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Training Program for Students in Primary School (6- to 10- year-old)

Project: t2021-1-BG01-KA220-SCH-000032717



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Introduction of the training program for students

The vision of the project is to develop concepts and methods of education based on restoring children's smiles during and after pandemic time.

The goal of this project is to develop a social and emotional curriculum with an emphasis on happiness to encourage motivation in students, and to train teachers and include parents on how to approach primary school students and create conditions for happy children and students.

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Module 1: Social Awareness

Introduction

This module on social awareness equips students with the necessary skills and understanding to help them navigate the ever-changing social landscape. Through this program, students will explore core topics such as identifying and understanding social cues, recognizing and respecting different talents and differences amongst peers, understanding the impact of their actions on others, developing a sense of gratitude, and cultivating empathy.

We can benefit from socially accepted behaviour, express gratitude, recognize talents and differences in others, show compassion and empathy, be kind to others, and understand the connection between motivation and emotions.

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Module 1: Social Awareness

Unit 1: Being aware

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:

What is social awareness and what does it implicate? Social awareness is defined as the ability to respond properly to social situations by making a conscious effort.

What is the definition of Social Awareness? Social awareness is defined as empathically recognizing the perspectives of those around oneself and using that knowledge to guide one's choice of words and actions in a specific social situation. This social awareness lens will lead to a more cohesive, positive interaction between a person and their environment. Social awareness is a skill that is learned as a child and refined as one grows older. The concept of social awareness is founded on a number of social theories that work in tandem to produce a socially adept individual. The capacity to comprehend social conventions, engage in discussion, exercise active listening, and understand others is known as social intelligence. People with social intelligence are adept at handling others and thriving in social settings. Social sensitivity is a component of social awareness. The phrase describes a person's capacity to appropriately decipher social cues and the context around them.

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Module 1: Social Awareness

Unit 1: Being aware

Key Learning Objectives:
Students will improve their social awareness by putting all of these concepts into practice. They will gain:

- Emotional awareness
- Empathy
- The ability to pay close attention to another person
- More kindness

Specific activities and tasks:
-Introduction. Greetings, agenda for the day, and basic rules agreement - when someone speaks, others remain silent, respectful, and cooperative.
-Revision of the previous module. What is the lesson of the last module? How it can be helpful. Is it hard to implement in our behaviour with peers and others?
-Energizer (any energizer with debriefing and introduction to the next activity).
For example, a professor was about to start lecturing when he noticed that most of his students were falling asleep or seemed highly bored. He decides to skip the lecture and instead perform a dance in the classroom. This piqued his students' interest, allowing him to ask them questions about the topic he was about to start teaching (awareness).
Ex. Do they know the meaning of emotional awareness/empathy. Ask them if they see the difference in the terms.

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Module 1: Social Awareness

Unit 1: Being aware

-Which emotion?
Divide the students into groups of four. Ask them to sit at the prepared tables with materials (pencils, paper) and accessorise. Prepare to work based on the conversation they had while preparing the energizer. The teacher asked the questions (related to emotional awareness, empathy, and kindness), and they answered as they knew from their basic knowledge. When they read the tasks, they will decide who will do what in the group.

They will prepare a joint panel to discuss awareness-related topics (ex. Differences between empathy and emotional awareness, kindness. Write down how they can use each of them in certain situations. What impact can they have by using these abilities? They will present their work and display it in a visible place for all students to see once they have finished working together on the board.

The teacher will go over the main points (the goal of the lesson, value of awareness), skills, facts, and processes from the class with the students.
Will attempt to elicit discussion and solicit active participation from all or the majority.

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Module 1: Social Awareness

Unit 1: Being aware

Closure and Debriefing:
When all groups have finished presenting their work and discussing awareness from their perspective, the module teacher will lead a discussion with the students about the primary or significant differences they noticed while offering.

Similarly, if there is time, they can discuss the most common similarities that are mentioned by the majority of the participants.

Timeline/working program
00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Energizer with debriefing and introduction to the next activity (10 min)
00.15 Which emotion with debriefing (25 min)
00.40 Reflection (5 min)

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Module 1: Social Awareness

Unit 2: Growing emotional intelligence and awareness

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
The best place to demonstrate the development of social awareness is in schools, where examples of kids gaining passionate insights and attention are displayed every minute.
Example: Visualize a scene in which two kids study together in private while seated in a quiet area.
The relationship is suddenly interrupted by a third child who may feel the urge to connect and uses awkward body language to command attention.

Other kids are forced to get involved because of this.
This form of forceful engagement may be acceptable if the two individual children also have social skills that are still developing. Still, on the off chance that they have more developed emotional skills, the third child's actions are likely to be considered impolite.
So, how can we teach social awareness in schools?

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Module 1: Social Awareness

Unit 2: Growing emotional intelligence and awareness

First and foremost, knowing each child's current background is essential. Since every student comes to class with a unique environment and set of experiences, it's necessary to identify those whose awareness requires either initial assistance or a little more continuous support.
Teachers should be ready to talk about emotions in the classroom immediately, and that conversation should be as judgment-free as possible. Some feelings are frequently categorized as friendly, while others are harmful.

There is no right or wrong way for a student to feel; instead, there are just suitable methods to communicate such feelings, which are frequently based on the surrounding circumstances.

Key Learning Objectives:

Teach children the importance of social awareness and give them a step-by-step explanation. Help them visualize real-life scenarios to recognize these situations later in life.

Provide them support to allow them to open up and free their emotions in a safe environment

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Module 1: Social Awareness

Unit 2: Growing emotional intelligence and awareness

Specific activities and tasks:

-Introduction. Greetings, agenda for the day, and basic rules agreement - when someone speaks, others remain silent, respectful, and cooperative.

-Revision of the previous module.

-Energizer with debriefing and introduction to the next activity.

During
1. Before the workshop, the facilitator prepares a list of questions that can only be answered with yes or no. These questions should begin with "Have you ever...?" or "Stand up if...".
For example:
1. Have you ever been to the ZOO?
2. Have you ever been horse riding?
3. Have you ever done hiking?
2. The facilitator reads out the questions or statements one by one. For each word, the participants stood up if they could answer the message with yes.

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Module 1: Social Awareness

Unit 2: Growing emotional intelligence and awareness

After
Usual or Expected Outcomes: Group members get to know each other in a fun and entertaining manner.
Children at our school will begin to understand and control their emotions, gain an understanding of others, and handle social situations skillfully with each unit, laying the foundation for success in school, the community, and throughout life.
Treat others how you would like to be treated.
Today, social-emotional learning in the classroom places a high priority on empathy.

Students can learn to treat people with compassion and respect if they know how to control their feelings and behaviors. Teachers have a variety of chances to teach empathy and show it.

For example, by giving a modest reward when a student does a nice deed, they can encourage excellent student conduct. Some instructors make paper chains or fill jars with marbles or tickets. The students have a party or special gift when the pot is complete or the chain touches the ground.

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Module 1: Social Awareness

Unit 2: Growing emotional intelligence and awareness

Closure and Debriefing:
The teacher will go over the main points, emotions, empathy, and processes from the lesson with the students. They will attempt to develop discussion and active participation from all or the majority of students.
When all groups have completed their work and discussed how they want to be treated from their perspective, the module teacher will lead a discussion with the students. They will talk about how to control their feelings and behaviors and how to learn to treat others with compassion and respect.

Timeline/working program
00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Energizer with debriefing and introduction to the next activity (10 min)
00.15 Which emotion with debriefing (25 min)
00.40 Reflection (5 min)

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Module 1: Social Awareness

Unit 3: Facing the truth and reality

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Teach students to face the truth
Even the best students do not always behave nicely. I can make mistakes in my work and easily lose focus at times.

Social-emotional learning can assist students in identifying and improving their weaknesses. Teachers in core subjects can incorporate self-assessment after tests. They can also ensure that students accept responsibility for their actions by requiring them to complete their homework.

Joint projects provide teachers with an excellent opportunity to practise strategies such as teamwork, individual responsibility rather than blaming others, and task division based on each student's strengths and weaknesses.

These are valuable skills that everyone should have because they will be useful to students as they grow up and throughout their lives. It is critical to face the truth and accept responsibility.

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Module 1: Social Awareness

Unit 3: Facing the truth and reality

Key Learning Objectives:

- increased social awareness
- increased self-regulation
- development of cooperation and compromise
- better understanding of human dignity

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Module 1: Social Awareness

Unit 3: Facing the truth and reality

Specific activities and tasks:

-Introduction. Greetings, agenda for the day, and basic rules agreement - when someone speaks, others remain silent, respectful, and cooperative.

-Revision of the previous module. What is the lesson of the last module? How it can be helpful. Is it hard to implement in our behavior with peers and others?

-Energizer with debriefing and introduction to the next activity.

Ask all participants to stand.
Explain the details. When you say "up," the participants should tilt their heads and look at the ceiling. When you say "Down," the participants should lower their heads and look at the floor. When you say "left," the participants should turn their heads to the left. When you say "right," the participants should turn their heads to the right.
Say the words up, down, left, and right randomly and encourage the participants to follow your instructions.
Continue to give teachings at a reasonably fast pace.

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Module 1: Social Awareness

Unit 3: Facing the truth and reality

Change the meaning of the word. After about a minute, say you're going to make the change. From now on, up will mean down, and vice versa. Call out the four directions randomly and ask the participants to follow the instructions. You will see many "mistakes" and many embarrassed laughs.
End the session. Announce the end of the activity after about one minute.

Debriefing
Ask participants how difficult it was to follow the instructions when the meanings of the words changed. Ask them to discuss similar experiences they may have had in their real life.

-Which emotion? The teacher should present and discuss these four aspects of truth with his students. He can divide them into four groups and assign each group one topic to discuss within the group; once completed, they will present their conclusions to the other participants and exchange opinions on all four cases.

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Module 1: Social Awareness

Unit 3: Facing the truth and reality

- You must look for the truth. You can't expect it to come to you. Many people want to force you to agree with them and support their point of view, but this is not always the case. You must also believe that the truth is actual. If in doubt, continue looking.

- Speak. When you believe something is true, you must express it clearly. That is why, as Martin Luther King, Jr. demonstrated, good writing and speaking skills are essential. The truth is not served well if you cannot express your ideas in a way that others can understand.

- Wait. Understand how to defend your position. Avoid peer pressure because you are essentially following the goals of others. Act as a defender of your values, particularly among your peers. It takes guts, but that is what it means to be a character.
- Stick with the truth. People who are constantly changing their opinions and values lack integrity. Tell your students that their problem-solving abilities and ability to overcome obstacles are valuable.

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Module 1: Social Awareness

Unit 3: Facing the truth and reality

Your values are also essential but don't be afraid to question them. However, this must be taken seriously. You cannot change your mind simply because there is a question. Consider it and do what is best for you. Students will discuss all aspects of facing the truth, giving examples from personal experience. It is the most challenging way to learn when we learn from personal examples. Sharing your own experience and feeling aware can be very helpful.

Closure and Debriefing:
The teacher will review the lesson's main points, skills, facts, and processes with the students, try to provoke discussion, and request active participation from all or most of the students. After each group has finished presenting their work and discussing awareness from their point of view, the module teacher will lead a discussion with the students about the main differences they noticed during the presentation. Similarly, if time allows, they can go over the most common similarities mentioned by most participants.

Timeline/working program:

00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Energizer with debriefing and introduction to the next activity (10 min)
00.15 Which emotion with debriefing (25 min)
00,40 Reflection (5 min)

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Module 1: Social Awareness

Unit 4: Being able to understand and show empathy with others.

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Being able to take the perspective of and empathise with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources. These are all important aspects of social and emotional learning. Developing the ability to regulate emotions, set goals and manage stress are fundamental skills that help young children become successful learners.

Key learning objectives:
Students to recognize similarities and differences among themselves and develop a working definition of diversity.
This activity relates to the emotional core competency of establishing and maintaining healthy, rewarding cooperative relationships.
Note: This lesson is beneficial at the start of the school year to help students get to know students they may not know.

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Module 1: Social Awareness

Unit 4: Being able to understand and show empathy with others.

Specific activities and tasks:

The instructions below are for staff who will be facilitating activities.

1) Give each student a personalized star. Students should write their names or paste/draw a picture of themselves in the star's center.

2) Explain to students that each point on the star represents a different category. Tell students to fill in the blanks on their lead with their answers for each type.

The categories should be the same for all students and should be decided on ahead of time. They should be written on a sheet of paper and distributed to each student, or they should be written on the board. Suggested categories include: my birth state or country, a hobby I enjoy, my strongest quality, my favourite school subject, and my least favourite school subject. My least favourite school subject, my desired profession, my favourite sport, and so on...

3) After students have completed their stars, have them move around the room and make as many matches with other students as they can. Make a list of all the classmates who have something in common with them.

4) Write the five categories on a chart paper and have students respond.

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Module 1: Social Awareness

Unit 4: Being able to understand and show empathy with others.

5) Instruct students to consider the definition of the word diversity. Allow students to create a "web" using the word "diversity" as a whole group or in small cooperative groups. Include as many examples as possible (for example, different races, religions, languages, family structures, etc.) and their general understanding of the word.
6) Have the students collaborate to create a working definition of diversity that incorporates all their ideas. On a piece of chart paper, write the class definition.
7) Discuss the web with the students

Closure and Debriefing:
Conclude the lesson by asking students to consider why they believe you have invited them to participate in this assignment and how a class definition of diversity might be helpful.
Display student stars, a collection of student responses, and the class definition of diversity in the classroom.

Timeline/working program
00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Energizer with debriefing and introduction to the next activity (10 min)
00.15 Which emotion with debriefing (25 min)
00.40 Reflection (5 min)

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Module 2: Communication

Introduction

Communication is the exchange of information between people, either face-to-face or through digital media such as books, newspapers and the internet.
It facilitates the spread of knowledge and forms relationships between individuals. Communication also plays an important role in developing understanding; it helps us express our thoughts and emotions while allowing us to comprehend those of others. This module will teach pupils how to develop their communication skills and thus lay the foundation to the improvement of their daily life and later success and overal satisfaction.

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Module 2: Communication

Unit 1: Communication is important

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Communication etiquette refers to the accepted ways of communicating with others in the workplace. Good communication etiquette includes behaviour and strategies that can help you relay information clearly while maintaining positive relationships with your supervisors, colleagues and clients.

Non-verbal communication types are facial expressions, gestures, paralinguistics (such as loudness or tone of voice), body language, proxemics or personal space, eye gaze, haptics (touch), appearance, and artefacts.

Key Learning Objectives:

- To understand the importance of communication etiquette and follow it.
- Be aware of body language and facial expressions.

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Module 2: Communication

Unit 1: Communication is important

Specific activities and tasks:

Students should fill the gaps in a given story following the communication etiquette according to the given situation. Teachers can use an example of various riddles they find online or already know and give students to try to solve. For younger age this could be done by the teacher reading and the student verbally filling the gaps.

A student should think of a fruit/vegetable and explain it to others using non-verbal communication.
One student will receive a card which the student should try to explain using their hand motion etc, while the other students try to guess what is written on the presented card. This can be done in teams to try to make the students more connected and involved.

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Module 2: Communication

Unit 1: Communication is important

Closure and Debriefing:
Review the main points, skills, facts and processes from the lesson.
After each of the activities there'll be a brief discussion of the possible answers in the different situations (the story) and their performance in the association games.

Timeline/working program:
00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Energizer with debriefing and introduction to the next activity (10 min)
00.15 Fill in the gaps of the story (10 min) with debriefing
00.25 Association games (15 min) with debriefing
00.40 Reflection (5 min)

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Module 2: Communication

Unit 2: The Body is Important

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Efficient communication is the ability to deliver a clear message in the shortest amount of time. With this form of communication the message may or may not be received in the manner intended. The receiver may feel the brevity is insufficient and may need more clarity in order for the message to be delivered effectively. Being able to master efficient communication in business will have a positive impact on managing professional relationships and organisational behaviour.

Key Learning Objectives:

- Be aware of body language and facial expressions.
- Use active listening and be efficient in their expressions.

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Module 2: Communication

Unit 2: The Body is Important

Specific activities and tasks:

Debate (e.g. “Tell me why…”) - “Should rules be followed?”
The class is divided into two teams (one for and one against) and a jury. During the debate students must not say if they agree/disagree with the “opponent”. The jury must determine who was for, who against and both theme's strong and weak sides.

Seated conversation

The teacher picks two students, gives a theme for the conversation to the one and whispers to the other how to act (be aggressive, cooperative, etc.). The aim is for the 1st student to try and convince the other in his point of view, or at least get to a point which settles for both of them.
After the conversation ends, the rest of the class should give ideas/examples for improvement - how to express themselves more efficiently.

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Module 2: Communication

Unit 2: The Body is Important

Closure and Debriefing:

Review the main points, skills, facts and processes from the lesson.

After each of the activities there'll be a brief discussion.

1. Students should guess whether the debutants agree with one another or not.
2. Students should guess the second participant's opinion by his behaviour.

