how they can deal with those emotions in more constructive ways.

Key words:

Emotions, emotional regulation, awareness, positivity, strategies

Pedagogical Strategies

- Individual activities / self-reflection
- Brainstorming
- Experiential learning

Objectives

- Identify what emotion they are feeling at different times, or in different circumstances
- Make changes to their emotions if they are negative ones
- Know the difference between positive and negative ways of dealing with emotions
- Accept their feelings for what they are and move beyond them

Activities:

- Activity #1: How am I feeling today?
- Activity #2: Getting a grip on anger

Materials:

How Am I Feeling Today? (HOPEs.M4.L4.SH.WS1) ●
 Getting a Grip on Anger (HOPEs.M4.L4.SH.WS2) ●
 1 pencil ●

Connection to previous Out-of-School Activity



Presentation and/or discussion of out-of-school activity from the previous lesson and reflection

5
mins.

Introduction

Explain to the students that emotions can sometimes overwhelm us in certain situations, and we may act in ways that are not true to ourselves and that we later regret. These activities are aimed at enabling students to become aware of their emotions in the moment, and discover positive ways of channelling, or dealing with, those emotions.

3
mins.

Activity 1: How am I feeling today?

20
mins.

Introduction

This first activity encourages students to identify the emotions they are feeling in the moment. By naming an emotion it helps us to ground that feeling rather than being swept away by it. The activity also allows students to accept those emotions and move past them.

2
mins.

Instructions

Explain to the students that their emotions will come and go. Tell them that they can make a choice to detach from negative emotions (once they become conscious of them), and choose more positive ones. Distribute the worksheet (HOPEs.M4.L4.SH.WS1 - one per student). Ask the students to identify how they are feeling today using the scale on the activity sheet. Ask them to just accept the way they feel, and make a decision to move past those feelings (if they are negative) and deal with others in a positive way today..



Student's Handbook, p. 141

8
mins.

Reflection

- Were you able to identify the way you were feeling easily?
- Did you find it easy to move past that feeling if it was negative?
- What strategies do you think could help you move past negative feelings?

10
mins.

20
mins.

Activity 2: Getting a grip on anger

2
mins.

Introduction

There are many ways to deal with anger, some of them can be negative and destructive, and we can hurt others unwittingly, and regret it later. This exercise helps us identify different ways to deal with anger, and identify constructive approaches to channelling that energy.

Instructions

Tell the class that there are different ways of dealing with anger, some of them destructive, and some them more constructive. Tell them that if they change the way they deal with anger they can avoid hurting others, or themselves unwittingly.

Distribute the Activity 2 worksheet (HOPEs.M4.L4.SH.WS2) to each student, along with a pencil. This brainstorming activity can be carried out in small or larger groups, or with the whole class (depending on numbers). The students need to brainstorm different ways of dealing with anger and write them into the worksheet. When they have filled the list they can then identify which techniques are positive, and which ones may be destructive or harmful.

The Cooperative Learning method using in Module 2 Lesson 3 Activity 3 may provide a beneficial working model for this exercise.

12
mins.



Student's Handbook, p. 142

Activity 2: All change (cont.)

Reflection

6
mins.

- Was it easy to identify positive and negative techniques?
- Do you think you would use any of the positive techniques next time you experience anger?
- Can you recognise the difference between a positive way to deal with anger and a negative one?

Out-of-School Activity

WALK IN THE OTHER PERSON'S SHOES

Ask the students to notice the next time they are feeling angry with someone. Instead of getting angry with the other person, ask them to try to imagine what the other person is feeling and how anger might affect them. This will give students an appreciation of the effect their actions have on others (HOPEs_M4_L4_SH_WS3 for instructions)..



Evaluation methodology - Student's Portfolio

Each student portfolio may include

- The worksheet from Activity #1 (HOPEs_M4_L5_SH_WSI);
- The strategies they employed to navigate the changes in Activity #2, and also how it made them feel during and after the activity.

Coping with change

Overview of the lesson

This lesson involves two activities, one of which is reflective and the other experiential. Students will be asked to reflect on both the good points and bad points in a situation, this is designed to show them possibilities beyond merely focusing on the negative. Students will also experience directly a change in the way they do everyday tasks, and will observe how they can cope by adjusting their behaviour to the new circumstances.

