Back to School
the Foundation of
Happiness
Training Program for Teachers in Primary School

Introduction of the training program for teachers

The aim of this program is to provide an engaging, innovative, and easy-to-learn pathway that will help motivate and upskill students aged 6-10.

This program will incorporate interactive activities that foster critical thinking and problem-solving skills to nurture young learners' intellectual development. It will also provide educational resources to help enhance their learning experience.

This program is designed to inspire and empower students aged 6-10 by introducing them to a Back to school curriculum and interactive, innovative activities which will help nurture their intellectual development. Students can practice critical thinking and problem-solving skills while exploring educational resources through these activities.

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Module 1 - Social awareness

INTRODUCTION OF THE MODULE

Welcome to the "Social Awareness" module! This module is designed to help teachers of students aged 6-10 years support them in developing essential social awareness skills needed to foster healthy relationships and build strong interpersonal skills.

Throughout this module, as their teachers you will learn how to guide your students in:

- understand and interpret social cues to foster healthy relationships and build strong interpersonal skills.
- develop an understanding of facial expressions, body language, verbal expressions, and cultural norms related to expressing gratitude
- Be able to recognize signs of agreement or disagreement, approval or disapproval, and other emotions expressed through non-verbal communication. In addition, the module will
- ability to express appreciation appropriately for those around them.

Ultimately, this module aims to teachers with the necessary tools to support and foster successful social interactions amongst their students, in any setting.

Unit 1 : Effective Communication and Expressing Gratitude
Introduction

Welcome to "Effective Communication and Expressing Gratitude" Unit. This unit introduces effective communication and expressing gratitude, covering topics such as recognizing non-verbal cues, understanding cultural differences in expressions of appreciation and developing strong interpersonal skills.

This unit provides an overview of the importance of recognizing non-verbal communication cues, understanding cultural norms related to expressing appreciation, and developing strong interpersonal skills. By completing this module, students should have a greater understanding of how to effectively communicate with others and express their gratitude in meaningful ways.

Unit 1 : Effective Communication and Expressing Gratitude

Introduction

This unit starts by exploring the various cues that can be used to interpret someone's feelings and intentions, such as facial expressions, body language, and verbal expressions. Students will learn to recognize signs of agreement or disagreement, approval or disapproval, and other emotions expressed through non-verbal communication, while discussing the importance of cultural differences in expressing appreciation.

By the end of this unit, students should have improved their communication skills and increased their understanding of cultural norms related to expressing gratitude appropriately.

Inspirational Saying Related to the Unit's Subject: "Gratitude turns what we have into enough." - Anonymous

Question for Reflection: How can I express my appreciation to others meaningfully?

Unit 1 : Effective Communication and Expressing Gratitude

Energizer / Discussion:

Start by asking the students to close their eyes and take deep breaths. Once they have done this, ask them to recall when someone expressed gratitude or appreciation for something they had done or said. As each student shares their example, the instructor can have other participants listen actively, providing supporting comments and questions as needed.

Next, explain that you will discuss facial expressions and non-verbal communication to better understand how people express themselves and their emotions.
Ask the group what types of facial expressions they think indicate agreement or disagreement? How about approval or disapproval? Encourage everyone to share an example of when they noticed these words on someone's face.

Finally, ask the group how they can show appreciation in different ways (besides verbal expression).

Have them brainstorm ideas together before creating a list of examples they can use in everyday life. This could include smiling, hugging, or giving a high five.
Discuss any potential cultural differences that may exist when expressing gratitude.

Unit 1 : Effective Communication and Expressing Gratitude

Result:

- Students will feel energized and with the proper mindset to dwelve into the topic.
- Students will feel more comfortable working with the group, being aware of their presence and develop social skills.

Unit 1 : Effective Communication and Expressing Gratitude

Unit content/Theoretical background:

The content of this module focuses on the importance and relevance of effective communication and expressing gratitude in various contexts. Effective communication is essential to success in all aspects of life, especially interpersonal relationships. Non-verbal communication is the language people use when interacting without speaking, such as facial expressions, body language, and other physical gestures. Gratitude is an expression of appreciation and thankfulness that can be expressed verbally or through physical gestures.

A basic theoretical introduction to this topic includes recognizing the differences between verbal and non-verbal forms of communication. Verbal forms may include spoken words or written words (emails), while non-verbal forms may include facial expressions, body language, hand gestures, etc. Understanding these differences is essential for accurately interpreting the meaning behind a person's message. Additionally, it's important to recognize that different cultures may express appreciation differently; some may prefer verbal expressions, while others might prefer physical gestures or even silence in certain situations. Understanding how cultural norms influence gratitude is expressed is key to effective communication with people from diverse backgrounds.