The teacher leads the discussion by asking questions about the behaviour of the students who participated. ("Was he nervous?", "Did he roll his eyes?", "Was his voice calm?")

Timeline/working program:

00.00 Introductionasd (3 min)
00.03 Revision of the previous module (2 min)
00.05 Energizer with debriefing and introduction to the next activity (10 min)
00.15 Debate - "Should rules be followed?"(15 min) with debriefing
00.30 Setted conversation(10 min) with debriefing
00.40 Reflection (5 min)

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Module 2: Communication

Unit 3: Open your Mind

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
The term negotiation refers to a strategic discussion that resolves an issue in a way that both parties find acceptable. In a negotiation, each party tries to persuade the other to agree with their point of view. Negotiations involve some give and take, which means one party will always come out on top of the negotiation. The other, though, must concede —even if that concession is nominal. By negotiating, all involved parties try to avoid arguing but agree to reach some form of compromise.

Open-mindedness is the quality of being willing to consider ideas and opinions that are new or different to your own.

Key Learning Objectives:

- Can negotiate.
- Be open-minded.

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Module 2: Communication

Unit 3: Open your Mind

Specific activities and tasks:

Negotiations on “School lunch” (e.g. “Let’s decide”)
The class is divided into two teams and a jury. The theme is about "What should the school menu include and how often". One side is for fast foods - energy drinks, gums, cakes, the other is for healthy foods - fruits, vegetables, cooked food. Every theme tries to defend their point of view, but negotiations end when both teams agree on a specific menu!
“Change my mind”
One of the evergreen fights with children is about cleaning and organizing - clean your room, clean your desk, pick up those clothes, etc. Everyone has his own arguments, so the class should try to convince the teacher that not keeping your desk clean is not a problem, it does not slow your work, even better - it is helpful for creativity.

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Module 2: Communication

Unit 3: Open your Mind

Closure and Debriefing:
Review the main points, skills, facts and processes from the lesson.
After each of the activities there'll be a brief discussion.
"School lunch" - which were the strong and the weak sides of both teams' statements, how did they find a solution, and what the pros/cons for both teams were, were they open-minded?
"Change my mind"- how strong were the students' arguments, and how could they improve their argumentation?

Timeline/working program:
00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Energizer with debriefing and introduction to the next activity (5 min)
00.10 "School lunch (15 min) with debriefing
00.25 "Change my mind" (15 min) with debriefing
00.40 Reflection (5 min)

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Module 2: Communication

Unit 4: Play by the Rules

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Communication is simply the act of transferring information from one place, person or group to another. Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually a very complex subject. The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location. The complexity is why good communication skills are considered so desirable by employers around the world: accurate, effective and unambiguous communication is actually extremely hard.

Key learning objectives:
To understand the importance of communication etiquette and follow it.
Be aware of body language and facial expressions.
Use active listening and be efficient in their expressions.
Can negotiate.
Be open-minded.

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Module 2: Communication

Unit 4: Play by the Rules

Specific activities and tasks:

“Make a week schedule”
During rest is free time, so everybody wants to play what they wish but all of the class should be in the teacher’s eye-sight. Students should make a weekly game schedule - schedule with a game for each day. The schedule should be approved by all. Reasonably the teacher can lower/remove restrictions - different schedule for different week, week in half - days with games including the whole class and days divided into two - games for the boys and games for the girls.
For younger age this could be done by stickers.

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Module 2: Communication

Unit 4: Play by the Rules

Closure and Debriefing:
Review the main points, skills, facts and processes from the lesson.
After each of the activities there'll be a brief discussion.
"Make a week schedule" - what are the conditions you have to keep in mind, on what basis did you do the order, and what did you do to satisfy all?

Timeline/working program
00.00 Introduction (3 min)
00.03 Revision of the previous modules (5 min)
00.08 Energizer with debriefing and introduction to the next activity (10 min)
00.18 "Make a week schedule" (24 min) with debriefing
00.42 Reflection (3 min)

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Module 3: Teamwork & Conflict Management

Introduction

Teamwork for student development and success has several advantages.
Teaches basic social skills.
Teamwork teaches essential communication and social skills, such as active listening and effective speaking. When working as a team, students learn how to listen to their leaders and coaches to fulfill their individual roles. Students learn how to listen to each other in order to function as a cohesive unit.
Teamwork also reduces bullying. One of the greatest benefits of teamwork is its potential to dramatically reduce the effects of bullying on students. Being part of a team that genuinely cares about its members will also give the student a strong support system.
The benefits of teamwork almost always translate into success outside the classroom.

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Module 3: Teamwork & Conflict Management

Unit 1: Cooperation Wins the Day

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:

Effective collaboration requires a number of complex emotional and cognitive skills – active listening, empathy, presenting a point of view, delegating duties, critical thinking, tact, self-discipline, etc.

By helping children to be cooperative in a variety of school situations, we enable them to practise a quality they will need in their roles as friends, partners, parents, employees, managers and much more. Without our ability to cooperate in these life roles, we can often experience a real failure to fulfil them.

It is useful for children to be aware of the difficulties in cooperation - differences in opinions, motivation, pace of work or the character of the members of a team can turn a project into a real challenge. Therefore, when we guide them to realise the experience of cooperation, we help them understand that it is not always easy, but it is vitally important.

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Module 3: Teamwork & Conflict Management

Unit 1: Cooperation Wins the Day

Key Learning Objectives:

For children of this age, the concept of cooperation can be most clearly conveyed through the following messages:

1. Be willing to work together with others. The willingness to work in a team is a shared responsibility. Everyone is interested in the success of the common activity. Usually the idea precedes the work and brings people together to realise it. In other cases, the nature of the work requires certain specialists. In both cases, readiness and desire for joint work is needed.
2. To follow the set rules. Without rules and clearly assigned tasks, working together would go through many difficulties, such as relationship strain. It is important that everyone in the group agrees with the rules.
3. To contribute our ideas and skills to the common cause. In a team, it is important that everyone is useful and contributes something to the common activity.
4. To show respect for others, to be able to listen, judge and make decisions. Everyone is part of the team and their opinion is important, no one imposes their decision and will. At the same time, people have their own individuality and sometimes finding balance in a team is a challenge. Even if we don't approve of some ideas or opinions, we show respect to whoever made them. Here personal desire gives way to the common goal.

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Module 3: Teamwork & Conflict Management

Unit 1: Cooperation Wins the Day

Specific activities and tasks:

Introduction - Greetings, introduction of the day and reiteration of the basic rules - when someone speaks, others are silent, respectful, and cooperative.

Energizer-How do I discover collaboration?

Invite the children to share their achievements of success when they worked in a team. Ask them how they overcame their differences that helped them bring things to a successful conclusion /they cooperated with understanding, listened to other team members, accepted other people's ideas, supported and supported each other/. It is important for the children to come to the conclusion that the final result is due to the cohesion of the team, to the unity shown

In this part, the children share their personal idea of cooperation. Everyone draws a picture of how they imagine the partnership and in what situations on small sheets. The children have 5 minutes to draw and then stick the drawing sheets on the board, then explain what they have drawn. Students are at an early age, in which cooperation is expressed in helping each other in games, in competitions, in the performance of assigned tasks. In elementary school, children love to share their thoughts and emotions. This is a good start to the lesson.

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Module 3: Teamwork & Conflict Management

Unit 1: Cooperation Wins the Day

In the main part of the activity, several supporting points are formed and are being developed. The activity goes through its larger part in a conversation. We propose several basic questions to be developed. The students' answers are extremely important in this situation, as we get information from them about their personal experience on the topic of cooperation. They help us to focus our efforts on what is not clear, and also to guide the students to the conclusion that when we cooperate we can do more. I can do it alone, but when I have support and we cooperate I can do more!

Why do people cooperate?

When do we need to work in a team?

What makes some people prefer to work alone?

Suggest some rules needed in working together.

Why is it important to follow the rules of teamwork?

What kind of people do you most enjoy working with in a team?

How do you imagine cooperation in: building a building, printing a textbook, making a movie, building a strong gymnastics team, making jam...

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Module 3: Teamwork & Conflict Management

Unit 1: Cooperation Wins the Day

Closure and Debriefing:
DEBATE
Why is it important to cooperate?
Think collaboration is important?
Share three situations where you think it is better to collaborate in a group.

Timeline/working program:

00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Energizer with debriefing and introduction to the next activity (10 min)
00.15 Conversation- Why do people cooperate? (25 min) with debriefing
00.40 Reflection (5 min)

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Module 3: Teamwork & Conflict Management

Unit 2: Teamwork is Great

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Through group work, students learn to recognise and manage conflicts in a constructive manner. This fosters an environment of collaboration and trust, enabling the team members to come up with creative solutions.

Group work promotes effective communication and conflict management skills in young students, leading to improved teamwork and better educational outcomes. Students become more confident in their abilities to cooperate and coordinate their efforts towards achieving the desired goal. With practice, they can develop interpersonal skills even at young age - such as active listening, problem-solving and decision-making which will be invaluable assets for their future.

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Module 3: Teamwork & Conflict Management

Unit 2: Teamwork is Great

Key Learning Objectives:

Students know that they deserve to have their beliefs and wishes respected.
Students are aware of the importance of saying “no”.
Students can participate in the team processes and are aware that each team member can contribute in some way
Students know they should wait for their turn
Students are able to work in a team with different partners.
Students can reflect on their actions with guidance from adults.

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Module 3: Teamwork & Conflict Management

Unit 2: Teamwork is Great

Specific activities and tasks:

Introduction - Greetings, introduction of the day and reiteration of the basic rules - when someone speaks, others are silent, respectful, and cooperative.

Energizer - We are different and have something in common

The purpose of the activity is to unite in groups different children who did not have the opportunity to work and communicate together or did not have such an opportunity.

Students sit in a circle. The teacher stands in the centre of the circle and gives directions to the students on how to group. For example: Everyone with brown eyes to gather at the window; all with white shoes to stand behind their chairs; etc

The technique is valuable because:

Enables students to communicate with each other and with everyone in the class;

It helps students to feel part of a whole - the group;

Students acquire skills for individual work. Self-focused tasks improve concentration.

It helps in resolving conflicts between individual students and improves communication between them. Develops teamwork skills.

Debate vs Dialogue Conflict Management Activity

https://symondsresearch.com/conflict-management-activities/

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Module 3: Teamwork & Conflict Management

Unit 2: Teamwork is Great

Activity: 10 minutes.
1. Ask the participants to work in pairs.
2. Ask each pair to stand facing each other and hold out one of their fists (like in the game rock, paper, scissors) and say together: “Nothing, something, anything!” Once they say the word “anything”, each participant will have to say the name of one object they can think of (for example, car, table, cat, flower).
Conflict resolution lesson
3. Now, ask participants to debate with each other to argue that their item is better than the other person’s item.
4. Give them about 3 minutes to debate.
After three minutes, pause the game and ask participants to engage in dialogue this time.
This means asking each other questions about their items, listening to the answers, and coming to an agreement between them.
Allow them about 5 minutes for this.
5. At the end of the exercise, start a discussion with the whole class.

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Unit 2: Teamwork is Great

6. Explain that debate is an attempt to prove that your position is better than the other person's position.
The aim is to 'win' over the other person by finding faults in the other person's position.
A dialogue instead is about understanding and cooperation.
The aim of the dialogue is to reach mutual understanding while valuing the strengths of the other person's position.

7. Questions you can ask to start the discussion might include:
How did you feel about each situation (debate vs dialogue)?
How did you react to each situation?
How would you behave in real conflict situations?
How did things change when you switched from debate to dialogue?
Is it difficult to listen when somebody disagrees with you? Why? How did you come to an agreement?

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Module 3: Teamwork & Conflict Management

Unit 2: Teamwork is Great

Closure and Debriefing:
Review the main points, skills, facts and processes from the lesson.
Students share that they were in several different groups at the end of the lesson/ have blue eyes and white shoes/. They participated in different teams with different students. Communication between students is improved and these activities are a good way to resolve conflicts between students.
-Development of teamwork skills
-Creating conflict management habits. Students are given the opportunity to share whether they liked the team work and each participant has to express their attitude towards the team in just one word.
For an even stronger effect, impact words can be written down on a sheet of paper and recalled by students in various conflict situations

Timeline/working program:

00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Energizer with debriefing and introduction to the next activity (10 min)
00.15 Conversation- Why do people cooperate? (25 min) with debriefing
00.40 Reflection (5 min)

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Module 3: Teamwork & Conflict Management

Unit 3: Together We are Stronger

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Teamwork is the joint activity of people to achieve a common goal. It involves interaction between students and teachers, collaboration, communication & creativity skills, respect & cooperation in school, following classroom rules that facilitate group work, resolving conflicts & emotional growth. Teamwork consists of four elements: process organisation; effective work; time management; representation; reflection. This helps students make sense of their participation in the process. It's a key skill for life and career success.

Key Learning Objectives:

Mutual help - they assist each other to achieve their best,
Active listening and respect for different opinions;
Everyone can contribute ideas;
Resolving conflicts;
Managing relationships within the group.

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Module 3: Teamwork & Conflict Management

Unit 3: Together We are Stronger

Introduction - Greetings, introduction of the day and reiteration of the basic rules - when someone speaks, others are silent, respectful, and cooperative.

Energizer We are the best team
You divide the class into 4 groups of 5-6 students per group. Variants for the division are counted as first, second, third...etc, with all first becoming one team, all second another team, etc. Each team has a place in the classroom to meet. On a large board, students have about 5 minutes to write their names, why they think their team is the best, and draw their team's logo, which they will use in all games.

The idea of this energizer is to make new team members feel part of the whole and from the very beginning to make them walk together as a team, regardless of their differences. After the work time is up, each team introduces itself with its logo and tells the others in a few sentences why they are the best.

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Module 3: Teamwork & Conflict Management

Unit 3: Together We are Stronger

-Our stories
The class is divided into 4 groups of 5-6 children. Each group gets a piece of paper and a different colored pen. The goal of each team is to write a funny story, with each student writing one sentence on the sheet. It is important that everyone writes down a sentence without reading what was written before it.
This is repeated 2-3 times, after which there should be a funny story with about 15 sentences on each sheet. Students from each group choose a representative to read the story. Extremely funny stories make children laugh and have fun. This activity brings the team together and fosters a desire for high results and collective responsibility.

The teacher gives instructions for everyone to write legibly and compose such a story that they fight for first place. Students are exposed with the help of such types of tasks. After a few hours, the activity can be repeated, the participants in each team must be different.

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Module 3: Teamwork & Conflict Management

Unit 3: Together We are Stronger

Timeline/working program:

00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Energizer with debriefing and introduction to the next activity (10 min)
00.15 Our stories (25)
00.40 Reflection (5 min)

Closure and Debriefing:

I like you because...
All the students are in a circle and each of them stands up and says a sentence starting with I like you because ... and finishes it for the child next to him. It goes on like this until the last child said to I'm wasting you because..
All students work together as a large team.
-It is important to hear every opinion.
-It is right to tell others when we like their behaviour or character.
-This activity is extremely positive at the end of the lesson.

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Module 3: Teamwork & Conflict Management

Unit 4: Imagine Us Together

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Group games are an ideal way of bringing classmates together; they develop skills such as cooperation, self-awareness and team spirit. Students in the same team learn to help and accept one another, creating strong ties that can last beyond school age. Through these activities, kids gain life experience which remains useful even after their schooling. Thus, games bring students closer together and form a bridge between them. By playing together they gain crucial skills that benefit them both in the game and beyond it.

Key learning objectives:
Students create an environment where they can actively interact with other people, be it peers or adults. The overall goal of the game helps to navigate well in the environment and learn to work well in a team.
Developing social and emotional intelligence and social skills.
Developing creative skills

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Module 3: Teamwork & Conflict Management

Unit 4: Imagine Us Together

Specific activities and tasks:

Introduction - Greetings, introduction of the day and reiteration of the basic rules - when someone speaks, others are silent, respectful, and cooperative.

Energizer "blind"
Equipment needed: bandage (handkerchief), large sheet of paper, pencils or crayons.

Description: the children are divided into pairs, sit at the table very close to each other, then tie the right arm of one child and the left arm of the other from elbow to arm. Each hand is given a piece of chalk. Crayons should be different colours. Before the drawing begins, the children can agree among themselves what they will draw. Drawing time - 5-6 minutes. To complicate the task, one of the players can be blindfolded, after which the "sighted" player must direct the movements of the "blind".

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Module 3: Teamwork & Conflict Management

Unit 4: Imagine Us Together

On a lonely island
The class is divided into 4 groups of 5-6 students.
Give each student a piece of paper and instruct them to draw an object - any object. Collect them and distribute them randomly to the students.
Each team receives 5-6 leaves.
Now for the fun part – tell the students that they are on a desert island and must survive. The only thing each team has is the items on their slips. Each team's task is to present their items and convince the class that they deserve to survive.
Students have 4-5 min to draw on the sheets, then 4-5 min to think of how to protect the team's items in their team. In the remaining time, they present their arguments to the class.
At the beginning, instructions are given - to work in a team and without conflicts between individual teams.