Key words:

Coping with change, change, moving, strategies

Pedagogical Strategies

- Individual activities / self-reflection
- Cooperative learning / workgroup
- Experiential Learning
- ARTS/ MEDIA
- Movement
- Writing

Objectives

- See a challenging situation from a number of perspectives, shifting from a focus on only the negative
- Understand that there are good points and bad points to every situation
- Experience first-hand how they naturally adapt to change
- Learn that they are capable of making the most of change and reaching their goals regardless

Activities:

- Activity #1: Write it out
- Activity #2: All change

Materials:

- 1 pencil
- "Write it Out" (HOPEs_M4.L5.SH.WS1)
- "All Change" (HOPEs_M4.L5.SH.WS2)
- A piece of paper per student

Connection to previous Out-of-School Activity



Presentation and/or discussion of out-of-school activity from the previous lesson and reflection

5
mins.

Introduction

Some students report that moving, leaving friends, and changing grades, schools or classes can cause great anxiety. Transitions and change for some students can result in academic difficulties, social/emotional problems, decline in self-concept, poor motivation, decreased attendance, and increased dropout rates. These activities will help students to move beyond the negative aspects of change and recognise that there are alternative ways of dealing with situations. The second activity will also help them experience their own resilience and ability to cope with change in a fun way.

5
mins.

20
mins.

Activity 1: Write it out

2
mins.

Introduction

This activity involves thinking of a scenario in which the student might experience change. It asks the student to write down both the positive and negative aspects of that change. This helps the student recognise that there are more aspects to change than some of the negative points that grow out of fear.

11
mins.

Instructions

Explain to the students that there are different ways of looking at situations, some positive and some negative. We each have the capability to choose which way we choose to view things and this choice can impact upon how we feel about the situation.

Distribute the Write It Out worksheet & pencil to each student. Ask the students to think of a situation involving change in which they might feel stressed, or challenged. Ask them to identify what might be the good points and bad points about that situation and complete the Activity I worksheet (HOPEs.M4.L4.SH.WSI).

(Alternative: Each student could anonymously write out their stressful situation and place the problem into a hat. Next, each student could randomly select a scenario, complete the activity above as though the chosen situation was their own stressful situation. Finally, students should share their response regarding the positive and negative aspects of the scenario with the group. This could help with perspective taking while also enabling students to anonymously receive an external view on any problem they may have been facing.)



Student's Handbook, p. 148

7
mins.

Reflection

- Can you see that there is more than one way to look at any situation?
- Were you able to see that the situation had some positive benefits to it?
- Do you think you could apply the same principle to everyday life?

Activity 2: All change

20
mins.

Introduction

There are two parts to this activity that each build on one another. They both provide experiential activities for students to learn that they can adapt and overcome changes that initially may feel strange to them. They help to build the students confidence in their own abilities by showing them they can adapt and cope positively.

2
mins.

Activity 2: All change (cont.)

Instructions

Explain to the students that change is a normal part of life, and that although some change is stressful we might surprise ourselves with the ability we have.

For Part 1, ask students to write out a story about their 'typical day'. After 1 minute of writing with their normal writing hand ask them to change the pen to their other hand and continue writing the story. Afterwards they can discuss with the class or group about how they coped with the changes.

For Part 2, ask the students to get out of their seats and walk around slowly (assuming it's safe to do so, move to an open space if required). After a few moments of walking ask them to start walking around backwards for a few moments more. Afterwards they can discuss with the class or group about how they coped with the changes.

13
mins.



Student's Handbook, p. 149

Reflection

- How did it feel to make the change from your usual way of doing things? (For both part 1 and Part 2 of the activity).
- How did you cope with the unexpected change? (For both Part 1 and Part 2 of the activity).
- What strategies did you use? (For both Part 1 and Part 2 of the activity).

Were you able to cope and find ways of completing the tasks? (For both Part 1 and Part 2 of the activity).

5
mins.

Out-of-School Activity



PICTURE SUCCESSFUL CHANGE

Ask students to think of a change that will happen in their lives that they are anxious about. Ask them to imagine what life will be like if that change is successful, and what emotions they will feel. Ask them then to write out their positive feelings and any positive quotes, and to refer to this positivity resource when the actual change is taking place, to give themselves a boost (HOPEs.M4.L5.SH.WS3 for student instructions).

Evaluation methodology - Student's Portfolio

Each student portfolio may include:

The worksheet from Activity #1 (HOPEs.M4.L5.SH.WS1);

The strategies they employed to navigate the changes in Activity #2, and also how it made them feel during and after the activity.

Mindfulness

Overview of the lesson

This lesson involves two experiential activities. Students will take part in some practical activities which encourage them to be mindful in their daily activities, and develop the skill of being 'in the moment'. This skill can be used to help them shift from negative thought patterns to what's actually happening directly in the present.