Unit 1 : Effective Communication and Expressing Gratitude

Unit content/Theoretical background:

Tools and approaches for live and online training focus on teaching students to interpret non-verbal communication cues such as facial expressions and body language more accurately. Students can also be taught techniques for expressing gratitude appropriately based on a given context or culture. Students should practice communicating effectively in both individual and group settings to further develop their skills.

The approach to online education should emphasize discussions in virtual classes that allow students to practice their non-verbal and verbal communication skills with each other while also engaging them in conversations about cultural norms related to expressing gratitude. Interactive activities such as role-playing or simulations are recommended for more profound learning opportunities that can help prepare students for real-world scenarios where communication is vital in achieving successful outcomes. By providing students with a safe space to practice their skills online before engaging with people from diverse backgrounds face-to-face, teachers can ensure maximum value from the learning experience while also promoting collaboration among peers.

Unit 1 : Effective Communication and Expressing Gratitude

Activities / Exercises:

Activity 1: **Interpreting Nonverbal Communication**

Duration: 30-45 minutes

Objective: To help students understand the role of nonverbal communication in expressing emotions.

Description: Students will work in small groups to discuss and interpret different types of nonverbal communication. Each group will be given an example of someone expressing emotion through nonverbal cues, such as facial expressions or body language. Students will discuss the person's feelings and why they feel that way. The instructor can give feedback and apply real-life examples to help students understand the context of different nonverbal expressions. This activity will help students develop their observation and interpretation skills, as well as their ability to communicate their interpretations effectively.

Unit 1 : Effective Communication and Expressing Gratitude

Activities / Exercises:

Activity 2: **Expressing Gratitude**

Duration: 45-60 minutes

Objective: To help students understand different ways of expressing gratitude and appreciation.

Description: Students will practice expressing gratitude in different ways and contexts by acting out scenarios and role-playing with their peers. Beforehand, the instructor can discuss culturally appropriate ways of expressing appreciation and provide examples for students to draw from when responding to each other's scenarios. After discussing various approaches, students will practice applying this knowledge by performing skits or writing letters of appreciation to one another. This activity will help students develop their communication skills and their ability to recognize and respond to positive behaviors and actions in others.

Unit 1 : Effective Communication and Expressing Gratitude

Activities / Exercises:

Activity 3: **Creating Visual Aids**

Duration: 60-90 minutes

Objective: To help students understand different types of communication, such as verbal versus nonverbal communication or cultural differences when expressing gratitude.

Description: In groups, students will create visual aids or posters representing different types of communication, such as verbal versus nonverbal communication or cultural differences when expressing gratitude. As a class, students can present their visuals to one another, explaining their understanding of how humans communicate in specific contexts and what certain behaviors signify in certain cultures. This activity will help students develop their critical thinking and creativity skills, as well as their ability to communicate their ideas effectively.

Result:

Links:
- https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm
- https://positivepsychology.com/how-to-express-gratitude/
- https://www.bu.edu/ctl/guides/developing-effective-visuals/

Unit 1 : Effective Communication and Expressing Gratitude

Different Ways to Deepen Your Knowledge Further:

Reflection: Review what has been learned and analyze the effects of the material on the students understanding and attitudes.

Research: Use online or print resources to learn more about the topics relevant to the unit, including facial expressions, body language, verbal expressions, cultural differences in expressing gratitude, etc.

Questionnaires: Use questionnaires or surveys to collect information from students on their current knowledge and understanding of effective communication and expressing gratitude. Use this data to inform future instruction and activities.

Games: Create games that involve guessing emotions through facial expressions or interpreting non-verbal communication cues like body language or tone of voice.

Unit 1 : Effective Communication and Expressing Gratitude

Different Ways to Deepen Your Knowledge Further:

Tests: Design tests that measure students' knowledge and understanding of effective communication and expressing gratitude, including cultural differences related to the topic.

Reflection in pairs or a circle: Have students discuss their learning in pairs or a group setting to reflect on the material covered in class and develop a deeper understanding through shared experiences and perspectives.

Individual or group checks: Have students check each other's work for accuracy, completeness, grammar, style, clarity, etc., as well as provide feedback on how well each student understands the material being discussed throughout the unit activities.

Unit 1 : Effective Communication and Expressing Gratitude

Conclusion of the unit:

In conclusion, effective communication and expressing gratitude are essential for developing strong interpersonal relationships and building a successful professional career.

Learning to recognize facial expressions, body language, and verbal expressions can help students better understand the feelings and intentions of those around them.