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Module 3: Teamwork & Conflict Management

Unit 4: Imagine Us Together

Closure and Debriefing:
Each team draws a general picture of the lonely island with the things that will be there.
Children develop their aesthetic skills.
Teamwork skills and imagination.

Timeline/working program
00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Energizer with debriefing and introduction to the next activity (10 min)
00.15 On a lonely island (25 min)
00.40 Reflection (5 min)

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Module 4: Emotional awareness

Introduction

Self-awareness is an important part of any child's development. Engaging in activities that promote self-awareness helps children to better understand who they are, what their goals are, and develop a strong sense of identity. Activities such as identifying emotions, debriefing, reflecting on their experiences, and developing coping strategies can be great ways for children to become more self-aware. By engaging in these activities, children will be able to build confidence and form meaningful relationships with others.

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Module 4: Emotional awareness

Unit 1: Understanding yourself, your emotions

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Self-awareness is having a strong understanding of who you are. It's an important quality to have because it allows you to be more in control of your thoughts and actions.

Children first develop self-awareness around the age of two. This is when they start to realise that they are separate individuals from other people and things.

Self-awareness is important because it helps you understand your thoughts and emotions. It also allows you to control your behaviour. If you're aware of how you're feeling, you can better manage your reactions to situations.

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Module 4: Emotional awareness

Unit 1: Understanding yourself, your emotions

It's important for kids to have strong self-awareness because that way they can understand themselves better and know what their challenges might be. For example, if someone is having trouble with emotions it could make sense why he/she would get angry easily or feel sad sometimes too; but not knowing this about yourself means you don't actually experience how those feelings affect your life until much later on down the line when things become more complicated than before - which is never fun at all!

Overall, self-awareness is a key ingredient in leading a happy and successful life. By understanding yourself better, you can set yourself up for success in all areas of your life.

Key Learning Objectives:

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The “self” is a very important concept that needs to be understood by students in order for them to have accurate self-awareness.
Students have the ability and capacity of being able to recognise and label their emotions.
They agree that all emotions are equally important.
They can recognise their emotion in their body.

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Module 4: Emotional awareness

Unit 1: Understanding yourself, your emotions

Specific activities and tasks:

Introduction - Greetings, introduction of the day and reiteration of the basic rules - when someone speaks, others are silent, respectful, and cooperative.
Energizer - We stand in a circle, the trainer starts by showing a certain emotion, then everyone in the circle repeats, one after the other, finally all together. E.g. first the trainer plays a cry, they repeat one after the other, then all together. Then a loud clapping, then an angry growl and foot stomping, then a display of shame, fear, etc. Debriefing.
Which Emotion? - Divide the children into small groups of 4. Prepare the emojis (emotions) in advance, which should be the same as those used in the energiser. The emoji should clearly show a particular emotion, and it is recommended that the emotion is written on the card with a word. Then give them the emoji cards and some of the newspaper clippings collected earlier. They have scissors and glue and larger paper. They put the emoji on the paper and find the children or other people in the cuttings who they think feel the way the emoji shows.

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Module 4: Emotional awareness

Unit 1: Understanding yourself, your emotions

When they have finished the posters, they can present them if they wish. When they present, the conversation also turns to how you think they feel, whether you think they have tension somewhere in their body, whether they have pain when they feel something, whether you ever feel like that, etc. It is important to emphasise through conversation and activity that all emotions are important and natural and that every human being on the planet feels them.
Reflection will be described in the separate section.

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Module 4: Emotional awareness

Unit 1: Understanding yourself, your emotions

Closure and Debriefing:

Measurement with a thermometer.
Divide the classroom into degrees on the thermometer. Where it is very cold, the children will stand if they disagree with the statement, where it is very hot, they will stand if they absolutely agree with the statement.0 is an absolute NO, 30 is an absolute YES - in between they stand if they are undecided.
Statements:
- all emotions are equally important
- I understand that when I feel a certain emotion, my body also feels a certain way (chest pain, stomach pain, butterflies in my stomach, shivering, etc.).
- it is right to tell others how I feel
- all people on the planet have the same variety of emotions.

Timeline/working program

00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Energizer with debriefing and introduction to the next activity (10 min)
00.15 Which emotion with debriefing (25 min)
00,40 Reflection (5 min)

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Module 4: Emotional awareness

Unit 2: Self-Concept - internal

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Self-concept is how we see ourselves. It is essential because it can affect our educational, social, and emotional development.

Children need to have an ideal self-concept for successful transitions (from kindergarten to school, from primary to high school, etc.). Here are some things children can do to improve their self-concept
-Positively talk to yourself. Tell yourself that you are smart, capable, and deserving of success.
-Think about your strengths and weaknesses. Accepting your strengths and weaknesses is an integral part of a healthy self-concept.
-Create goals for yourself and strive to achieve them. Seeing yourself reach your goals can help boost your self-concept.
-Build positive relationships with others. Surrounding yourself with positive people can help you see yourself positively.

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Module 4: Emotional awareness

Unit 2: Self-Concept - internal

-Be accepting of yourself. Accepting yourself for who you are is important to have a healthy self-concept.
Our self-perception is vital because it affects our motivations, attitudes, and behaviors.

From the early days of childhood and through to adulthood, our sense of self evolves with us. On this journey, we constantly learn about ourselves and discover new passions and beliefs that shape who we become. As these ideas intertwine together, they create a detailed image in our minds – an idea of identity steadily becoming more established each year.

When our self-concept is healthy and positive, we're more likely to care for ourselves, set boundaries, and advocate for our needs. We're also more likely to feel confident and secure in relationships and be able to handle stress and setbacks. On the other hand, when our self-concept is negative or distorted, we may have trouble coping with life's challenges. We may also be more likely to develop mental health problems.

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Module 4: Emotional awareness

Unit 2: Self-Concept - internal

Self-concept is influenced by our thinking but also from the outside. Family, friends, school, and the media are a few examples of how our self-concept can be shaped from the outside. The people in our lives constantly shape our self-concept. Everyone has a part to play in forming who we are, from relatives and best friends to even those we come into contact with occasionally. As more interactions occur over time, this web of individuals contributes heavily towards developing our identity. Our self-concept is not a rigid part of who we are. Instead, it's ever-changing and malleable. The places that mean something to us have an active role in shaping our future selves, as do the people around us - for better or worse, depending on how these environments and individuals make us feel about ourselves. In other words: no matter where you go and who you are with, those experiences can influence your self-concept if they stick out strongly enough from all your other interactions!

Key Learning Objectives:
Students understand the concept of self-esteem.
They understand that it is conditioned by how we see ourselves (what we like to do, how we think, how we react to our environment, etc. - internal) and that it also depends on how others see us (external).
They acquire tool for self-reflection.
They learn that self-concept can change over time and is not fixed.

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Module 4: Emotional awareness

Unit 2: Self-Concept - internal

Specific activities and tasks:

Introduction - Greetings, introduction of the day and reiteration of the basic rules - when someone speaks, others are silent, respectful, and cooperative.
Revision of the previous module - will be described in the separate section (next row).
Energizer - We sit in a circle, the trainer starts by saying: all those who like chocolate should change their places. Than in each call, the chocolate should be changed: for example: like football, are playing an instrument, are afraid of scary movies, can put their leg over the head, like to wear jeans, has more than 1 sibling.....In the debriefing, we ask them if they managed to switch chairs, what other qualities they could point out to switch chairs, what they think was the point of the game (diversity, yet common qualities that we share with others).

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Module 4: Emotional awareness

Unit 2: Self-Concept - internal

All this and much more is also me! Art is always a favourite way to integrate social-emotional skills. Use the pre-prepared template (draw an Outline of a human head - profile and before the workshop, print enough copies).Grab some magazines, scissors, and glue to help kids design their own personal self-collage. In collage, encourage kids to add words and pictures that help represent who they are. Give them 10 minutes for the creative process. Then ask them to go into small groups of 4 and share with each other (10 min) - in this process all in the group can add, if there is something POSITIVE about the kid, but not yet included in the collage. After that ask them that in 5 minutes they add (write or draw) that will present what they would like to be - this is only for their own, they don't need to share this with others (5 min). Reflection will be described in the separate section.

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Module 4: Emotional awareness

Unit 2: Self-Concept - internal

Closure and Debriefing:

For reflection they will go through guided meditation. These peaceful guided relaxation scripts are written by Mellisa Dormoy of ShambalaKids. Her guided relaxation audios help children and teens relieve stress and anxiety, improve self-esteem, feel fantastic in mind, body and spirit and develop a positive mental attitude at school and at home. Put some gentle music and start with reading:

“I’m going to tell you a story. Get comfortable, close your eyes, and imagine that you’re actually inside the story.

Take in a deep breath, and when you let it out, feel everything around you getting calmer and quieter. Take in another long breath, release it slowly, and feel even calmer still.

As you continue to breathe deeply and calmly, notice that the only thing you want to pay attention to is my soothing voice.

Now imagine in front of you, a movie screen. On the screen, you see images from your own life.

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Module 4: Emotional awareness

Unit 2: Self-Concept - internal

You see every time when you did something kind for someone. You also see every time someone did something nice for you.

As you watch the movie, you see how happy you've made other people, and you see all the happy times that you've had as well.

As you continue to watch this movie, you see a time when you helped somebody who needed you. You see how happy it made them.

Just this thought makes you feel warm and fuzzy inside. Now switch to a time when someone helped you. Think how good you felt to know that someone was there for you.

Feel all those wonderful good feelings come rushing back to your heart! Watch these beautiful moments of your life. Remember how happy you were and how wonderful you felt!

All these happy feelings – all those times you felt warm and fuzzy – were because of a very special feeling: love!

These things you see in front of you happened because you loved and showed that love to someone else, and because they love you.

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Module 4: Emotional awareness

Unit 2: Self-Concept - internal

Love is about taking care of other people, doing nice things, expressing your gratitude and showing kindness and patience. Inside of us, we are all really that – simply LOVE!

That's really who we are! When we can express this part of ourselves every day, as much as possible... our hearts are filled up with joy and such satisfaction that sometimes we feel we might burst from pure happiness!

And that happy love feeling means that you're a part of a community of people, a very important part of a very loving universe!

I want you to remember all this love you have inside of you and how easily you can express your love with simple acts of kindness towards yourself and others. You are truly wonderful. You are pure love!

And most of all, throughout your life – during the good and bad times – remember how much I LOVE YOU. You are one of the brightest spots in my life, and I'm so thankful for you.

Notice how the love feels like a soft, fuzzy blanket wrapped all around you. It makes you feel warm and peaceful and happy.

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Module 4: Emotional awareness

Unit 2: Self-Concept - internal

Now you are slowly starting to hear other voices around you. Slowly you feel that you are awakening, that you can feel your legs, your arms, your torso, that you can perceive thoughts in your mind. Slowly clench your fists, move your toes, slowly move your hands, your feet. When you feel that you can, open your eyes and be still, with no words.

When everyone has opened their eyes, ask them to say only one word that would present their feelings, today's workshop. One by one. At the and say an encouraging sentence and thank them sincerely for their participation. Wish them a good day."

GENERAL TIPS FOR GUIDED RELAXATION
Guided relaxation is a simple and effective way to help children (and adults) relax and reduce stress. Here is a basic relaxation script that you can use with a 6-year-old child:

Find a quiet, comfortable place where you can sit or lie down with the child.
Encourage the child to close their eyes and take a few deep breaths.
As the child breathes in, say something like "breathe in calm" and as they breathe out, say "breathe out tension."

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Module 4: Emotional awareness

Unit 2: Self-Concept - internal

Next, guide the child through a body scan. Starting at the top of the head, slowly work your way down to the toes, saying something like "relax your scalp, relax your forehead, relax your jaw, relax your neck and shoulders, relax your arms and hands, relax your chest, relax your belly, relax your legs and feet."
After the body scan, encourage the child to visualize a peaceful place, such as a beach or a park. Have them imagine the sights, sounds, and feelings of this place.
End the relaxation session by saying something like "take a deep breath in and let it out slowly, feeling calm and relaxed."
Remember to keep the tone of your voice soothing and calm, and encourage the child to focus on their breath and their body as they relax. It may take a few tries for the child to get the hang of it, but with practice, they will be able to use this relaxation technique on their own to help manage stress and tension.

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Module 4: Emotional awareness

Unit 3: Mindfulness theory and practice (Gratitude)

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Mindfulness means paying full attention to something. You should try it when you are getting ready for a foul shot in basketball or even taking deep breaths while watching TV!

Mindful people often have an easy way out - they seem calm and focused on their tasks without being rushed or distracted by other things, such as noise or some other obligations, tasks etc.
How to Practise Mindfulness? Gratitude could be one of the possibilities. Being focused on specific moments in time puts us in the state of being in the moment. Not disturbed with other tasks, thinking, or something else. But practising gratitude is not just about being in the moment. Still, it is in the state of the most positive moments.
We all know what it feels like to be grateful. 3rd-grade children feel thankful when they have been given a gift or when someone has done something nice for them. But what exactly is gratitude?

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Module 4: Emotional awareness

Unit 3: Mindfulness theory and practice (Gratitude)

Gratitude is an emotion that we feel when we recognize that someone has done something good for us or when we have been given a gift. We may feel grateful when we receive a present from a friend, or when someone does something nice for us, like carrying our groceries.

Gratitude is a powerful emotion that can positively affect our lives. Gratitude can improve our moods, help us to deal with stress, and even make us healthier.

When we are grateful, we acknowledge all the good things we have in our lives. We recognize that we have been given something valuable and appreciate it.

Gratitude is an excellent emotion, and it's important to express it. You can express gratitude by saying "thank you" to someone who has done something nice for you. You can also express gratitude by doing something nice for someone else.

3rd-grade children can practise gratitude by keeping a gratitude journal (no need to write there, there is also a possibility to put stickers, cuttings, drawings etc.). Every day, they can write/draw down 3 things they are grateful for. This could be anything from the sun shining to having a yummy breakfast.

Practising gratitude is a great way to feel happier and more positive. It's also a great way to show others that we appreciate them. Gratitude is a valuable emotion, and 3rd-grade children can benefit from expressing it every day.

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Module 4: Emotional awareness

Unit 3: Mindfulness theory and practice (Gratitude)

Key Learning Objectives:

- Students understand the concept of being in the moment.
- They understand that practising gratitude makes you be in the moment, focused on the positive aspects of life.
- They acquire tool for practising gratitude.

Specific activities and tasks:

Introduction - Greetings, introduction of the day and reiteration of the basic rules - when someone speaks, others are silent, respectful, and cooperative.
Revision of the previous module - will be described in the separate section (next row).
Scavenger Hunt: students are given a treasure hunt template that trainer prepare in advance (possible tasks: Find something in the class that you like, Who is the most important person for you, Who your favourite teacher would be, Your best friend, Your favourite sport, What makes you feel safe, What makes you feel happy, etc. - try to put at least 20 tasks/questions). They are given a template to find the treasure on their own. They see the treasure themselves. For each question, they write or draw down very quickly what it is (one or two words or symbols or drawing - it may be an association) (15 min).

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Unit 3: Mindfulness theory and practice (Gratitude)

They don’t share this with anyone at that moment. This activity aims for each person to remember as many things as possible about themselves that evoke positive feelings. It is essential to remind the children that even if we have a terrible day, even if we have unpleasant experiences - there are still many things, people, situations, experiences, etc. in our lives that bring us joy, and happiness. In addition, this game is a prelude to the next one, when we will make a Gratitude Tree for each class.
Gratitude tree of the Class. Pre-preparation: the trainer cuts out parts of the tree trunk and its branches from coloured leaves. Recommendation: the tree should be at least 1.5 m tall and have at least 8 branches. Cut out tree leaves of coloured paper (size - 10 X 5 cm), 5X more than the number of pupils (each pupil will receive two). Then we explain gratitude to the children and why it is important. You can say something like: "Gratitude is when we appreciate and feel thankful for the good things in our lives. It helps us to focus on the positive things and can make us feel happier and more content.", each pupil writes/draws down 5 things they are grateful for from the answers prepared earlier (Scavenger Hunt). They then stick the tree on the wall first, and add the gratitude slips. Each person reads the text or present drawing on their slips and then sticks them on the branches of the tree. (5 min to give introduction, 5 min for children to write/draw on the leaves and 10 min for presentation and post it on the branches).
Reflection (5 min)

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Module 4: Emotional awareness

Unit 3: Mindfulness theory and practice (Gratitude)

Closure and Debriefing:
Debate:
What ways do you show your gratitude?
Why is it important to reflect on both your gratitude in your difficult times?
What did you learn about in today's activities?