Key words:

Mindfulness, awareness, being in the moment, strategies

Pedagogical Strategies

- Individual activities / self-reflection
- Experiential learning

Objectives

- Enjoy the present moment
- Shift attention from their thoughts to what's happening in the present moment
- Understand the value of staying centred in the moment, and gaining full enjoyment of what's actually happening
- Stay present and connected with everything they do

Materials:

- "Walking Meditation" Worksheet (HOPEs_M4.L6.SH.WS1)
- "Tangerine Meditation" Worksheet (HOPEs_M4.L6.SH.WS2)
- 1 tangerine (or other easy-to-peel orange) per student.
- Napkins/Hand wipes
- Hand Sanitizer
- 1 Tangerine Meditation Script for the Teacher (HOPEs_M4.L6.TG.WS1)

Activities:

- Activity #1: Walking meditation
- Activity #2: Tangerine meditation

Connection to previous Out-of-School Activity



Presentation and/or discussion of out-of-school activity from the previous lesson and reflection

5
mins.

Introduction

5
mins.

Mindful awareness techniques help people to improve their wellbeing by training the mind to focus on experience in the present moment. These activities will give students the experience of being in the moment, and focused on what's happening around them. This skill can help lift students out of cycles of persistent thoughts, and help them to enjoy what's actually happening in the moment.

20
mins.

Activity 1: Walking meditation

Introduction

Walking meditation not only helps calm the mind, but also helps students to become aware of their bodies and the movement of their bodies in space. This dual approach not only assists in creating inner calm, but also an outer awareness.

2
mins.

Instructions

For this activity students will require a safe place to walk, preferably quiet, and with plenty of space to explore. A place in nature would be ideal, but maybe just a silent space where the activity will not be disturbed. Ask the students to take off their shoes and socks, and to walk around without any direction in mind. Ask them to just enjoy the present moment, focusing on their feet on the ground. As the activity progresses, encourage the students to walk increasingly slowly.

12
mins.

Reflection

- How did you feel when you first began the activity?
- Do you feel any different at the end of the activity? In what way?
- Do you think this simple activity would be useful in your daily life?

6
mins.

Student's Handbook, p.156

Activity 2: Tangerine meditation

20
mins.

Introduction

This activity is similar to the first one in that it promotes awareness of the present moment. The activity is more an individual one, and will help promote awareness of more of the senses.

Instructions

Ask the students to each take a tangerine and sit at their desk. Next, using the sample script for the tangerine meditation (HOPEs_M4_L6_TG_WSI), encourage the students to close their eyes and imagine the journey the orange made from the tree to being in their hand. Ask the students to be peeling the orange and focus on the smell, texture and colour during the peeling process. Bring in as many senses as possible. Ask them then to place a piece of orange in their mouth and taste the flavour of the juice, being aware of the whole experience. Ask the class or groups to share their experience.

2
mins.

12
mins.



Student's Handbook, p. 157

Reflection

- How did the exercise make you feel?
- Were you surprised by the way the orange tasted or felt?
- Do you think about oranges differently now you know the journey they've taken?

6
mins.



Out-of-School Activity

SQUISH & RELAX MEDITATION

Ask the students to carry out this simple meditation when they are at home. They are to lie down in a comfortable position, maybe listening to peaceful music. They start the meditation by breathing in and out mindfully, becoming aware of the sensations in their bodies. They then tense (for five seconds) and release each part of their body in turn from their head to their toes. After that they squish up all the muscles in their body and hold for 7 seconds, but allowing the whole body to relax and go limp. The students can make a record of how they felt before and after the exercise, and what difference it made (if any) (HOPEs_M4_L6_SH_WS3 for student instructions).

Evaluation methodology - Student's Portfolio

Students can include thoughts and observations from the activities in this lesson in their portfolio.

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MODULE 5

POSITIVE CONNECTIONS

Introduction

Positive connections are experienced when individuals feel loved, supported and satisfied with their relationships with others, according to the PERMA model (Butler & Kern, 2016). Other researchers have also described positive relationships as those that make an individual feel socially integrated and cared about by others (Kern, Waters, Adler & White, 2015).