Showing proper appreciation for another person's efforts or accomplishments is critical to fostering strong relationships. Being aware of differences in cultural norms related to expressing gratitude is vital to communicating successfully in any environment. With the right resources and guidance, everyone can learn to communicate effectively and adequately express gratitude.

https://newconversations.net/communication-skills-workbook/expressing-more-appreciation-gratitude-encouragement/
https://education.byu.edu/youcandothis/expressing_gratitude.html

Recommendations for parental involvement in order to support children's online activities:

- Parents should ensure children access online activities appropriate for their age and development.
- Parents should monitor the frequency and duration of their children's online activities.
- Parents should schedule regular conversations about online communication, etiquette, potential risks, and safety measures with their children.

Unit 2 : Understanding Feelings

Introduction

By the end of this unit, students will be able to identify and interpret feelings expressed through facial expressions, body language, and verbal expressions. They will also have improved communication skills with an increased understanding of cultural norms related to expressing gratitude.

Introduction: To foster meaningful relationships and maintain strong interpersonal skills, it is essential to understand how emotions are expressed through non-verbal communication. Moreover, knowing the appropriate way to express gratitude in different cultures is vital to building trust and understanding between people. In this unit, students will learn to identify signs of agreement or disagreement, approval or

Unit 2 : Understanding Feelings

Introduction

They will learn about expressing appreciation verbally versus through physical gestures to better communicate in various social settings.

Inspirational Saying: "The more you express gratitude for what you have, the more likely you will have even more to express gratitude for" - **Zig Ziglar**

Question For Reflection: How can understanding facial expressions help me build stronger relationships?

Unit 2 : Understanding Feelings

Energizer / Discussion:

Energizer: Have each student close their eyes and imagine themselves in a social situation. Ask them to identify the person they are with, the location, and the general atmosphere of the setting. Once they have established these details, ask them to open their eyes and write down what they visualized on paper.

Once everyone has written down their scenarios, have each group discuss and share what they wrote and then compare it to the other group's responses. This will help students identify similarities or differences between people's interpretations of the same social situations.

During this discussion, ask students to think critically about why certain elements may be interpreted differently by different people and how cultural norms might shape our individual perceptions.

Encourage students to develop strategies for recognizing subtle nonverbal cues that could affect communication in any given circumstance.

Result:

- Students awareness about different social situations and attitudes/feelings within
- Ability to recognize feelings and expressions

Unit 2 : Understanding Feelings

Unit content/Theoretical background:

Non-verbal communication is a critical component of understanding how someone is feeling. Facial expressions are one of the most common non-verbal means of communication—smiling, frowning, raising eyebrows, etc.—all have distinct meanings that provide insight into a person's thinking and feeling. The same goes for body language, such as posture, gestures, and eye contact. Words can also be used to show positive or negative emotions; however, tone of voice can often reveal more than the words spoken. For example, "I'm so happy!" can have different meanings depending on how it is said and the context in which it is told.

In addition to understanding non-verbal cues related to feelings and intentions, social etiquette associated with expressing gratitude must also be considered when communicating with others. Gratitude has different implications in different cultures; therefore, students need to be aware of cultural norms when expressing appreciation or thankfulness.

Training Content & Tools:
Live training sessions include roleplays where students practice identifying facial expressions and body language associated with various emotions and group discussions about cultural differences in expressing gratitude or thanksgiving.

Unit 2 : Understanding Feelings

Unit content/Theoretical background:

Online training involves video lectures explaining the importance of non-verbal communication in understanding people's feelings and intentions, as well as quizzes reinforcing critical concepts presented in the classes.Students are provided with an online forum where they can ask questions about the topic and engage in peer discussions about appropriately displaying appreciation across cultures.

Approach to Online Education:

Online education involves highly interactive activities such as roleplay simulations and quizzes that enable students to practice identifying facial expressions and body language associated with various emotions (happiness and sadness). Furthermore, lively discussion threads on cultural differences regarding expressing gratitude allow students the more significant opportunity for meaningful dialogue with peers worldwide who may have different perspectives.

Unit 2 : Understanding Feelings

Activities / Exercises:

Activity 1: **Analyzing Empathy**

Duration: 30-45 minutes

Objective: To help students analyze scenarios and identify the most empathetic response.

Description: Students will analyze different scenarios to determine the most empathetic response. This can be done through small group discussions or individually. Each student should explain why they think their answer is the best based on empathy and compassion for those involved in the scenario. This activity will help students develop their critical thinking and empathy skills.

Exercise: Reflection & Recognition
Duration: 15-30 minutes
Objective: To help students reflect on their own strengths and weaknesses and recognize the strengths and accomplishments of their classmates.