Timeline/working program:

00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Scavenger hunt with debriefing and introduction to the next activity (15 min)
00.20 Gratitude tree of the Class (20 min)
00.40 Reflection (5 min)

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Module 4: Emotional awareness

Unit 4: Realistic self-assessment

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Realistic self-assessment is an important skill for children to develop as it helps them understand their own strengths, weaknesses, and abilities, and guides them in setting and achieving their goals. Here are some tips for helping children engage in realistic self-assessment:

Encourage children to reflect on their experiences and accomplishments: Encourage children to think about the things they are good at and the things they find more challenging. Encourage them to talk about their experiences and accomplishments, and to think about how they compare to their peers.
Help children set goals: Setting goals can be a powerful way to help children focus on their strengths and areas for improvement. Work with children to set specific, achievable goals, and encourage them to track their progress and celebrate their achievements.

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Module 4: Emotional awareness

Unit 4: Realistic self-assessment

Theoretical Background:

Provide opportunities for children to learn new skills: Help children expand their skills and knowledge by providing them with opportunities to learn new things. This can be through structured activities, such as classes or workshops, or through more informal experiences, such as volunteering or trying new hobbies.

Encourage children to seek feedback: Feedback from others can be an important part of realistic self-assessment. Encourage children to seek feedback from teachers, coaches, and other trusted adults, and help them understand how to use this feedback to set goals and improve their skills.

Overall, helping children engage in realistic self-assessment can be a powerful way to support their personal and academic growth. It can help them understand their strengths, identify areas for improvement, and develop the skills and knowledge they need to succeed.

SOURCE: link

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Module 4: Emotional awareness

Unit 4: Realistic self-assessment

Key learning objectives:

- Students will recognize that each individual has personal strengths.
- Students will identify their individual strengths and weaknesses.
- Students will identify ways in which they can use their weaknesses to their advantage.

Specific activities and tasks:

.Introduction
Greetings, introduction of the day and reiteration of the basic rules - when someone speaks, others are silent, respectful, and cooperative.
Revision of the previous module
Will be described in the separate section (next row).

The content of the next activities is explained in the source, developed by Confidence Building Middle School, 2018
Overcoming Obstacles, LINK
Starter
People Bingo
Some of Both
Make Them Work for You
Conclusion
Questions for Assessment with the use of debate.

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Module 4: Emotional awareness

Unit 4: Realistic self-assessment

Closure and Debriefing:
DEBATE
Questions: Why is it important to be aware of your own strengths? List three of your personal strengths (or three things that you are good at). What are some ways you can turn a weakness into a strength?

Timeline/working program
00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Starter with debriefing (3 min)
00.15 People Bingo (10 min)
00.25 Some of Both (10 min)
00.35 Make them work for you (5 min)
00.40 Conclusion (2 min)
00.42 Assessment (3 min).

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Module 5: Emotional Self-Control & Positive Outlook

Introduction

Teaching children emotional self-control and a positive outlook on life is an important part of helping them develop into well rounded, successful individuals. Activities such as mindfulness meditation, practising relaxation techniques, and setting goals will help foster these skills in children. They can also be encouraged to practise gratitude journaling or explore creative outlets such as art or music to help them better manage their emotions. By participating in these activities, children will learn how to manage their feelings and create a more positive outlook on life.

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Module 5: Emotional Self-Control & Positive Outlook

Unit 1: Self-control

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Self-control is the ability to manage your actions, feelings, and emotions. An example of self-control would be when you want that last cookie but use willpower not to eat it because we know how bad cookies can be for us! It's also important enough to have a strong motivation for our goals, so they motivate us beyond just wanting something sweet now and again.
There's more than one type out there - like impulse buying, which happens regularly yet isn't always noticeable by yourself until later.

Self-control is an essential aspect of human behaviour. It has been widely studied in different domains, such as economics, social psychology, and neuroscience. Despite the large body of literature on self-control, much is still to be learned about it.

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Module 5: Emotional Self-Control & Positive Outlook

Unit 1: Self-control

One of the central questions in the study of self-control is its origins. Where does self-control come from? Is it something that we are born with or something that we learn over time? There is no clear answer to this question. Some studies suggest that self-control is something we are born with, while others suggest that it is something we learn over time.

Another question of interest is how self-control works. What are the mechanisms by which it operates? There is still much to be learned about this question as well. Some studies suggest that self-control depends on the ability to inhibit impulses, while others suggest that it depends on the ability to delay gratification.

Despite the lack of clarity in the literature on self-control, some general findings have been established. One conclusion is that self-control is a limited resource. This means that it can be depleted over time, and once it is finished, it becomes harder to resist temptation. Another finding is that self-control can be improved through practice. If you practise self-control in one domain, you will also become better at using it in others

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Module 5: Emotional Self-Control & Positive Outlook

Unit 1: Self-control

Key Learning Objectives:

1. To reflect on the actions before the action takes place.
2. Not to be too quick with anger or irritation.
3 .Respect others and their belongings.

Specific activities and tasks:

Introduction - Greetings, introduction of the day and reiteration of the basic rules - when someone speaks, others are silent, respectful, and cooperative.

Energizer - Tap the balloon (source: https://www.counselorkeri.com/2019/11/04/games-to-teach-kids-self-control/; MATERIALS: balloons of different colours). Arrange students in a circle and assign alternating students to 2 teams (one student is team 1, the next student is team 2, next student is team 1, and so forth). Fill the circle with balloons. Call “Team 1!” Only students on team 1 should tap the balloons. Switch to Team 2, and only students on Team 2 should tap the balloons. Continue switching on a 20-30 second interval. Students will really have to listen for the auditory cue to signify that it’s their team’s turn to tap. Want to go even beyond? Use multicoloured balloons. Call out the “off-limits colour” and no one should tap any balloon of that colour. Then switch colours!

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Module 5: Emotional Self-Control & Positive Outlook

Unit 1: Self-control

Students will have to listen for the auditory cue and inhibit impulses when the off-limits colour comes closeby. Debriefing - Did you find it hard to stop yourself from touching the balloon if it wasn't your group's turn - and later if the balloon wasn't the right colour? How did you feel in your body at that time, were there any tensions? What helped you to stick to the rules? Did you make sure that everyone had a chance to bounce the balloon? Have you ever faced situations like this in your life where you had to wait? What helps you then?
Role play - Materials: a draw bag with slips of paper on which frustrating situations are written or drawn. Divide the children into groups of 4. Each group draws a slip and acts out what they think is the 'correct' reaction. The trainer's task is to praise each group for their contribution and add some questions - what would it be like if, in this situation, you burst into tears, started to stamp your feet, started shouting and breaking up, etc.? In terms of, would it be effective, what would be the reaction of the other side?
In what way can we better achieve the objective? It is also possible that the trainer could play an "inappropriate" reaction to spice things up. To use these examples in role play activities, you can ask children to act out the situation and come up with ways to solve the problem.

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Module 5: Emotional Self-Control & Positive Outlook

Unit 1: Self-control

Encourage them to think about different strategies they could use, such as asking for help, taking a break, or trying a different approach. This can be a good way to help children practise problem-solving and self-regulation skills, and to learn how to cope with frustrating situations in a healthy way. At the end, the trainer summarises what we have discussed during the activity - with additional questions from the trainer - what the students have said, what the trainer has added.

Annex: Frustrating situations can be a common and normal part of childhood, and they can provide valuable opportunities for children to practise problem-solving and self-regulation skills. Here are some examples of frustrating situations that could be used in role play activities with children:

A child is trying to build a puzzle, but some of the pieces are missing.

A child is trying to play a game with a friend, but they keep arguing about the rules.

A child is trying to complete a school assignment, but they are having trouble understanding the instructions.

A child is trying to get dressed in the morning, but they can't find one of their shoes.

A child is trying to do their homework, but they are being interrupted by siblings or other distractions.

Reflection will be described in the separate section.

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Module 5: Emotional Self-Control & Positive Outlook

Unit 1: Self-control

Closure and Debriefing:

They draw a heart on a piece of paper and write on it, drawing the positive qualities they have. These positive qualities can help them to cope with unpleasant situations and keep calm.

Timeline/working program

00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Energizer with debriefing and introduction to the next activity (10 min)
00.15 Role play (25 min) with debriefing
00.40 Reflection (5 min)

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Module 5: Emotional Self-Control & Positive Outlook

Unit 2: Flexible Mind

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:

Children are constantly learning and growing. As they learn about the world around them, their minds become more flexible, allowing them to see things from different perspectives and make connections that they hadn't before. This flexibility is essential for children as it will enable them to adapt to new situations, solve problems, and learn from their mistakes. However, as children get older, they begin to lose this flexibility. Their minds become more rigid, and they become less able to see things from different angles or learn from their mistakes. This rigidity can lead to close-mindedness and a lack of creativity. It's important to encourage children to keep their minds flexible to continue to grow and learn throughout their lives. Flexible thinking is the ability to shift gears or change direction to adjust to unexpected circumstances or novel problems. Educators might be acutely aware of students who struggle with flexibility, even if they don't always realise it. They might view these students as "stubborn" or "challenging". Inflexible thinkers often resist change, reject redirection, or refuse to see more than one way (their way!) to solve a problem.

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Module 5: Emotional Self-Control & Positive Outlook

Unit 2: Flexible Mind

Key Learning Objectives:
Unit will help children stretch their thinking from rigid-inflexible conclusions.
They will know the difference between flexible and rigid.
They will learn the importance of being able to see a situation from different perspectives.

Specific activities and tasks:
- Introduction - Greetings, introduction of the day and reiteration of the basic rules - when someone speaks, others are silent, respectful, and cooperative.

-Let your imagination run wild! Children can take everyday objects and turn them into something extraordinary. Ever thought that a funnel could become an amazing party hat? Or perhaps you've seen how a whiteboard eraser has the power to transform itself into all kinds of things like phones, microphones or even moustaches! And don't forget about trumpets – why not give it magical unicorn powers?
Prepare some things - it could be a musical instrument, a plush toy, a broom, cutlery, a phone... Then take the first thing, e.g. a broom: Together say that the broom is used for cleaning, sweeping.

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Module 5: Emotional Self-Control & Positive Outlook

Unit 2: Flexible Mind

Then ask one of the children to pantomime some other uses. E.g. the broom could become a musical instrument, a means of transport, or something else. The children sit in a circle and each one who has a turn comes to the centre and demonstrates with a pantomime, the others try to figure it out.

At the end of the activity, ask the children if it was difficult to find uses for the objects? Why was it difficult? Why wasn't it? Have they encountered a situation that could only be solved in one way? Are there more or fewer situations like this in life? Let us explain that every coin has two sides. Unlike some mathematical rules, such as addition, where 1+1=2, there are usually several possible solutions.

-Getting into the topic: Divide the children into groups of three. Give each group a sheet of A3 paper. Ask them to divide the sheet in half - lengthwise. EACH group receives 3 stones and playdough, which they divide into 3 parts. Then we give them instructions. They will write the properties of the rocks on the right-hand side of the paper. First, give them 2 minutes to use their senses and "inspect" the stone. Then give them 3 min to write down their findings - in words (not sentences). Then again, 2 min for each of them to "inspect" the play dough with all their senses. And again, 3 min to write down their findings. In the next step, we ask the first group to present the poster; then the others add what they have that is different - they say the features that weren't there before. These additional ones are written on the poster. (10 min)

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Unit 2: Flexible Mind

This is followed by a discussion on how flexible thinking differs from rigid thinking. We ask them, what is a rigid brain? Some examples: Rock Brain gets really upset over any kind of change; Get really upset when things are not what they expect; Bosses other people around to get what they want; Can only think of 1 way to solve a problem – gets “stuck”; Is not much fun; Hurts other people’s feelings
This is followed by a discussion on flexible thinking or flexible brains. Some examples: Tries really hard to deal with change; Tries to stay calm; Let’s other people have their way too; Is able to think about lots of ways to solve a particular problem – and is a good problem-solver; Is able to compromise!; Is someone you’d want as a friend.

The discussion focuses on positive and negative features. The conclusion is that we need to keep a flexible mindset, because that is how we avoid conflicts, how we look for new paths, new solutions, how a flexible mindset takes us from a bad mood to a better mood. (15 min)

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Module 5: Emotional Self-Control & Positive Outlook

Unit 2: Flexible Mind

Closure and Debriefing:
The discussion focuses on positive and negative features. The conclusion is that we need to keep a flexible mindset, because that is how we avoid conflicts, how we look for new paths, new solutions, how a flexible mindset takes us from a bad mood to a better mood.
Children make a drawing that presents Flexible and Rigid thinkers.

Timeline/working program:

00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Energizer - Pretend what objects can be (5 min)
00.10 Getting into the subject (25 min)
00.35 Reflection (10 min)

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Module 5: Emotional Self-Control & Positive Outlook

Unit 3: Impulse control

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Impulse control is something that can be taught and developed through practice. Kids aren't born with innate impulse-control skills, so it's up to parents (and their teachers!) to help them learn this important life lesson!
Here are some of the things you might notice among the students that are pointing out to the impulse control challenges:
Lying
Stealing
Destroying things like their toys
Displaying anger
Having outbursts both physically and verbally
Struggling in a school environment
Overeating
Fighting with their peers
Grade school kids and preteens (6-12 years old) – By now, kids have better control over their body behaviour. However, they may still be impulsive verbally.

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Module 5: Emotional Self-Control & Positive Outlook

Unit 3: Impulse control

Duration: 45min

Key Learning Objectives:

Students will understand that the stress or discomfort we feel is also reflected in the body.
Students will get a tool for releasing the stress (and the skill to produce them - making Stress Balls)

Specific activities and tasks:

Introduction - Greetings, introduction of the day and reiteration of the basic rules - when someone speaks, others are silent, respectful, and cooperative.

Getting into the topic. Brainstorming on the “Impulse control” - ask children what they think about or understand when we say “he/she reacts very quickly, without thinking”. Tell the students to say all associations about the topic. Write all their answers on the big sheet of paper. At the end of the brainstorm you point out the ones related to: what causes discomfort; how it manifests itself; what it is the impulse control; how we can help ourselves to overcome the discomfort. The aim of this activity is for the pupils to realise that discomfort shows up in our bodies - we feel it in different ways (our stomach feels tight, our head feels hot, our muscles are tense, etc.).

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Module 5: Emotional Self-Control & Positive Outlook

Unit 3: Impulse control

Specific activities and tasks:

Introduction - Greetings, introduction of the day and reiteration of the basic rules - when someone speaks, others are silent, respectful, and cooperative.

Getting into the topic. Brainstorming on the “Impulse control” - ask children what they think about or understand when we say “he/she reacts very quickly, without thinking”. Tell the students to say all associations about the topic. Write all their answers on the big sheet of paper. At the end of the brainstorm you point out the ones related to: what causes discomfort; how it manifests itself; what it is the impulse control; how we can help ourselves to overcome the discomfort. The aim of this activity is for the pupils to realise that discomfort shows up in our bodies - we feel it in different ways (our stomach feels tight, our head feels hot, our muscles are tense, etc.).

It is important for the children to know that this needs to be physically relieved - by breathing, running in place, raising their arms in the air, using tools - such as a stress ball, etc. When we do the activity we are careful to point these things out.

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Module 5: Emotional Self-Control & Positive Outlook

Unit 3: Impulse control

MAKING THE STRESS BALL To make a stress ball, you will need:

A small balloon
Cornstarch or flour
Scissors
A funnel (optional)

Here's how to make a stress ball:
Inflate the balloon to your desired size and tie the end to seal it.
Use the funnel (if you have one) to pour cornstarch or flour into the balloon. Alternatively, you can scoop the cornstarch or flour into the balloon using a spoon or your hand.
Continue filling the balloon with cornstarch or flour until it is firm to the touch but still pliable.
Cut off the excess balloon at the tie, being careful not to cut off too much and spill the filling.
Use your stress ball as needed to help relieve tension and stress.
You can also use other materials to fill the balloon, such as rice, beans, or sand. Experiment with different fillings to find the one that works best for you.

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Module 5: Emotional Self-Control & Positive Outlook

Unit 3: Impulse control

Closure and Debriefing:
Review the main points, skills, facts and processes from the lesson. Finally, we give them a task until the next meeting. The task is to pay attention to their body and try to find out how they feel discomfort, stress, anger... and when - in what situations they will use the stress ball. They remember this until next time - they can also write it down.
Take the brainstorming poster and ask students to tick what they think is important or add what they have learnt during the day that is not included on the poster.

Timeline/working program:

00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Getting into the topic (10 min)
00.15 Making the stress balls (25 min)
00.40 Reflection (5 min)

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Module 5: Emotional Self-Control & Positive Outlook

Unit 4: Problem - Solving

Duration: 45min

Revision Reminder: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:

The 5 Steps of Problem-Solving

Kids who feel overwhelmed or hopeless often won't attempt to address a problem. But when you give them a clear formula for solving problems, they'll feel more confident in their ability to try. Here are the steps to problem-solving: Identify the problem. Just stating the problem out loud can make a big difference for kids who are feeling stuck. Help children state the problem, such as, "You don't have anyone to play with at recess," or "You aren't sure if you should take the advanced maths class."