Positive interpersonal relationships that are characterised as warm and trusting are an important component of good overall health. Positive relationships have been associated with the maintenance of good physical health (Cohen, Gottlieb & Underwood, 2000; House, Landis & Umberson, 1988), positive psychological wellbeing and mental health (Ryan & Deci, 2001; Ryff, 1989), with lower levels of psychological distress (Umberson, Chen, House, Hopkins & Slaten, 1996), a reduced risk of mortality (Umberson & Montez, 2010), a reduced risk of psychiatric and physical morbidity, as well as a positive influence on the recovery from certain diseases (Cohen, Gottlieb & Underwood, 2000). In addition to this, positive social relationships, whereby one receives emotional support from others, have also been considered as an effective coping strategy that can be used to deal with stressful situations and buffer against stress (Carver, Scheier & Weintraub, 1989).

As young people spend a considerable amount of their time at school, the relationships experienced here have the potential to have a large impact on their lives. In fact, experiencing positive relationships with significant figures in a young person's life, such as teachers, is associated with the young person's capacity to function well in their social, affective and academic life (Martin & Dowson, 2009). Research indicates that supportive teacher-student relationships and peer relationships at school are also related to increased motivation, increased engagement and greater achievements at school (Martin & Wentzel, 1998).

Additionally, research suggests that positive relationships at school, particularly the relationships between teachers and students, can have an even greater impact in the case of vulnerable children. In fact, positive teacher-student relationships can have a protective effect on children with developmental vulnerabilities and lead to better outcomes at school, including more positive school adjustment (Baker, 2006). Werner and Smith (1989) claim that, among the most frequently encountered positive role models in the lives of resilient children, outside of the family, was a teacher with whom the students had built a close relationship with and who served as a positive model for personal identification. Research by Baker, Grant and Morlock (2008) also indicates that the quality of a teacher-student relationship predicts the child's successful adjustment at school, especially when the relationship is characterised by warmth and trust. This highlights the importance of the teacher-student relationship with regards to promoting resilience in vulnerable children. In fact, Pianta (1999) states that this protective effect operates for all students, but it is particularly effective for vulnerable children.

Overview of the module

According to the PERMA model, positive relationships include feelings of social integration, feeling cared about and supported by others, and being satisfied with one's social connections (Kern, Waters, Adler & White, 2015). Therefore, this module addresses the fostering of positive relationships among students. In order to build and sustain positive relationships, students shall be taught how to be supportive, how to make others feel cared for and well-integrated. Research suggests that this is linked to greater life satisfaction (Kern, Waters, Adler & White, 2015).

Butler and Kern (2016) developed a measure of wellbeing based on the PERMA model, where the following items were used to measure the relationships of an individual on an 11-point Likert scale: "To what extent do you receive help and support from others when you need it?", "To what extent do you feel loved?" and "How satisfied are you with your personal relationships?". A higher score on each of these items indicates more positive relationships that are essential for an individual's wellbeing.

Module Aims

- To appreciate the importance and relevance of social connectedness;
- To identify the qualities of a supportive relationship;
- To build and maintain positive relationships.

This module is presented in 4 lessons (40m each) + 10m for evaluating purposes.

Portfolio

Doing the whole module, the participants will produce some written materials, as reflection of the activities. Ideally, these can be collected as a portfolio to ensure results are saved and serve as reflective tool as well.



Understanding positive connections

Overview of the lesson

This lesson consists of two activities aiming to make students aware of the importance of positive relationships in their lives. Students will engage in these activities to allow them to reflect about the relevance and necessity of positive relationships and make them aware of developing and maintaining such relationships. Specifically, this lesson is structured as follows:

- What are positive relationships?
- Exploring positive relationships in their life;
- Why positive relationships matter?

Key words:

Positive relationships, connections, friendships, wellbeing, others

Pedagogical Strategies

- Individual activities / self-reflection
- Activities in pairs
- Cooperative learning / workgroup
- Group discussions
- Case studies – scenarios
- Discovery learning (e.g. databases, books, journals, newspapers, magazines, ...)

ARTS / MEDIA

- Video

Objectives

- Recognize and value the importance of having positive relationships
- Identify the people in their lives whom they have a positive relationship with

Materials:

- "Positive Relationships Jigsaw Puzzle" Worksheet (HOPEs.M5.LI.SH.WS1)
- Interactive White Board (IWB) and Laptop/computer
- Video (reference in the activity description)
- Coloured pencils & markers
- Ruler
- Scissors
- Glue stick
- 1 large coloured cardboard (for the chart)
- Camera/ mobile to take photos
- Pencils
- "My Top Favourite People in Life " Worksheet (HOPEs.M5.LI.SH.WS2)

Activities:

- Activity #1: Positive Relationships Jigsaw Puzzle
- Activity #2: My Top Favourite People in Life

Connection to previous Out-of-School Activity



Presentation and/or discussion of out-of-school activity, from Lesson 6 of Module 4, and reflection

5
mins.