Develop at least five possible solutions. Brainstorm possible ways to solve the problem. Emphasise that all the solutions don't necessarily need to be good ideas (at least not at this point). Help children develop solutions if they are struggling to come up with ideas. Even a silly answer or far-fetched idea is a possible solution. The key is to help them see that with a little creativity, they can find many different potential solutions.

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Module 5: Emotional Self-Control & Positive Outlook

Unit 4: Problem - Solving

Identify the pros and cons of each solution. Help children identify potential positive and negative consequences for each potential solution they identified.
Pick a solution. Once children have evaluated the possible positive and negative outcomes, encourage them to pick a solution.
Test it out. Tell them to try a solution and see what happens. If it doesn't work out, they can always try another solution from the list that they developed in step two.
Drawing templates: Link

Key learning objectives:
Students will be able to identify a problem and engage in problem-solving steps to come up with a solution to strengthen their responsible decision-making competency.
Stronger teamwork and communication competency.
Skills and a tool for problem solving.

Specific activities and tasks:
Introduction - Greetings, introduction of the day and reiteration of the basic rules - when someone speaks, others are silent, respectful, and cooperative.
Revision of the previous module - will be described in the separate section (next row).

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Module 5: Emotional Self-Control & Positive Outlook

Unit 4: Problem - Solving

Energizer. Human Knot (based on https://www.wikihow.com/Play-the-Human-Knot-Game)
- The ideal group size is around ten players, but the game works well with from seven to twenty players. The more people playing the game, the more difficult it is to unravel the Human Knot due to complexity and physical proximity. If your group is larger than twenty, divide the players into two groups to form the knots.
Make sure there is plenty of space between the two groupings. When the group(s) have been formed, ask players to form a circle, shoulder-to-shoulder, urging them to stand as close as possible to subtly prepare them for close contact during the game. Have each player extend their left hand and take the left hand of another player in the group. It helps to have players introduce themselves to the person whose hand they are holding. Then have each player extend their right hand and take a different person's hand. Have everyone introduce themselves to those whose hands they are holding.Explain to the players that they are not to let go of each other's hands while they remain in the circle and untangle themselves.
Players may change their grip to be able to move comfortably, but they are not to unclasp and re-clasp their hands, because then the circle would be broken. Initially, there may be very little progress. However, after 5 minutes or so, the initial unfolding begins and then the pace speeds up.

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Module 5: Emotional Self-Control & Positive Outlook

Unit 4: Problem - Solving

However, each game is unique, so there are also times when a very fast solution is discovered right away. If this happens, play another game as the second one should be harder. If the task seems too hard and participants seem to make almost no progress, let them struggle for about 10 minutes, and then you can allow two players only to unclasp and re-clasp. Remind the players that they need to discuss and decide what unclasp-re-clasp would be most useful.

Group drawing (source: https://www.momjunction.com/articles/how-to-teach-problem-solving-for-kids-activities_00733680/) - team-building activity for sharpening children's problem-solving skills. Divide students into teams of three. Each of the three players in the team has a role to play. One person is the drawer, who takes directions from the instructor to attempt to create a design. They should stand with their back to the instructor and viewer and must not talk. Next is the instructor. The instructor is the one who gives out verbal instructions as to how the drawer must draw a particular design (using the templates). The instructor must give instructions to the drawer so that they can draw it, but must not say what it is, eg, 'draw a circle, draw two more circles inside, the circle about half way up'. The viewer looks at the design on the template and also checks the drawing that rawer is doing. But, he/she is not allowed to talk and can only communicate with the instructor via gestures. Viewer can't talk to the drawer. They are done after 5 min. This is the first round.

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Module 5: Emotional Self-Control & Positive Outlook

Unit 4: Problem - Solving

Before the second round starts, the trainer needs to inform them about the problem solving strategy, explained in the upper section. Then you should give them 5 min for discussion. 2nd round starts - 5 min. Then they discuss for 7 min and start with the last round. At the end of the activity we ask groups to discuss: What was difficult? What was easy? How did you arrive at the solution? What would you do differently the next time? Was the strategy helpful? 8 min
Reflection.

Closure and Debriefing:
They prepare a Problem solving plan for themselves - point out the steps that they remember. We inform them to bring their plans to the next session where they will be reviewed and upgraded if needed.

Timeline/working program
00.00 Introduction (3 min)
00.03 Revision of the previous module (2 min)
00.05 Energizer (5 - 10 min)
00.10 Group Drawing (30 min) with debriefing
00.40Reflection (5 min)

Energizer might take a bit longer, so if you have the possibility to go over 45 min, let them finish the energizer, otherwise, with your interventions speed up the process.

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Module 6: Adaptability

Introduction

Adaptability is an important skill that helps us deal with new or changed situations. It makes it easier for us to survive and do well, and is especially helpful when we face unexpected problems or challenges. In this module, we'll learn how to be more adaptable in school and other activities, like being flexible with our learning style and trying new things. We'll also learn how to stay positive and open-minded when things don't go our way. By being adaptable, we can learn and grow, and be ready for anything that comes our way!

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Module 6: Adaptability

Unit 1: Adaptability Theory

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Adaptability means some people can change their behaviour to fit in with new or changed circumstances. This helps them to deal with the things that are happening around them and makes it easier for them to survive and do well. It's good that humans are so flexible because it means they can figure out how to solve problems and be open-minded. This is very important for success in life.

Adapting to your environment is an important life skill that can help you in everything you do. You can learn how to be more flexible and open-minded, which will help you when something unexpected happens. It's also really important to learn new skills and take risks, so you can try new things and be ready for anything. When you can adapt well, it makes life a lot easier and more fun.

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Module 6: Adaptability

Unit 1: Adaptability Theory

Adaptability is important because it allows people to respond to changes in their environment. For example, in a constantly changing world it can be really helpful to be able to adapt to new things. Additionally, adaptability lets people cope with difficult situations. When things get tough, adaptable people can find a way to overcome the obstacle. Adaptability helps people stay open-minded and flexible. This is beneficial because it allows them to explore new possibilities and opportunities. Adaptability is an essential life skill that helps individuals thrive in any situation.

There are many ways to be adaptable in school and other activities. One way is to be flexible when it comes to your learning style. If you're not a fan of sitting at a desk and listening to a teacher talk, try finding another way to learn the material. Maybe you can read the textbook on your own, or watch videos that explain the topic. Another way to be adaptable is to be open to new experiences. If your classmates want to try a new game during recess, give it a try! You might find that you enjoy it. Additionally, try not to get too upset if things don't go your way. Adaptable people are able to stay positive even when things are tough.

Change is a normal part of life. It can be hard to cope with change at first, but it's important to be adaptable so that you can keep up with the world around you. Schools and the world is always changing. If you want to be successful in life, you need to be able to adapt to change.

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Module 6: Adaptability

Unit 1: Adaptability Theory

Change can be scary at first, but if you stay open-minded and flexible, you'll be able to adjust to the new situation. Keep your mind open to new possibilities and you'll be able to thrive in any environment.

One of the reasons why it's important to be adaptable in school is because that's when you learn the most. Schools are always introducing new ideas and information, and if you can't adapt quickly, you'll have a hard time keeping up.

Being adaptable means that you are able to change the way you are doing things when something unexpected happens. This can help you stay flexible when things are uncertain or stressful. For example, if you are playing a game and your opponent does something you didn't expect, you can adapt by changing the way you are playing the game. This can help you stay ahead and maybe win.

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Module 6: Adaptability

Unit 1: Adaptability Theory

Key Learning Objectives:
Students can explain adaptability - what it is to change yourself to fit new or different conditions.

Specific activities and tasks:
Introduction - Greetings, introduction of the topic, and reminder of the fundamental rules
Everyone should be, or continue to be respectful and listen actively
Revision of the previous module - will be described in the separate section (next row).topic of self control and positive outlook, and how it serves to supplement the introduction to the topic of adaptability.

Energiser: Blind artist
https://www.bookwidgets.com/blog/2016/10/15-fun-classroom-energizers-for-students
Have your participants form pairs. They can't see each other. One person gets a drawing prepared earlier, like an animal or a group of people. The person holding the drawing needs to give good instructions to the other participant. They need to draw it without being able to see the original picture. If you want to spice up the classroom game, you can put a variety of conditions to it. For example: no asking questions, must draw with your non writing hand etc.

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Module 6: Adaptability

Unit 1: Adaptability Theory

This game is meant to show how you can be flexible and adjust to new situations - introducing the concept of adaptability

Activity: Adaption Ball

In this game, students are divided into teams of two or three.
One student from each team is given a ball.
The goal of the game is to keep the ball in the air as long as possible.
Participants get 1 minute to think of a strategy or order of players to keep the ball in the air

However, there are a few rules that must be followed. First, the ball can only be touched once by each player. Second, if the ball touches the ground, the team that lost possession must adapt to the new situation and come up with a new strategy. The new situation is - the opposing team decides that one player from the losing team puts one hand behind their back.

The game continues until one team can't take any more penalties or keep the ball up.

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Module 6: Adaptability

Unit 1: Adaptability Theory

Closure and Debriefing:
The teacher asks the pairs from the energisers to explain to the rest of the class what the drawing is about.

Questions for reflection
1. What was it like trying to draw something without being able to see the original picture?
2. How well did your partner do in following your instructions?
3. Did you have any problems communicating with each other? If so, what were they?
4. What did you learn from the experience?

At the end of the activity the students can summarise the activity to the teacher (or asked by the teacher):
What is the importance of being adaptable and adjusting to new situations
How did they learn how to be flexible and communicative before each round
How students can use these skills of adapting on the fly in the future
You can also ask:
What was your primary strategy?
How did your team do?
How was your communication?

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Module 6: Adaptability

Unit 1: Adaptability Theory

Timeline/working program:

00.00 Introduction to the theory of adaptability (10 min)
00.10 Revision of the previous module (5 min)
00.15 Introduction to the Energizer: Blind Artist (5 min)
00.20 Energizer with debriefing (10 min)
00.30 Introduction to the Activity: Adaptation Ball (5 min)
00.35 Adaption Ball activity (15 min) with debriefing
00.55 Reflection (5 min)
00.60 End of Unit

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Module 6: Adaptability

Unit 2: Flexibility

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Being flexible is important because it means adjusting and adapting to new situations. This can be helpful in the classroom and your everyday life. When you have flexibility skills, it means that you are adaptable, communicative, and cooperative. Let's take a closer look at why these skills are so critical.

Being Adaptable
The first skill is being adaptable, as we discussed previously. This means that you can change your actions based on the situation. For example, if you are playing a game and your friend wants to play a different game, being adaptable means that you can switch games. This is an excellent skill in and out of the classroom.

Being Communicative
The second skill is being communicative. This means you can talk about your ideas and listen to others' ideas.

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Module 6: Adaptability

Unit 2: Flexibility

Duration: 45min

When you are communicative, it helps everyone understand each other better. This is an essential skill in and out of the classroom.
For example, if you want to play a game but your friend wants to play something else, being communicative would mean that you talk about it and try to devise a solution that works for both of you.

Being Cooperative
The third skill is being cooperative. This means working together with others towards a common goal. When you are cooperative, it helps everyone achieve more than they could on their own. This is an essential skill in and out of the classroom.
For example, if you are playing a game and one person gets stuck, cooperating would mean working together to help each other out so everyone can keep playing the game.

In conclusion, flexibility skills are essential for you because they can help in the classroom and in everyday life. Flexibility skills allow you to be adaptable, communicative, and cooperative, all essential life skills. So remember, the next time you're faced with a new situation, don't be afraid to step out of your comfort zone and try something new—being flexible will help you succeed!

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Module 6: Adaptability

Unit 2: Flexibility

Duration: 45min

Key Learning Objectives:
Students are aware that different circumstances need changes - when presented with changing situations, they can offer solutions

Specific activities and tasks:
Introduction - Greetings, introduction of the topic, and reminder of the fundamental rules
Everyone should be, or continue to be respectful and listen actively
Revision of the previous module - will be described in the separate section (next row).topic of self control and positive outlook, and how it serves to supplement the introduction to the topic of adaptability.
Energiser: “Prrr” and “Pukutu”
https://www.bookwidgets.com/blog/2016/10/15-fun-classroom-energizers-for-students

This energiser can be used to engage with the students and be more active after the presentation.
Ask everyone to imagine two birds. One named “prrr” and the other named “Pukutu”. If you call out “prrr”, the students need to stand on their toes and move their elbows out sideways. When you call out “Pukutu”, the students have to stay still and may not move. If a student moves, he is disqualified. This student may distract the other students.

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Module 6: Adaptability

Unit 2: Flexibility

Activity: “Switch!”

One way to help students learn about effective communication to adapt to things is to have them play a game called “Switch!”

The game's goal is for students to take turns completing a timed assignment - folding paper to create an aeroplane. The participants are split into pairs. In each group of two, one person starts folding the paper on the table while sitting in a chair, and the other student waits. At any moment and as often as they want, the trainer can yell “Switch!” - which prompts the students to switch positions and keep folding the aeroplane. They have 1 minute to fold their perfect paper aeroplane.

Afterwards, all pairs throw the aeroplane, and the farthest aeroplane wins. This game can have several rounds so the students can communicate and plan a strategy. We recommend three rounds.

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Module 6: Adaptability

Unit 2: Flexibility

Closure and Debriefing:
At the end of the activity the students summarise the activity for the teacher or asked directly about:
The importance of communicating with their teammate
The significance of trying to be flexible with the situation
How the game was designed to help students use cooperation and quick thinking
How students can use these skills in a classroom manner

You can also ask:
1. What was your strategy for folding the airplane?
2. How did you communicate with your partner?
3. What challenges or difficulties did you experience while folding the airplane?
4. How did you feel when it was time to switch positions?

Timeline/working program:

00.00 Introduction to the theory of adaptability (10 min)
00.10 Revision of the previous module (5 min)
00.15 Introduction to the Energizer: Blind Artist (5 min)
00.20 Energizer with debriefing (10 min)
00.30 Introduction to the Activity: Adaptation Ball (5 min)
00.35 Adaption Ball activity (15 min) with debriefing
00.55 Reflection (5 min)
00.60 End of Unit

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Module 6: Adaptability

Unit 3: Resilience

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Resilience means never giving up, even when things are tough. It's a skill you can learn and practice to help you reach your goals. Here are some tips on how to be resilient.

Face Your Challenges Head On
Resilience is when you keep going even when it's hard. Some things are hard because they're new, like learning to ride a bike. Other things are hard because they're challenging, like trying to win a race. But if you keep going, you'll get better and better at doing them.

When you face your challenges head-on, it means you're not scared of them. You're ready to do whatever it takes to overcome them. It can be really tough, but it's worth it when you finally succeed.

Another example is when you're studying for a test. It can be tough to focus on your work and stay concentrated for hours on end. But if you persist and keep studying, you'll eventually learn all the material and do well on the test.

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Module 6: Adaptability

Unit 3: Resilience

Setbacks Aren’t Failure—They’re Opportunities to Learn
Setbacks can be really frustrating, but they're not failures. They're just an opportunity to learn something new. Thomas Edison said that he "has not failed. I've just found 10,000 ways that won't work." Every time you experience a setback, you're getting closer to finding a solution that will work. So don't get discouraged—keep trying new things until you find a way to overcome the challenge.

Keep Going Even When You Feel Like Quitting
Quitting is not always the right thing to do. It's important to remember that if you want to achieve your goals, you need to keep going even when things are tough. Challenges are only temporary, so if you persevere, eventually, you will reach your goal. So next time you feel like quitting, remember why you started in the first place and find the strength to keep going.

Key Learning Objectives:
Students understand what it is to keep going through challenges in class and real life.

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Module 6: Adaptability

Unit 3: Resilience

Specific activities and tasks:

Introduction - Greetings, introduction of the topic, and reminder of the fundamental rules

Everyone should be, or continue to be respectful and listen actively

Revision of the previous module - will be described in the separate section (next row).topic of self control and positive outlook, and how it serves to supplement the introduction to the topic of adaptability.

Activities

Students can play 1-2 short improvisational games:

Yes, and exercise

Say "yes, and" whenever someone comes up with an idea. This will help you stay in the scene and keep it going.

Questions game

Think of a place where people meet (airport, school, city centre) and create a scene where students talk to each other using only questions

One way to do it is in a group of 4, when 2 students talk to each other and don’t say a question, they switch with their partner and keep the scene going

Questions game example: WLIIA: Best Questions Only Game Ever!

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Module 6: Adaptability

Unit 3: Resilience

Closure and Debriefing:

At the end of the activity the students summarise the activity to the teacher or asked directly:
The importance of being resilient, of pushing through no matter how many times the round repeats
How the game was designed to help students deal with struggle
How students can use this activity as a metaphor for being resilient with their goals

You can also ask:
1. How many rounds did it take until you reached 20?
2. What was your favourite number to yell?
3. In what ways do you think this game is related to resilience?
4. How do you think the game would be different if it were played in a different order? For example, if students had to go from 20 to 1 instead of 1 to 20.
5. What do you think are some possible reasons why the game would be so difficult?

Timeline/working program:

00.00 Introduction to Resilience (10 min)
00.10 Revision of the previous module (5 min)
00.15 Energizers (if needed) (15min)
00.30 Introduction to the Activity: “Countdown” (5 min)
00.35 Activity (15 min) with debriefing
00.55 Reflection (5 min)
00.60 End of Unit

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Module 6: Adaptability

Unit 4: Improvisation (The Brave Step)

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Improv is all about thinking on your feet and making things up as you go along. It might sound scary, but it's a lot of fun. And the best part is, anyone can do it! So if you're feeling funny and want to try improv, here are a few tips to get you started.

What is Improv?

Improv, short for improvisation, is when you make things up as you go along. That might sound like it would be hard to do, but it's actually really fun! When you're doing improv, you don't have to worry about being perfect or saying the right thing. You can relax and let your imagination take over.

Tips for Doing Improv

Here are a few tips that will help you when you're doing improv:
1. Say "Yes, And..."

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Module 6: Adaptability

Unit 4: Improvisation (The Brave Step)

This is the most important rule of improv. Whenever someone else comes up with an idea, no matter how crazy it might sound, always say "yes, and..." This shows that you're willing to go along with the other person's idea and build on it. For example, if someone says, "Let's pretend we're aliens," you might say "Yes, and I have three eyes!" By saying "yes, and...," you'll keep the scene going and make it more interesting.

2. Make Your Partner Look Good

Improv is all about working together with other people. That means that even though you're trying to be funny, you also want to ensure that everyone else in the scene looks good. So if someone else comes up with a funny idea, go along and build on it. But if someone makes a mistake, help them out by covering for them or making a mistake seem like it was part of the plan all along. Remember, we're all in this together!

3. Be Specific

When you're making stuff up, the more specific you are, the better. For example, instead of just saying, "I'm hungry," try saying, "I'm so hungry I could eat a whale!" The more details you add, the funnier and more enjoyable your scene will be.

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Module 6: Adaptability

Unit 4: Improvisation (The Brave Step)

4. Be Active

In improv, there's no such thing as sitting around doing nothing. Even if you don't know what to do next, find something to do. Maybe you could pace back and forth or pretend to be asleep. As long as you're doing something, you'll look like you're interested in what's going on, and people will want to watch you

Conclusion

Improv is a lot of fun, and anyone can do it! Just remember to say "yes, and...," make your partner look good, be specific, and be active. Now go out there and have some fun!

Key Learning Objectives:
Participants will learn how to reduce stress, relax through exercise and movement, and be useful to the community

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Module 6: Adaptability

Unit 4: Improvisation (The Brave Step)

Specific activities and tasks:

Introduction - Greeting, introduction to the topic and reminder of the basic rules

Everyone should be, or continue to be, an active and respectful listener

Concentration exercises with sudoku activities. Directing the gaze, solving, then completing the required tasks with movement, directed movement with two steps, hops, alternating right and left leg and opposite hand, while paying attention to the task at the same time.

Children can play sudoku in the form of paper games. It is important that we help them understand the rules of the game and help them when they get stuck. We follow with our eyes (eyes), the upper part of the body (trunk and arms) and the lower part of the body (knees, legs, feet).

Also, they should be encouraged to develop strategies for solving sudoku and not to give up when faced with more difficult tasks. After that, they can play roles, i.e. simulate the given and possible solutions and compare the degrees of solutions. They can use facial expressions and gestures and are intellectually active at the same time.

This implies the use of the right and left hemispheres of the brain, which completes the movement and illuminates the effect when they solve the task well.

This causes an aha effect, so they have a certain mood, which he coped with well. He knows how to shout, jump with happiness and then he can complete multiple tasks that are set before him.

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Module 6: Adaptability

Unit 4: Improvisation (The Brave Step)

At the end of the activity, the teacher summarises the activity:
The importance of activities to reduce stress
Because the activity is designed to help students learn how to be flexible and communicative before each round
How students can use these activities in the future to free their minds
The teacher can ask:
Which activity did you like the most?
How was your communication?
How much did all the activities help you?

Closure and Debriefing:
At the end of all activities, the teacher will find out which activity the students liked the most, which activity they enjoyed, whether the activities helped them overcome stress and improve communication.
The leader will go through the key topics, skills, events and processes from the lesson with the students. They will try to get all or most students to talk and participate in active discussions about what they think about the activities and how they might use them at home

Timeline/working program
00.00-Getting to know each other and Remind the basic rules
00.05 Choosing the activity
00.40 Summary of activities
00.45 The end

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Module 7: Physical intelligence

Introduction

Physical intelligence is an important aspect of intelligence, vital for success in many areas. It involves the ability to use one's body to solve problems, express oneself and interact with others. Physical intelligence enables us to understand and use cues like posture and facial expressions. It can help us excel in activities like sports, dance or martial arts; foster relationships through better communication; and promote overall health & wellbeing. Additionally, physical intelligence can contribute to greater happiness by helping us understand our environment, optimise performance and appreciate beauty. Moreover, it can benefit children’s development by improving motor skills, coordination, self-confidence & emotional intelligence. Ultimately, physical intelligence is a key factor that helps ensure success & happiness.

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Module 7: Physical intelligence

Unit 1: Concept "Healthy body - healthy mind"

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:

A healthy body and a healthy mind often go together, and together we can improve or preserve our physical and mental health through physical exercise. From the earliest age, the task of physical exercise is to have a positive effect on the growth and development of the organism and the functional abilities of the organic systems. Furthermore, encourage proper body posture, develop hygiene and eating habits, but certainly improve interpersonal relationships. During physical exercise, there is a great opportunity for the development of positive social and moral qualities such as: teamwork, solidarity, justice, determination, courage, composure, persistence, perseverance, discipline, responsibility, sincerity, modesty, optimism, honesty, cultural behaviour, patriotism etc. which is very important for students to function normally in the environment in which they find themselves. Numerous studies conducted on depressed people (schoolchildren, students, workers) have proven that physical exercise has almost the same effect on health as psychotherapy methods..Exercise distracts attention from the source, and researchers confirm that regular exercise reduces sensitivity to stress, but also makes it easier to deal with it.

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Module 7: Physical intelligence

Unit 1: Concept "Healthy body - healthy mind"

Key Learning Objectives:
Students will learn how to reduce stress, to meditate and to relax through physical exercise and movement
At the end of this class students will learn to expel a negative energy from the body and mind and find the effective way to distract from the source of stress

Specific activities and tasks:

- Introduction - Greeting, introduction to the topic and reminder of the basic rules
- Everyone should be, or continue to be, a respectful and active listener
- Form three groups of students of 8 members if possible each who will go through all three activities that will last 10 to 15 minutes each. The activities will take place in three separate rooms.If It's not possible to use three different rooms , the whole class will do the same activities in one classroom.

Activity 1. Music therapy-sound therapy with the tones of Orff's instrumentation
All students listen to the sound of the triangle, the duration of the tone, how metal to metal sounds, wood to metal, wood to wood.. Students are involved in activities .

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Module 7: Physical intelligence

Unit 1: Concept "Healthy body - healthy mind"

Specific activities and tasks:

Then they listen to the metallophone, that is played loud and then more quiet.They listen and explore sounds, by playing a lower and longer tone, and then higher and shorter tones.Lower and longer tones leads to relaxing and sort of meditation, and shorter and higher tones leads to stress.Students can feel the difference.Teacher will ask what tones feel more comfortable to them. The content is adjusted depending on the age of the students. If the students are 6 or 7 years old, they will do this activity with the assistance of the teacher.

Activity 2. Creating melody with breathing exercises
A long horn that students play after relaxing breathing exercises - inhale through the nose for a few seconds, exhale through the mouth for 5 seconds . Teacher will give a sign to a student to play stone and it will last as long as they agree on the sign. By playing tones, students create relaxing music with the duration of the tones individually and in chorus.

Activity 3. Singing and movement therapy with meditation

Students sit in a circle, whisper one to another a word, the last one speaks out loud, like a game of chinese whispers.

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Module 7: Physical intelligence

Unit 1: Concept "Healthy body - healthy mind"

After that, they stand up, hold hands, receive from the left the wave of heat and send from the right the wave of cheerfulness. At the same time, they sing a song. Activities are performed by touching the arms and palms above the shoulders. All the time, they wave at the activity until the teacher gives the signal that it is finished and they move on to another activity. Play Statues in pairs. They create a geometric shape or dance movement. Thus, that leads to relaxation of the entire body .

At the end of the activity, the teacher summarises the activity:
The importance of activities to reduce stress
As the activity is designed to help students learn how to be flexible and communicative before each round
How students can use these activities in the future to free their minds
The teacher can ask:
Which activity did you like the most?
Which activity did your group enjoy?

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Module 7: Physical intelligence

Unit 1: Concept "Healthy body - healthy mind"

Closure and Debriefing:
At the end of all activities the teacher will find out which activity did students like the most, which activity they enjoyed, did activities help them in stress management and better communication.
The leader will go through the key topics, skills, events and processes from the lesson with the students. They will try to get all or most students to talk and participate in active discussions about what they think about the activities and how they might use them at home.

Timeline/working program:
00.00-Introduction and dividing into groups and separate in three different classrooms if it is possible
00.10 Activity one -Music therapy -sound therapy
00.20Creating music with breathing exercises
00.30 Singing and movement therapy with meditation
00.40 Summarising of the activities
00.45 The end

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Module 7: Physical intelligence

Unit 2: Concept "Practice makes perfect"

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Ones' progress will mostly depend on the frequency engaged in, and the type of outcome needed for improvement which mostly gauges one's determination. The much practice required depends upon the nature of the activity, and upon the individual due to differences in peoples' nature and desire to learn and achieve more.
Practice is an important tool to being successful and it helps one's goal come true. You get to learn a positive new behavioural process, which can become a healthy habit in and of itself. Practice is made up of several important emotional and structural variables. For instance, you have to get through the emotional process of finding the bravery to try new things and tolerating not being so good at things right from the start.

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Module 7: Physical intelligence

Unit 2: Concept "Practice makes perfect"

The process of deciding (because it is a choice) to practise in spite of these feelings is a valuable skill in managing any change process. Learning to allow for, visualise, or have hope for the reward down the road requires the specific, learnable skill of tolerating short term discomfort for long term gain. Even if you end up not using or even particularly appreciating the new things you have introduced (and practised a few times), having a process for introducing change is incredibly valuable.
The more you practise new ways of doing things, the more naturally they'll come.

Key Learning Objectives:
Students will learn how to develop self-discipline through constant exercises of interesting activities with students.Students will be trained for active monitoring, with the senses, the body as an instrument.Students will learn the importance of concentration and practice.

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Module 7: Physical intelligence

Unit 2: Concept "Practice makes perfect"

Specific activities and tasks:
Introduction - Greeting, introduction to the topic and reminder of the basic rules
Everyone should be, or continue to be, a respectful and active listener
Develop self-discipline through constant exercises of interesting activities with students

Activity: Developing self-discipline
The students form a circle, we practise turning to the right and then to the left side, breathing deeply all the time, inhaling with our hands up, exhaling down into a squatting position all the time using the body as an instrument and body parts, improving readiness and concentration for the following activities. Thus, we practise physical activity, movement, teamwork, and training students for stronger activities where we combine sides, right-left; up and down, standing on one leg depending on the teacher's instructions. With this activity, we practise concentration, activate mental abilities and direct students to every part of the body, starting from the toes to the last hair on the head.

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Module 7: Physical intelligence

Unit 2: Concept "Practice makes perfect"

The second part of the activity would be related to the conversation between the students and the teacher, give them slips of paper on which they will write what often annoys them, and then put these slips into a hat from which the teacher will take out one slip at a time and talk to the students, encouraging the students to give their opinion on how to control oneself in such situations. Of course, always give examples and explanations that will be comprehensible to children of a certain age. Give them concrete examples of how to behave in a certain situation.
Students will be trained for active monitoring, with the senses, the body as an instrument, and we will have a very interesting exercise that leads to creativity, which is the last stage of thought and complete understanding.

At the end of the activity, the teacher summarises the activity:
The importance of activities for student concentration
Because the activity is designed to help students to actively monitor with their senses and body
How students can use these activities in the future to activate their mental abilities
The teacher can ask:
Which activity did you like the most?
How was your communication?
How much did all the activities help you?

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Module 7: Physical intelligence

Unit 2: Concept "Practice makes perfect"

Closure and Debriefing:
At the end of all activities, the teacher will find out which activity the students liked the most, which activity they enjoyed, whether the activities helped them to strengthen their concentration and activate their mental abilities
The leader will go through the key topics, skills, events and processes from the lesson with the students. They will try to get all or most students to talk and participate in active discussions about what they think about the activities and how they might use them at home.

Timeline/working program:
00.00-Introduction (5 min)
00.05 Physical exercises combined with breathing exercises- (30 min)
00.35 Summary of activities (10 min)
00.45 The end

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Module 7: Physical intelligence

Unit 3: Concept "Moving with purpose"

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:

The concept of "moving with purpose" is rooted in the idea that physical activity, when done with a purpose, can be more rewarding for children than physical activity that is done for the sole purpose of exercise. This concept has been explored in the field of educational research, and has been found to be an effective way to engage children in physical activity. When physical activity is done with a purpose, such as cleaning, children are more likely to be motivated to participate and be engaged in the activity. Cleaning activities can also provide a great opportunity to teach children responsibility and develop their motor skills. Additionally, physical activity is important for the physical, mental, and emotional health of children and can even help to reduce stress and anxiety. These activities can be made fun and engaging by adding music to them or by making them into a game. This encourages children to be physically active while teaching them about responsibility.

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Module 7: Physical intelligence

Unit 3: Concept "Moving with purpose"

Key Learning Objectives:
Participants will learn how to reduce stress, relax through exercise and movement, and be useful to the community
At the end of this class, participants will learn to expel negative energy from the body and mind and find an effective way to distract from the source of stress.

Specific activities and tasks:
Introduction - Greeting, introduction to the topic and reminder of the basic rules
Everyone should be, or continue to be, an active and respectful listener
Teachers will offer three various activities so students can choose one and the teacher will introduce students with activities and rules.

Activity 1. “Rotting it up!”
Taking care of health by combining sports games is also taking care of the environment. By arranging the school yard, taking care of plants, and engaging in sports activities, students simply take care of their health. We collect grass or waste and take it to a certain place in the yard intended for composting or garbage disposal. Moving through the school yard, the teacher creates a movement scheme that includes movement, proper breathing, being in the air and simply taking care of the environment, but also developing awareness of the environment.

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Module 7: Physical intelligence

Unit 3: Concept "Moving with purpose"

These activities also can be alternate for waste pick up or cleaning a school yard.
If the weather conditions do not allow being outdoors, this activity would be adapted to an indoor space. A whole series of activities would take place in the school where the students would again have a certain path to follow, the students would have the task of going around all the rooms in the school, watering the plants that are there. Then to pick up the waste intended for recycling, and then sort that waste into recycling bins. With these activities, they would achieve most of the goals set by outdoor activities, such as developing environmental awareness, movement and proper breathing.

Activity 2. "Pick up"

By planning movements and movements, as well as fruit picking activities (pears, plums, apples) or collecting sports props if the activity is carried out in a closed space (sports hall) and by designing sports games and body posture, movement and movement patterns, they respect the proper growth and development of 6 to 10 years. By moving around the edge of the school yard or the edge of the field in the school hall and practising properly, we can develop knowledge about the proper development of each individual student.

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Module 7: Physical intelligence

Unit 3: Concept "Moving with purpose"

Activity 3. We are looking for treasure

Depending on the age, we make cards and present "Treasure hunt" games - fruit, sports props; "We mow the hay and carry it" - physical activity accompanied by environmental awareness and planning of sports games. If the activity is done indoors, the students will be based more on sports games.

At the end of the activity, the teacher summarises the activity:
The importance of activities to reduce stress
Because the activity is designed to help students learn how to be flexible and communicative before each round
How students can use these activities in the future to free their minds

The teacher can ask:
Which activity did you like the most?
How was your communication?
How much did all the activities help you?

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Module 7: Physical intelligence

Unit 3: Concept "Moving with purpose"

Closure and Debriefing:
At the end of all activities, the teacher will find out which activity the students liked the most, which activity they enjoyed, whether the activities helped them overcome stress and improve communication.
The leader will go through the key topics, skills, events and processes from the lesson with the students. They will try to get all or most students to talk and participate in active discussions about what they think about the activities and how they might use them at home

Timeline/working program:
00.00-Getting to know each other and Remind the basic rules
00.05 Choosing the activity
00.40 Summary of activities
00.45 The end

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Module 7: Physical intelligence

Unit 4: Concept "Concentration and motion"

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:

Concentration is a fundamental skill for physical intelligence. It is the ability to focus and direct attention to a particular task or activity, and to maintain that focus for an extended period of time. Concentration is essential for success in any area that requires physical and emotional intelligence. Theoretically, concentration is a combination of two distinct processes: attention and sustained focus.