20
mins.**Activity 1: Positive Relationships Jigsaw Puzzle**5
mins.**Introduction**

Students are arranged in a semi-circle. The teacher introduces the lesson's objectives and explains that they need to watch the short video clip attentively on the interactive whiteboard, as activities related to it shall be carried out afterwards. In small groups of 3 students, they shall list some keywords of what positive relationships entail, and share their ideas with the rest of the class.

Instructions

Distribute the materials (1 worksheets - HOPEs_M5.LI.SH.WSI, 1 pencil, 1 pair of scissors, coloured pencils and 1 glue stick per group). Play this short video about how to recognise healthy and unhealthy relationships: Healthy vs unhealthy relationships (<https://www.youtube.com/watch?v=2ISdiHyMtFU>) [Title: 'Healthy vs unhealthy relationships'; Run time: 0.48 min] on the Interactive Whiteboard (IWB) for all the students to watch it. After watching this short video entitled 'Healthy vs. Unhealthy Relationships', give time to the various groups to list six words associated with positive relationships by writing ONE word in each piece of the jigsaw puzzle on HOPEs_M5.LI.SH.WSI. They shall also colour the various pieces of the jigsaw. Then they need to cut the various pieces and join them together to form a jigsaw puzzle by gluing them on a cardboard. Offer help to the various groups as necessary in order for them to accomplish the task with success. At the end, collect all jigsaw puzzles and propose a collective discussion of the situations described. The most common keywords that emerge from the various groups should be written on a chart and hung in the classroom to serve as a reminder (this should later be placed in their portfolios – make copies of it so that each student will have a copy in his/her portfolio).

10
mins.

Student's Handbook, p. 162

5
mins.**Reflection**

- Is being cared for necessary to be happy, or you can do without?
- Did you manage to get along well as a group whilst carrying out this activity?
- Do you think that a positive relationship between the members of your group helped you to finish the task well?

Activity 2: My Top Favourite People in Life (cont.)

20
mins.

Introduction

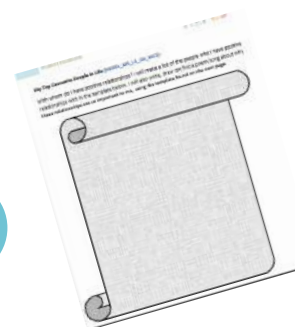
Students are to work this activity individually. The teacher explains the objective of this activity, i.e. to realise who are the people that are important to us, and why they are so important in our lives.

5
mins.

Instructions

Ask students to make a list of the people they have a positive relationship with on the worksheet (HOPEs_M5_LI.SH.WS2). Ask them to write, draw, come up with a poem or think about a song on why are these relationships with the people mentioned so important to them on the worksheet (HOPEs_M5_LI.SH.WS2). The teacher is to assist the students as necessary (e.g. by helping the student identifying the song and displaying the lyrics of the song on the computer for him/her to copy a stanza/couple of verses).

10
mins.



Student's Handbook, p. 163

Reflection

- Who are the people you have a positive relationship with? (mention just 2);
- Do you think positive relationships are important? Explain why.

10
mins.

Out-of-School Activity



SHORT LETTER TO A POSITIVE RELATIONSHIP

As homework, students will write a short letter to someone that they have a positive relationship with and give it to them (HOPEs_M5_LI.SH.WS3).

Evaluation methodology - Student's Portfolio

Each student portfolio may include

A copy of the chart with the most common keywords associated with positive or negative relationships;

A copy of the out-of-school activity letter is to be placed in the portfolio as well, before giving out the letter to the person to whom it is addressed.

The Students' Handbook shall also be collected or at least check that all activities assigned were duly completed as necessary.