Attention is the ability to focus on a task at hand and ignore distractions, while sustained focus is the ability to maintain that focus. Attention is the key to concentration, as it allows one to focus on a task for an extended period of time, and to ignore distractions. For physical intelligence, there are several techniques that can help to improve concentration. These include establishing a routine, using positive affirmations, and practising meditation and breathing exercises. Establishing a routine helps to keep one's focus on the task at hand, while positive affirmations help to keep one's mind focused on the task.

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Module 7: Physical intelligence

Unit 4: Concept "Concentration and motion"

Key learning objectives:
Participants will learn how to reduce stress, relax through exercise and movement, and be useful to the community

Specific activities and tasks:
Introduction - Greeting, introduction to the topic and reminder of the basic rules
Everyone should be, or continue to be, an active and respectful listener
Concentration exercises with sudoku activities. Directing the gaze, solving, then completing the required tasks with movement, directed movement with two steps, hops, alternating right and left leg and opposite hand, while paying attention to the task at the same time.
Children can play sudoku in the form of paper games. It is important that we help them understand the rules of the game and help them when they get stuck. We follow with our eyes (eyes), the upper part of the body (trunk and arms) and the lower part of the body (knees, legs, feet).
Also, they should be encouraged to develop strategies for solving sudoku and not to give up when faced with more difficult tasks.
After that, they can play roles, i.e. simulate the given and possible solutions and compare the degrees of solutions. They can use facial expressions and gestures and are intellectually active at the same time.
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Module 7: Physical intelligence

Unit 4: Concept "Concentration and motion"

This implies the use of the right and left hemispheres of the brain, which completes the movement and illuminates the effect when they solve the task well.
This causes an aha effect, so they have a certain mood, which he coped with well. He knows how to shout, jump with happiness and then he can complete multiple tasks that are set before him.

At the end of the activity, the teacher summarises the activity:
The importance of activities to reduce stress
Because the activity is designed to help students learn how to be flexible and communicative before each round
How students can use these activities in the future to free their minds

The teacher can ask:
Which activity did you like the most?
How was your communication?
How much did all the activities help you?

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Module 7: Physical intelligence

Unit 4: Concept "Concentration and motion"

Closure and Debriefing:
At the end of all activities, the teacher will find out which activity the students liked the most, which activity they enjoyed, whether the activities helped them overcome stress and improve communication.
The leader will go through the key topics, skills, events and processes from the lesson with the students. They will try to get all or most students to talk and participate in active discussions about what they think about the activities and how they might use them at home

Timeline/working program
00.00-Getting to know each other and Remind the basic rules
00.05 Choosing the activity
00.40 Summary of activities
00.45 The end
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Module 8: Goal Setting and Persistence

Introduction

The processes of self-exploration and establishing one's talents and potential are closely related to persistence and goal-setting and even more to experiencing happiness. Early in life children learn that in order to become good at something and enjoy themselves or to achieve something they want they need to put in some effort. But before effort comes the desire for something - or the goal. Stimulating pupils to discover their interests and talents is a proven way to start the process of setting long-term goals with the help of their parents and their teachers.

Howard Gardner's theory of multiple intelligences can be useful in this respect. It posits that there are eight different types of intelligences and that each person has a unique combination of these. This theory can help educators identify the strengths of their pupils and foster them. According to Gardner, "The task of education is to activate as many different intelligences as possible so that each individual develops a maximum potential."

Some students are good at maths, others excel in languages, while some have a knack for art or music. It is important that pupils discover their talents early on and start developing them. This will not only make learning more enjoyable for them, but also increase their motivation to achieve their goals.

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Module 8: Goal Setting and Persistence

Unit 1: Potential and Talent

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
The processes of self-exploration and establishing one's talents and potential are closely related to persistence and goal-setting and even more to experiencing happiness. Early in life children learn that in order to become good at something and enjoy themselves or to achieve something they want they need to put in some effort. But before effort comes the desire for something - or the goal. Stimulating pupils to discover their interests and talents is a proven way to start the process of setting long-term goals with the help of their parents and their teachers.
Howard Gardner's theory of multiple intelligences can be useful in this respect. It posits that there are eight different types of intelligences and that each person has a unique combination of these. This theory can help educators identify the strengths of their pupils and foster them. According to Gardner, "The task of education is to activate as many different intelligences as possible so that each individual develops a maximum potential."

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Module 8: Goal Setting and Persistence

Unit 1: Potential and Talent

Some students are good at maths, others excel in languages, while some have a knack for art or music. It is important that pupils discover their talents early on and start developing them. This will not only make learning more enjoyable for them, but also increase their motivation to achieve their goals.

Key Learning Objectives:

- Students and parents are more aware of children's personal abilities, talents and/or potential in certain fields of interest.
- At the end of the lesson students will have increased their acceptance of others' differences in interest and abilities
- Students will have improved their teamwork skills.

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Module 8: Goal Setting and Persistence

Unit 1: Potential and Talent

Specific activities and tasks:

1) A Lead-in Discussion

The teacher asks questions about the previous module and asks students if they know what other kinds of smart can a person be. For younger students the teacher lists them verbally and for older who can read - they write their answers on the left side of the board and then on the right side of the board draws a circle with eight equal separate sections.

2) Game of Self-Exploration

They help students split into eight different teams and invite each team to start at a specific section of the room. Each team will have 3 minutes to freely explore the items and play at each section and will then switch.

After all teams have gone to all sections, the teacher invites students to sit again and turn back to the circle. They label the sections as follows: music smart, picture smart, body smart, people smart, word smart, logic smart, nature smart and self smart. They explain that a very famous scientist has stated that people can be good at different things. The focus of this second part of the discussion is the fact that the world is a colourful place thanks to all the different abilities people have and that as with any other thing - if you are good at something this also means that you are not as good at something else.

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Module 8: Goal Setting and Persistence

Unit 1: Potential and Talent

Closure and Debriefing:
Reflection and task for next time
The teacher asks the students to write (or draw - for the younger students) on a sheet of paper their name and to indicate which sections were most interesting to them. They collect the sheets and ask students to think about the sections they wrote and what talents and possible real-life professions stand behind those because next time discussion will start with those.

Timeline/working program:
00:00 A lead-in discussion
00.10 Game of Self-Exploration
00.35 Reflection and task for next time

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Module 8: Goal Setting and Persistence

Unit 2: Growth Mindset and Grit

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Learning more about oneself is just the start of the process of developing an attitude of persistence and the skill of goal-setting for children. Even at such a young age they can be taught about complex concepts such as growth mindset and grit with age-appropriate means.
One way to encourage a growth mindset and grit in children is by using the power of storytelling. A great story can inspire kids to see themselves as the protagonist who overcomes challenges and achieves their goals. When looking for stories that teach these valuable lessons, try to find ones that feature characters that are relatable to your child. This will help them see themselves in the story and feel motivated to emulate the character's success.

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Module 8: Goal Setting and Persistence

Unit 2: Growth Mindset and Grit

Key Learning Objectives:
Students are aware about differences between people and the fact that every person can grow and become better at something even if they are not in the beginning.

They have worked on their compassion and understanding about human potential and capacity for growth.

Specific activities and tasks:
1) The teacher asks pupils to list the different types of "smart" (music smart, picture smart, body smart, people smart, word smart, logic smart, nature smart and self smart). They ask them to list one example for each profession of each "smart" type and write everything on a flipchart or on the board. They then ask what pupils think about these professions - do people become good musicians or artists just because they are talented? Or do doctors, carpenters or sportists become good for one or two weeks of learning and training? Is there an example that pupils can give about themselves becoming better at something over time? (If they cannot think of something the teacher can prompt them about reading or writing, etc.)

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Module 8: Goal Setting and Persistence

Unit 2: Growth Mindset and Grit

2) Warmup Game
The teacher then invites students to stand up and to split into groups of 10. Each group is presented with a rope on the ground and invited to jump together on the other side of the rope. The only rule is that everyone in the group should jump at the same time. The teacher doesn't give directions to the students but may ask directing questions. In the end of the game the teacher asks the pupils if they got better by the end and if they answer yes - they ask them what they think helped. If they say "no", the teacher asks again what the group thinks they need to succeed.
3) Storytime
The teacher invites students to now sit in a circle and listen to a short story. But the story needs help to be told, so if the students should help with sounds and movement. The teacher starts telling Aesop's fable of the Hare and the Tortoise.
The children are invited to make sounds and demonstrate the actions in the story as they are being told.
4) Practice
The teacher invites students to draw the part of the story they liked best. While students draw, the teacher tells them about the important quality of grit and of not giving up. They ask them why they think grit is important for life and how it could help them.

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Module 8: Goal Setting and Persistence

Unit 2: Growth Mindset and Grit

Closure and Debriefing:
The teacher invites students to share why they made that choice for their drawings. They also ask them about the failure in the story and why they think the other character succeeded in the end. They ask what would have happened if the tortoise had given up and decided it cannot win because it was slow. They invite students to write down or say one sentence about themselves that is true and starts with “I am not good at … yet but I can do … by doing …”

Timeline/working program:
00.00 Revision (10 min)
00.10 Warm Up (5min)
00.15 Story (10 min)
00.25 Drawing of story (10 min)
00.35 Reflection (10 min)

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Module 8: Goal Setting and Persistence

Unit 3: Focus

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Focus can be defined as the ability to direct your attention on a task or activity and exclude all other distractions. It's an important skill for children (and adults!) to have, as it helps them to learn more effectively and retain information more easily. It's part of the executive functioning skillset, which includes other important skills like working memory, flexible thinking, and self-control.
Executive functioning and focus skills are important for school success and the overall feeling of happiness of children. In order to do well in school, children need to be able to pay attention in class, remember what they've learned, and stay organised.

Key Learning Objectives:

- Students become more aware of their thought process
- Students have improved their ability to concentrate
- Students have learned more tools to soothe themselves

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Module 8: Goal Setting and Persistence

Unit 3: Focus

Specific activities and tasks:

1) Revision

The teacher asks the students if they like reading stories. They then start a short discussion on the importance of reading about characters who believe that you can always improve and become better even if it's hard at the moment.

2) Warm Up

The teacher invites students to stand up and to start walking around the room. They explain that they are going to give instructions about the way to walk and students should follow.

Teacher starts with:

"I walk like I am a happy dog."

Then:

- "I walk like I am a hungry giraffe."
- "I walk like I am going to meet my best friend to play."
- "I walk like me and my best friend had a fight. "
- "I walk like me and my best friend made up."
- "I walk like I am very good at something."
- "I walk like I will be the best painter/football player/doctor tomorrow."
- "I walk like I know where I am going."
- "I walk like I have no idea what I am doing."
- "I go and sit at my desk because I am tired now."

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Module 8: Goal Setting and Persistence

Unit 3: Focus

3) Game - a Picture of the Class
A student is chosen to stand in front of the class in an easy-to-hold funny pose. The rest of the class are given 15 seconds to draw something from them - their arms, legs, body, eyes, etc.
Then the student switches with another one and the others have another 15 seconds to add another body part to their picture.
The game goes on until the whole class has taken turns in front of the others and a whole person has been drawn by everyone on their sheets using different parts of everyone.
Upon the teacher's signal, everyone shows their picture to the others.
The game is followed by a discussion about the importance of each person to the group and about the benefit of concentration and focus on a single thing.

4) Solo time
After the previous game is done, the teacher explains to the class that now they are going to have their "solo time" - 5 minutes of complete silence to hear their own mind and to think on a sentence they are going to hear. They can draw or write their thoughts on a paper and later share them with the others.

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Module 8: Goal Setting and Persistence

Unit 3: Focus

If a single classroom is used, students can be invited to sit in a circle with some distance between each other.
In order to help them keep the silence, their teacher can stage a “bet” with them and challenge them at the beginning or they can offer a prize - if the class is successful maybe they can choose a game to play at the beginning of next class or something else.

5) Game - A Time to Remember
Students are going to be understandably excited after the previous game of silence and focused thinking.
To conclude the lesson and present them with another opportunity to build up on their focus skills, the teacher is to invite them to play a last game of concentration together.
They will split them into three groups of 7-8 students and will ask the first group to come forward while the others stay still and don’t write anything. The teacher presents the first group with a bowl full of 15 previously prepared items in a bowl. The items should be of all sizes and of different purposes and it’s best if they are unrelated to each other. The group has 6 seconds to memorise all items. After the 6 seconds pass, they are asked to list them out loud with no interference from the other groups. The second group is then given 30 seconds for a strategy and then asked to come forward and take the place of the first group to try and memorise the items.
The same goes for the third group. The game is followed by a discussion - When was it hardest? How and when did it get easier? What are the important qualities a person should have to remember everything? And a group?

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Module 8: Goal Setting and Persistence

Unit 3: Focus

Closure and Debriefing:
After the final game, the class is invited to sit in a circle and discuss with the teacher the lesson. The teacher should ask them how they feel and what they are going to take from this lesson with them after it is over.
After the discussion the teacher can conclude the discussion with a suggestion to students to take 5 minutes each day for solo time to think on their day or to ask their parents or teachers for a famous quote to ponder.

Timeline/working program:
00.00 Revision (3 min)
00.03 Warm Up (3 min)
00.06 Game (15 min)
00.21 Solo time (5 min)
00.26 Game 2 (9 min)
00.35 Reflection (10 min)

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Module 8: Goal Setting and Persistence

Unit 4: Goal Setting

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Setting goals is a necessary life skill for success and happiness. Achieving these goals, however, can be difficult for adults and children alike. According to studies, only about 8% of people achieve their New Year's resolutions. Goal setting is better taught to children through age-appropriate means - usually if made into a game. This allows children to learn best while enjoying themselves.
Goal-setting in primary school is often done through school counselling or extracurricular activities but it can also be taught explicitly or implicitly during classwork in each subject.

Key learning objectives:
Students are more aware of the concept of goal-setting
Students have improved their teamwork skills
Students have engaged in actions beneficial for the community

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Module 8: Goal Setting and Persistence

Unit 4: Goal Setting

Specific activities and tasks:

1) Revision

The teacher splits the class in three groups and gives each of the groups a task to think of a way to act out for others their code phrase. The phrases are secret and shown only to the designated groups:

Group 1 - A very talented person,

Group 2 - Someone who is not afraid to make mistakes and try again,

Group 3 - Someone who is very, very concentrated on what they are doing.

The groups should guess each other's phrases.

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2) Game - Design a Maze

After the warm-up the three groups remain like this and are told by the teacher that they are going to perform a task together. The teacher provides each team with a small ball (the size of a table tennis ball), play-dough and 30 wooden sticks. They then ask them to design a maze for the ball that will take it from the beginning to the end of the construction without touching the ball after the initial start. The maze should have at least 4 right and 4 left turns.

*An adapted version of this game for younger children aged 6-7 could include designing a racing track and more involved assistance from the teacher while taking the care not to give too many directions but to support the children.

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Module 8: Goal Setting and Persistence

Unit 4: Goal Setting

The teams are given 15 minutes to design the maze/or 10 minutes for the racing track for younger groups and 1 minute to test it in front of the other teams.
The game should end with a reflection - how did it go? What went okay and what went wrong? How could it be improved for next time?

3) The Two Class Goals
After the previous game is done, the teacher explains to the class that they are now grown-up and also know enough about becoming better at something and working together that they are ready for their final task - to think of two goals they are going to complete together.
One of the goals will be the easy one - something they will do in the next 5 minutes. The second goal will be the hard one - something they will have to complete in one month.
The goals should be chosen with the help of the teacher but not suggested by the teacher. The aim of the first goal is to give students a boost and confidence to fulfil the second one.
Throughout the following month the teacher should help students plan and act on their decision. They might need encouragement or gentle reminders to achieve what they have set out to do.
After the goals have been set, students should make a contract and decorate it with pictures of the two goals. Everyone in the class should sign it.

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Module 8: Goal Setting and Persistence

Unit 4: Goal Setting

Closure and Debriefing:
At the end of this lesson, which is also the end of the whole module, the teacher and the class sit to discuss what they have learned during the week. They reflect together on the valuable skill to know how to choose and follow a goal to the end.

Timeline/working program:
00.00 Revision and Warm Up (10 min)
00.10 Game (20 min)
00.30 Goal-setting and contract (10 min)
00.40 Reflection (5 min)

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Module 9: Critical Thinking

Introduction

Critical thinking is not a new concept in education. The first teacher to teach the practice of thinking was Socrates (469-399 BCE) and since then many scholars have continued to theorise about critical thinking. If children acquire critical thinking skills, they will be able to scrutinise new information and ideas and alternative perspectives and ways of life and to judge whether they are acceptable or desirable. In fact, critical thinking is considered one of the most important 21st century skills in education, along with creativity, communication, and collaboration - the so-called 4 C's.