Promoting positive connections: Connecting, Respecting and Understanding

Overview of the lesson

This lesson consists of two activities with the aim of making students aware of what constitutes a positive relationship. Students will engage in these activities to understand that connecting with others, respecting and understanding others are essential to build and maintain positive relationship. Specifically, this lesson is structured as follows:

- The "Recipe" for a Positive Relationship
- "Connecting", "Respecting" and "Understanding" others as the building blocks of positive relationships

Key words:

Positive relationships, connecting, respecting, understanding, empathy

Pedagogical Strategies

- Cooperative learning / workgroup
- Group discussions
- Experiential learning

ARTS / MEDIA

- Video

Objectives

- Identify what constitutes a positive relationship by connecting with, respecting and understanding others

Materials:

"Our Friendship Recipe" Worksheet
(HOPEs.M5.L2.SH.WSI)

Interactive White Board (IWB)

Video (reference in the activity description)

Whiteboard markers

An enlarged copy of HOPEs.M5.L2.SH.WSI

Camera/ mobile to take photos

Pencil

"Things That I Have in Common with Others"

Worksheet (HOPEs.M5.L2.SH.WS2)

Activities:

- Activity #1: Our Friendship Recipe
- Activity #2: Things That I Have in Common with Others

Connection to previous Out-of-School Activity



Presentation and/or discussion of out-of-school activity from the previous lesson and reflection

5
mins.

25
mins.

Activity 1: Our Friendship Recipe

Introduction

The teacher shall explain the objective of the lesson. Subsequently, the teacher shall carry out a brainstorming session with students, on what constitutes positive relationships. Write down and then discuss the students' ideas, underlining basic values like respect, connecting and understanding.

10
mins.

Instructions and Materials

Show this video to the whole class about building the friendship soup recipe: Video Lesson - Friendship Soup Recipe [Run time: 3.11 min] (pre-downloaded from link: <https://www.youtube.com/watch?v=H7w7yXkJTu0>). Then, the class shall be divided in small groups and build their own "friendship recipe". Each group shall share their "friendship recipe" with the rest of the class. All group recipes can be combined into a one big pot – the "classroom friendship recipe" [which can be hanged to the classroom to act as a reminder for students]. A photo of the classroom friendship recipe" can be taken, and ideally, a copy for all students is realised to go in their portfolios. [creativity is encouraged by interchanging worksheets with an actual pot and labelled items for every friendship "ingredient" to create a similar demonstration as shown in the video].

10
mins.

Student's Handbook, p. 168

5
mins.

Reflection

- If you were to do the "friendship recipe" again, what would you add, if anything?
- What are the most important "ingredients" in the "friendship recipe"?
- How can you develop a positive relationship with someone build on these "ingredients"?

Activity 2: Things That I Have in Common with Others

20
mins.

Introduction

Students shall be grouped (in groups of 4 or 5) with students they are NOT friends with. The teacher shall explain that the objective of the lesson is to discover what they have in common with each other. The teacher shall point out the importance of connecting, respecting and understanding to start and maintain positive relationships with others by actively engaging with students and encourage them to draw from their experiences.

5
mins.

Activity 2: Things That I Have in Common with Others (cont.)

Instructions and Materials

Students are put in groups of 4/5, ideally with a mix of students they aren't already friends with. That group then has to find five things that they all have in common and write them down on HOPEs_M5_L2_SH_WS2. Students not only learn a lot about each other, but also find out that they have more in common with others from different social groups than they thought. The teacher shall point out that in order to start or develop relationships, we must learn about each other.

10
mins.

Reflection

- Did I enjoy finding out what I had in common with the other people in my group?
- How will I be making an effort to find out the things I have in common with other people in the future?

10
mins.



Student's Handbook, p. 169



Out-of-School Activity

CONVERSATIONS WITH FAMILY ABOUT COMMON THINGS

As a homework exercise (HOPEs_M5_L2_SH_WS3), students will talk to their relatives/aunts/uncles/cousins about the things they have in common, and the things that bring them closer together.

Evaluation methodology - Student's Portfolio

Each student portfolio may include

A copy of the "winning friendship recipe" hung in the classroom;

Moreover:

The Students' Handbook shall be checked so as to ensure that all activities assigned were duly completed as necessary.

Promoting positive connections: Supporting, Giving Feedback and Communication Skills

Overview of the lesson

This lesson consists of two activities with the aim of making students aware of what constitutes a positive relationship. Students will engage in these activities to understand that supporting others, giving feedback and communicating effectively with others are essential to build and maintain positive relationship. Specifically, this lesson is structured as follows:

- "Supporting" others as one of the building block of positive relationships;
- "Giving feedback" to others as one of the building block of positive relationships;
- "Communicating effectively" with others as one of the building block of positive relationships

Key words:

Positive relationships, support, feedback, constructive feedback, values effective communication, learning buddy system.