By developing Critical Thinking in children it is intended that they will be able to:
thinki comprehensively and logically, observe, analyse information, experiences or ideas;
argue using criteria in order to take a reasoned position;
use different knowledge and different methodologies and tools for thinking critically;
evaluate the importance/impact of their decisions;
develop new ideas and solutions in an imaginative and innovative way which make sense in the context to which they relate;
develop creative ideas and projects through interaction with others and/or personal reflection; and personal reflection.

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Module 9: Critical Thinking

Unit 1: Critical Thinking Theory

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Critical thinking is considered the central ideal of education and the social basis for acquiring equal rights and civil liberties in democratic countries. As students, critical thinking skills can be useful when helping them, for example, to construct an argument or participate in class discussions, preparing them to deal with a multitude of challenges they will face in their lives, careers, duties and personal responsibilities. CP skills are considered key to successful learning.

Key Learning Objectives:
Students have worked on their linguistic and creative skills
Students have improved their imaginative skills

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Module 9: Critical Thinking

Unit 1: Critical Thinking Theory

Specific activities and tasks:
The class starts with a simple game, which works as an energizer for the children:

Activity 1: New words with mime (for children aged 6-7 years)
Mime or try to guess what the other person is doing. The idea here is to do something simple, to be fun and still work on children's vocabulary. You can start by making gestures such as swimming, playing an instrument, reading or cooking. They are small words, but the game makes the child have to think about what that word means or is. This is very important to increase vocabulary and stimulate reasoning.

Activity 1: Build a Story (for children aged 8-10 years)
This game is about creative thinking and language development. Start by making up a story:

Once upon a time there was a little grey kitten....
A child then adds a sentence to the story, thus changing the direction of the story:
The little grey kitten got lost in the forest.
Then add a sentence and the story continues:
Suddenly, he heard a whisper behind him and froze.
This game usually ends in laughter and a ridiculous story, but it uses a lot of brain power and imagination.

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Module 9: Critical Thinking

Unit 1: Critical Thinking Theory

Activity 2: Perfect people
Stimulus: Playdough people and the following letter from Planet Leader.
Stimulus details: Letter from the Planet Leader.
Dear People,

I am giving you a very important job. I am going on holiday and need you to carry on my work. You must create some people for my new planet. They must be the very best people in every way. Please let me know all about the people you make. I have given you some people-making material. Please create carefully. We cannot risk any mistakes. Thank you.

Leader of Planet Plato.
Thinking focus: What is a person?
Preparation
Allow time for children to explore books and stories about a variety of people.
Presentation
This activity is best done in smaller groups of five or six children at a time, working around a table. Prepare enough playdough for each child to form a model person (you may wish to provide different colours). Read the stimulus letter to them and ask them if they can make the perfect person. Join in this activity yourself.

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Module 9: Critical Thinking

Unit 1: Critical Thinking Theory

Conversation and thinking time
While the children create their ‘people’, they can chat informally about what they are doing to make their person. What does it need to look like? What colour have they chosen?

First words
As the models progress, ask the children questions such as “Would it matter if your person had no arms? Eyes? Heart? Legs?”, etc. Allow them to express their ideas about what makes a perfectly functioning person.

Building
Introduce the idea that the person you have made might not be accepted by the leader because it is sometimes badly behaved. Can they suggest some things that it does wrong? Ask the children if they can help you ‘fix’ your person so that it is perfect again.

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Module 9: Critical Thinking

Unit 1: Critical Thinking Theory

Closure and Debriefing:
Last words
To reflect on the session, the teacher sits the students in a circle and asks the following questions:
Do the children think there can ever be the perfect person, or is it all right if they make mistakes or look different?
To conclude the session, the teacher sends the students or their parents (via email or any digital platform) 2 short videos that will be viewed in the next lesson. Students can watch them in advance if they wish.

Send "Hakuna Matata" video, followed by "It's a Hard Knock Life."

Timeline/working program
00.00 Initial reflection (5 min)
00.10 Activity *Build a Story* (15 min)
00.20 Activity *Perfect People* (15 min)
00.35 Reflection (5 min)
00.40 Task for the next lesson (5 min)

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Module 9: Critical Thinking

Unit 2: Responsibility

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
If critical thinking is developed in children from an early age, they acquire skills such as Responsibility and Integrity, which consist of respect for oneself and for others; knowing how to act ethically and being aware of the obligation to answer for one's actions and to weigh one's own and others' actions against the common welfare.
Critical thinking encourages the child to live in the present and pay more attention to their own emotions as well as those of other people. This makes them grow up caring about making judgments and reasoned opinions that respect their values, but also those of others. Critical thinking also helps children to build good interpersonal relationships, both at school and in the future, because children and young people will reflect on their own beliefs and values and understand those of others from an early age, thus developing empathy skills.

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Module 9: Critical Thinking

Unit 2: Responsibility

Key Learning Objectives:

- Students are more aware of the concept of responsibility and integrity
- Students come to recognise the concept of individual and social responsibility
- Students learn to listen to their peers' opinions and improve their communication and argumentation skills
- Students come to understand the concept of fairness.

Specific activities and tasks:

Start the lesson by asking if any students were interested in watching the videos sent at the end of the last lesson. If there are affirmative answers, you can introduce some questions to understand what message the video gave them.

Then move on to viewing the videos in class and tell them that you want them to pay attention to the messages in the songs. Show "Hakuna Matata" video to children, followed by "It's a Hard Knock Life." After the video has finished, take a minute of silent reflection for them to write down any questions they have come up with.

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Module 9: Critical Thinking

Unit 2: Responsibility

Ask students to share questions, and write them on the board.
Invite students to vote on which question to discuss.
If students have difficulty coming up with questions, they can use the following ideas:

What is responsibility?
What responsibilities, if any, do we have to other people?
Does everyone have the same responsibilities? Why or why not?
Do we have responsibilities to ourselves first or to other people? Why?
What is fairness?
Is it important to make the world fair? Why or why not?
How are responsibilities and worries related? Are they the same?
Can you exist in the world without worry? If so, how? If not, why not?

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Module 9: Critical Thinking

Unit 2: Responsibility

Closure and Debriefing:
To close the conversation, the facilitator should summarise the main points that emerged during the discussion and acknowledge whether or not the class reached consensus.

The teacher may conclude the activity in a circle with an evaluation. The student who begins should say, in one word, what the activity has meant for him/her (e.g. Joy, Friendship, Learning, respect, cooperation). This student has a ball of yarn in his hand (wool or sisal) and passes it to another after leaving his testimony, grabbing the end of the ball, and so on. At the end a web is formed and before undoing it a song can be sung.

Timeline/working program
00.00 Initial reflection (5 min)
00.10 Activity Build a Story (15 min)
00.20 Activity Perfect People (15 min)
00.35 Reflection (5 min)
00.40 Task for the next lesson (5 min)

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Module 9: Critical Thinking

Unit 3: Problem Solving and decision making

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
Critical thinking implies decision making, i.e. taking a position and acting accordingly in the resolution of problematic situations. Decision-making is an essential skill in all aspects of our life. To decide we need to assess the advantages and disadvantages of different options and their likelihood of occurrence, which requires common sense, and to choose the best, most option, the one that is most likely and offers us the most advantages. Decision-making is a dimension of critical thinking that enables us to achieve our objectives effectively.

Key Learning Objectives:
Students will have improved listening skills as part of a group
Students will feel more confident sharing their ideas
Students will be better able to make choices and decisions
Students improve their communication and argumentation skills
Students learn to work as a community to reach agreement
Students learn to deal with disagreement from their peers.

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Module 9: Critical Thinking

Unit 3: Problem Solving and decision making

Specific activities and tasks:
Activity 1 : Monster at School

Stimulus: Large drawing of a monster.
Stimulus details: Draw a monster with a closed mouth (no teeth), three arms, four legs and a tail. Ensure that it looks neither friendly nor frightening.

Thinking focus: Should we judge from appearance only?

Presentation
Explain to the children that you have a difficult decision to make. You met a monster on the way home last night and he asked if he could come to nursery tomorrow.

Making a decision
Ask the children to vote on their answer to this question using double-sided voting cards or with a ‘stand up/sit down’ vote.
Conversation and thinking time
Ask those children to form two groups based on how they voted. Allow the children a few minutes to share their reasons within the groups.

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Module 9: Critical Thinking

Unit 3: Problem Solving and decision making

First words
Ask the children with the majority vote to share their reasons. Encourage the children from both groups to give their reasons. What would be the good things and the bad things about having a monster at nursery?

Building
Introduce further facts about the monster to see if it changes thinking. For example, what if this monster smelt really bad? What if the monster was so small he could fit into a pocket?

Last words
Review the main ideas put forward and then revisit the original question. Have any children changed their answers? If so, ask them if they can say why.

Activity 2: Royal invitations
Stimulus: Fairy tale characters/cards and large paper/pens.
Stimulus details: Prepare an invitation from the 'King' requesting help from the children to decide which characters should be invited to the royal party and why.

Thinking focus: Identifying behaviours of fairy tale characters. Thinking about what constitutes good behaviour. Caring thinking.

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Module 9: Critical Thinking

Unit 3: Problem Solving and decision making

Preparation
Ensure children are familiar with fairy tales. Allow opportunities for role-play as fairy tale characters.

Presentation
Read the invitation asking the children to help. Enlist the children to take out the figures/cards from a bag one at a time and talk together about who/what the characters are. Allocate each child with a figure/card of his or her choice. Explain that the children will be speaking on behalf of their characters to give a reason why they should be allowed to attend the royal party.

Conversation and thinking time
Ask children to look carefully at the collection of figures/cards and discuss in small groups their first thoughts on the behaviours of each other's characters.

First words
Ask volunteers to explain why their character should be allowed to attend the party.

Building
Encourage the children to help each other find reasons why characters should be allowed to attend, and to wonder if there are reasons why characters might have behaved badly. For example, is the wolf really bad if he only ate the pig because he was starving? Do dragons know they are scary and can they help it? Was the giant right to have been crossed if Jack had stolen his gold?

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Module 9: Critical Thinking

Unit 3: Problem Solving and decision making

Closure and Debriefing:
Last words Activity 1
Review the main ideas put forward and then revisit the original question. Have any children changed their answers? If so, ask them if they can say why.

Last words Activity 2
Ask the children which characters they found hardest to allow into the party. Were there any that they felt really were not good enough to come?

Timeline/working program
00.00 Revision (5 min)
00.05 Activity Monster at School (15 min)
00.20 Activity Royal Invitations (15 min)
(you can choose to work on one activity only and deepen it with questions)
00.35 Final Reflection (10 min)

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Module 9: Critical Thinking

Unit 4: Fairness

Duration: 45min

Revision Note: At the beginning of each unit it's highly advisable to revise with pupils what they have learned during the previous unit/module and to use this information to connect with the current one. This helps solidify and consolidate knowledge into a holistic whole.

Theoretical Background:
The role of the school cannot only be "to transmit contents", but rather "to teach how to learn". Teaching to learn is creating possibilities; it is not just showing the way, but guiding the student to develop a critical eye and autonomy.

It is fundamental to help the child to develop a critical sense and to know how to make his decisions (as we discussed in the previous module), grounding them. The ability to think for oneself, make decisions and assess the consequences is effectively useful for the psychosocial development of the child - rather than passing on a truth or doctrine, education involves helping children and young people to think about the values implied in different situations and the consequences for themselves and others. In this way, the child does not need to assert him/herself in front of others, developing a sense of Justice and a capacity for decentring, being able to put him/herself in the other's place.

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Module 9: Critical Thinking

Unit 4: Fairness

Key learning objectives:
Students will have improved listening skills as part of a group
Students improve their communication and argumentation skills
Students learn to work as a community to reach agreement
Students learn to deal with disagreement from their peers.

Specific activities and tasks:

Description

Begin the exercise by holding up the bag of candy (make sure you have enough for at least one piece for every student) and ask, “What’s the fair way to distribute the candy in this bag? Who all should get a piece?”

Usually, students will agree that everyone should get the same number of pieces. (Occasionally, a student will—usually half in jest—claim that he or she ought to get the whole bag; this naturally doesn’t fly with his or her classmates and a discussion about why it’s not right can ensue.)

After talking about the fair way to distribute the sweets, pass out the candy according to the decision of the group. After giving students a few moments to enjoy their treat, ask, “Is everyone getting the same thing always the fair way? Are there situations in which it’s okay for people to be treated differently?”

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Module 9: Critical Thinking

Unit 4: Fairness

Field the responses to segue into the roles and responsibilities exercise as follows:

Activity
Ask for four volunteers to come to the front of the classroom. Explain that they are going to be working together to build a house. Each of them, though, has different tools. Pass out to each student a slip of paper, each of which has a different description of the tools he or she has, and ask them to read aloud what they've received. Here is what they've got:

Slip 1: You have a bulldozer and a dump truck. You are an expert in the use of these machines.
Slip 2: You have a full collection of hand tools, like hammers, drills, and screwdrivers. You are an expert in the use of these tools.
Slip 3: You have a huge supply of bricks and cement. You are an expert bricklayer and cement-mixer.
Slip 4: You have all the paints and brushes anyone could need. You are an expert painter.

Now ask students who they think should do what when the house is being built, and why. Usually, it's pretty obvious, but the discussion can be fairly interesting as the class begins talking about why so-and-so should do such-and-such. (It's also not unprecedented that students will say, for instance, that the painter ought to help do brick-laying, for example, as a way to learn new skills.)

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Module 9: Critical Thinking

Unit 4: Fairness

As this discussion dies down, bring a different group of four students to the front of the room and give them slips that read:

Slip 1: You are the world's greatest dessert chef.
Slip 2: You are the world's greatest dishwasher.
Slip 3: You are the world's greatest soup-maker.
Slip 4: You are the world's greatest sandwich maker.

Now say something like: "Okay, it's time to make lunch for everyone. Who should do what?" Again, the discussion is likely to be pretty straightforward, with the class generally agreeing that the tasks should be divided up according to expertise. (This isn't always the case; again, because sometimes students argue that people should be expected to do whatever is needed or that everyone ought to get good at everything, but most of the time, the consensus is that it's good for everyone if everyone does what he or she does best.)

Time permitting, do one more iteration. This time, bring five students to the front and pass out slips that read:

Slip 1: You are the world's best rebounder.
Slip 2: You are the world's best shot-blocker.
Slip 3: You are the world's best three-point shooter.
Slip 4: You are the world's best passer.
Slip 5: You are the world's best free-throw shooter.

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Module 9: Critical Thinking

Unit 4: Fairness

Obviously, the question now is, “What is the best way for this basketball team to play?” And again, pretty much just as obviously, students will respond that the players who are good at a given skill ought to focus on that skill. It’s worth talking some about why this is the case though; there might be different reasons to consider ranging from something like, “If everyone does what they’re good at, the team will win;” to “People have more fun if they do the thing they’re good at.” In any case, by this third iteration the class will have explored in some depth their positions on when it’s appropriate (if at all) for people to have different responsibilities given that they have different skills and abilities.

At this point, pass out to all students slips of paper with the phrase “What I do best is…” and ask them to fill in the blank. When they’ve done so, bring a group of four (randomly chosen) students to the front of the room. Ask each student to read his or her slip of paper, and then ask, “If you were building a house, who should do what?” Compare the answer in this discussion to those from the earlier example. What’s similar? What’s different? Why? Do the same thing with different groups for the lunch-making and basketball-playing examples. Again, compare similarities and differences and probe together with students as to why they’ve answered as they have.

classroom.

Finally, get everyone back in their seats, and have each student read his or her slip out loud. Then, have a large-group discussion focused on the question, “Given our skills and abilities, who should do what in our classroom? What’s the fair way to divide up the tasks?”

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Module 9: Critical Thinking

Unit 4: Fairness

Typically, this leads to an interesting contrast with the other discussions, although sometimes students will want to assert that since they're all good at different things, they all should have different kinds of assignments in the classroom.

Closure and Debriefing:
To finish the module, review all the sessions and close with the following activity:

The Suitcase
Duration: 10 minutes
Materials: A2 board or paper; markers, coloured post-it notes
Implementation:
The teacher should draw a suitcase on the board or on a sheet of paper posted in advance and give each student 3 to 5 post-it notes. Ask the participants to reflect on the sessions of the module and to write down on the post-it what they consider to be the most important "baggage" they have with them. These can be concepts, ideas, feelings... Once everyone has written their post-it notes, they should go and stick them on the bag. At the end, the teacher can take a photo of the suitcase and send the photo to the students.

Timeline/working program
00.00 Revision (5 min)
00.05 Activity Fair or Equal (30 min)
00.35 Final Reflection/ The Suitcase Activity (10 min)

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Conclusion

Experience has taught us that learning requires a motivating factor and that only a satisfied and smiling child has an openness to new knowledge and strengthening their competencies. After a long period of online teaching and partial use of the living word, we believe it is necessary to find a new way that would make it easier for teachers and parents to make their children happy.

The pandemic affected the physical and mental health of children combined with a serious lack of motivation. This has led to poor or below-average education, loss of work routines and habits, which opened the need to devise a way to make students happy, and thus motivate them to adopt educational content.

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