Pedagogical Strategies

- Activities in pairs
- Cooperative learning / workgroup
- Group discussions
- Brainstorming
- Problem solving
- Experiential learning

ARTS / MEDIA

- Video

Objectives

- Support others as a means of building positive relationships
- Give constructive feedback to others as a means of building positive relationships
- Communicate effectively with others

Materials:

"Being a Great Learning Buddy" worksheet (HOPEs.M5.L3.SH.WSI)

IWB and laptop/computer OR white board
Whiteboard markers

Video (reference in the activity description)

Camera /mobile to take photos

Lightly-coloured charts cut into strips [cards]

Pencils

"Packing a Suitcase" worksheet (HOPEs.M5.L3.SH.WS2)

Activities:

- Activity #1: Being a Great Learning Buddy
- Activity #2: Packing a Suitcase

Connection to previous Out-of-School Activity



Presentation and/or discussion of out-of-school activity from the previous lesson and reflection

5
mins.

30
mins.

Activity 1: Our Friendship Recipe

Introduction

Teacher shall briefly explain the objective of the lesson and explain that one way of putting this into practice is by practicing the learning buddy system. Put students in pairs and assign them a letter, either A or B. Now, divide the class into two groups, and take out of the classroom the students assigned the letter A. This group of students (A) is told not to listen to or take note of anything their buddy says when back in class. They should be instructed not to tell anything to their buddy about this. The other group who stayed in class (assigned the letter B) are instructed to inform their corresponding buddy about a problem the teacher chooses, without knowing that the other group (A) was instructed not to listen! A discussion shall follow on how a learning buddy should be.

15
mins.

Student's Handbook, p. 173

10
mins.

Instructions

Pair students - this activity shall serve to establish the learning buddy system for the rest of the scholastic year, so students shall be paired in such a way that they can help each other. In pairs, students shall discuss the characteristics of a good learning buddy and fill out the corresponding worksheet (HOPEs_M5.L3.SH.WSI). [If time permits, each pair shall share their views about the characteristics that a learning buddy should have with the rest of the class with the aid of cards on which key characteristics are written by the students]. Lastly, this short video whereby young students explain the characteristics of a great learning buddy: How to be a GREAT learning buddy SD [Run time: 0:59 min] (pre-downloaded from this link: https://www.youtube.com/watch?v=bhgN_lbLznI) shall be shown to the whole class to act as a summary of the most salient characteristics that a learning buddy should have to be great! Take photos of the students working out in pairs, so that copies can be given to students for them to keep it in their portfolios as a reminder of the activity.

5
mins.

Reflection

- What is the role of a learning buddy?
- Why is a learning buddy important?
- Do you prefer having a learning buddy or act as one? Explain why.
- Are you willing to be a learning buddy for whoever needs it in your classroom?

Activity 2: Packing a Suitcase

Introduction

The teacher shall ask students to define what being supportive means, what giving feedback means and what communicating well entails. Discuss the key ideas from students on what constitutes these three elements of positive communications. Afterwards, students shall be put in groups of 4/5.

Instructions

Students are put in groups of 4/5, ideally with a mix of students they aren't already friends with. That group then has to agree upon a place for their 3-day "vacation" and by discussing in groups, they shall they shall write down (or draw) the things they would need for their holiday abroad by completing HOPEs.M5.L3.SH.WS2 activity sheet (one sheet per group, the other members of the group would then copy the worksheet so that all of them would have a record on their Students' Handbook).

Reflection

- Did I enjoy planning for the 3-day vacation with my group in class?
- What could we have done to communicate better with each other as a group (for example – listen more to others in the group, give each other turns to speak).

20
mins.

5
mins.

10
mins.

5
mins.



Student's Handbook, p. 174



Out-of-School Activity

FAMILY DISCUSSION

As a homework exercise (HOPEs.M5.L3.SH.WS3), students will discuss with parents the characteristics that make their family relationship a positive one.

Evaluation methodology - Students Portfolio

The Students' Handbook shall be checked to ensure that all activities assigned were duly completed as necessary. Moreover, the teacher shall observe the degree to which each student in their groups are participating and are working as a group (and mark accordingly on an attendance sheet). The teacher can also take photos of students in their group and make copies for them so that they can keep it in their portfolio to remember the activities.

Promoting positive connections: Cooperative Learning and Constructive Feedback

Overview of the lesson

This lesson consists of two activities with the aim of making students aware of what constitutes a positive relationship. Students will engage in these activities to understand that cooperative learning and giving constructive feedback to others are essential to build and maintain positive relationship. Specifically, this lesson is structured as follows:

- "Cooperative learning" as one of the building block of positive relationships;
- "Giving constructive feedback" as one of the building block of positive relationships

Key words:

Positive relationships, cooperation, constructive feedback, values.

Pedagogical Strategies

- Individual activities / self-reflection
- Cooperative learning / workgroup
- Games

Objectives

- Engage in cooperative learning as a means to build positive relationships
- Give constructive feedback to others as a means of building positive relationships

Materials:

- "The Fruit Tasting Game" worksheet (HOPEs_M5.L4.SH.WSI) ●
- Camera/mobile to take photos ●
- 3 small bowls labelled from A to C ●
- 3 fruits [suggested fruit: melon, pear, apple], blindfolds ●
- Pencils ●●
- "The Recycling Game" information sheet (HOPEs_M5.L4.SH.WS2) ●
- 3 large containers 2 of which labelled 'RECYCLABLE' and 'NOT RECYCLABLE' respectively ●
- 4 recyclable items ●
- 4 non-recyclable items ●
- 2 blindfolds ●

Activities:

- Activity #1: The Fruit Tasting Game
- Activity #2: The Recycling Game

Connection to previous Out-of-School Activity



Presentation and/or discussion of out-of-school activity from the previous lesson and reflection

5
mins.

20
mins.

Activity 1: The Fruit Tasting Game

5
mins.15
mins.

Introduction

The teacher shall highlight the importance of cooperation and giving constructive feedback in order to be successful, and how these strengthen positive relationships. The teacher shall explain the rules of the game.

Instructions

Students shall be divided in groups of 3. Each group needs to choose a taster (blindfolded) [tasting of 3 different fruits, starting with the tasting of the first fruit – cut in bite-size pieces and put in each bowl; the bowls labelled from A to C and teacher should take note of the fruit corresponding to each assigned letter]. The other 2 students would be asking a maximum of 4 questions (without asking directly for the type of fruit; questions shall be on the texture, taste, size of fruit etc.) to the taster (answering YES/NO) in order to guess and write down the correct fruit on HOPEs_M5_L4_SH_WSI. Students shall also fill in the bottom part of the activity sheet entitled 'What I learnt from this game?' either individually or in the same groups.

Take photos of the groups while they are carrying out the two activities (one in pairs, and one in small groups).

5
mins.

Reflection

- Do you think that cooperative learning is important to build or maintain positive relationships?

Student's Handbook, p. 177



Activity 2: The Recycling Game

20
mins.

Introduction

Teachers are to explain the objective of the lesson, i.e. to realise the importance of cooperative learning and giving constructive feedback to build positive relationships. Teachers are to become aware of the recycling protocol specific to their country before playing the recycling game. The teacher shall also emphasise the importance of recycling as part of our commitment to protect the environment (instil in them a sense responsibility where everyone should contribute for the common good – the importance of collaborating to reach a common objective).

5
mins.

Activity 2: The Recycling Game (cont.)

Instructions

The class shall be divided in 2 groups. Each group shall choose a student to be blindfolded. A container full of recyclable objects shall be placed in the middle of the two blindfolded individuals. At the other end of the classroom, there needs to be 2 containers, one labelled 'RECYCABLE' and the other 'NOT RECYCABLE'. Group 1 plays first. Stopwatch 2 minutes. By following instructions from members of his team (e.g. go straight, turn left etc..), the blindfolded individual shall choose an object from the container and then place the object in the appropriate container according to whether the object is recyclable or not (a piece of information that has to be given by the other members of his/her group - HOPEs_M5_L4_SH_WS2).

Members of the opposing team might shout out instructions to make it more difficult for the blindfolded individual of Group 1. The teacher will assign points for every item placed in the correct container. After 2 minutes, now it is the turn of Group 2. A small reward to the winning team is suggested.

10
mins.



Student's Handbook, p. 179

Reflection

- What is constructive feedback? Describe/give an example;
- Do you think that giving constructive feedback is important to build or maintain positive relationships? What did you learn from the fruit tasting game?

5
mins.



Student's Handbook, p. 180

Out-of-School Activity



FAMILY DISCUSSION ABOUT RELATIONSHIPS

As a homework exercise (HOPEs_M5_L3_SH_WS3), students will discuss with parents and identify the positive relationships that they experience together at home.

Evaluation methodology - Student's Portfolio

The teacher shall observe the degree to which each student in their groups are participating and are working as a group (and mark accordingly on an attendance sheet). The teacher can also take photos of students in their group and make copies for them so that they can keep it in their portfolio to remember the activities. The Students' Handbook shall be collected to check that all activities assigned were duly completed as necessary.

References

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