Description: Students will write a short reflection about themselves, identifying strengths and weaknesses. They must also recognize the same in their classmates, providing positive feedback

Unit 2 : Understanding Feelings

Activities / Exercises:

Duration: 45-60 minutes
Objective: To help students practice social interaction skills, such as active listening, expressing emotions, understanding body language and facial expressions, and responding appropriately with empathy.
Description: Students will divide into small groups to practice social interaction skills like active listening, expressing emotions, understanding body language and facial expressions, and responding appropriately with empathy. This activity will help students develop their social skills and ability to communicate effectively with others.

Exercise: Collaborative Problem-Solving
Duration: 30-45 minutes
Objective: To help students develop creative thinking skills while maintaining empathy for different perspectives.

Description: Two students will work together to solve a problem utilizing creative thinking skills while maintaining empathy for different perspectives, taking turns listening and responding to each other respectfully. This exercise will help students develop their problem-solving and empathy skills, as well as their ability to work collaboratively with others.

Unit 2 : Understanding Feelings

Activities / Exercises:

Activity: **Role-Playing Conversation**

Duration: 60-90 minutes
Objective: To help students practice effective communication skills in conversations.

Description: Students will role-play various conversations in pairs or small groups of three or more. While practising techniques such as reflecting back on what they hear without judgement, staying neutral instead of passing judgement or offering advice, paraphrasing what was said rather than jumping to conclusions, using "I" statements instead of assigning blame, and actively listening without interrupting or judging what is being told by another person. This activity will help students develop their communication skills and their ability to listen actively and respond with empathy.
Materials Needed: Whiteboard/Markers/Paper/Pens (for note-taking and brainstorming)

Result:

Links:
- https://youtu.be/_DJcTn8Xk0E
- https://youtu.be/kIzfH4-qV-k
- https://youtu.be/POzqiY3JCnA

Unit 2 : Understanding Feelings

Different Ways to Deepen Your Knowledge Further:

Self-reflection: Students can reflect on their learning from Unit 2 by asking themselves questions such as "What biases and judgments have I come to realize about myself and others?", "How have my perspectives and attitudes changed about empathy and compassion?", "What strategies have I learned to respond with empathy in any given situation?",

Research: Students should research the topic further, such as reading articles or books related to empathy and compassion and watching TED talks or other educational videos on the subject matter.

Games: Games can be used as activities for a deeper understanding of the topics in Unit 2. For example, games require players to act out scenarios that involve responding empathically or demonstrating recognition of strengths.

Unit 2 : Understanding Feelings

Different Ways to Deepen Your Knowledge Further:

Tests: Tests can also be given after each section of Unit 2 is completed as a way for students to self-assess their knowledge. Each test should consist of an equal amount of multiple-choice and open-ended questions that challenge students' comprehension.

Reflection in Pairs/Circle: Reflection activities done in pairs or circle allows students to discuss their experiences related to the topic with one another while sharing their insights and reflections on what they have learned. This helps foster meaningful connections between peers while giving them a space for proper review and dialogue.

Questionnaires: Questionnaires can be administered to assess students' understanding of the topics covered in Unit 2. Questions may include "What do you think are the benefits of showing empathy/compassion?", "How would you respond to a situation where someone is expressing negative feelings towards you?", "What strategies would you use to recognize strengths in yourself and others?"

Unit 2 : Understanding Feelings

Conclusion of the unit:

This unit concludes that understanding and responding to feelings with empathy and compassion is a vital skill for building meaningful relationships and promoting positive social interactions.
By exploring the concept of empathy and learning practical strategies for applying it in any situation, students have gained a greater awareness of their own biases and sensitivities towards others' experiences.

Cultivating an appreciation of their strengths and those of their peers helps foster self-confidence, respect, and trust. With more profound knowledge of how their emotions affect others' emotions, students are better equipped to develop meaningful interpersonal bonds based on understanding, acceptance, and support.

Recommendations for parental involvement in order to support children's online activities:

- Parents should ensure that their children are aware of the potential consequences of posting information online that could be damaging to themselves or others.
- Parents should emphasize the importance of being respectful towards others, even when communicating online.
- Parents should remind their children that what is posted online can be permanent and cannot be taken back, so they must think carefully before they post anything.

Unit 3 : Cultivating Social Awareness

In this unit, we will explore the power of social awareness and how it plays a crucial role in fostering meaningful relationships with our peers. Through interactive activities, lectures, and group discussions, students will better understand empathy and compassion. Learn how their own feelings can impact others' emotional states, become aware of any biases they may have, become more sensitive to others' experiences, and develop practical strategies for responding with empathy in any situation.

By the end of this unit, students will have boosted their ability to recognize the unique strengths of oneself and others, which is essential for creating positive connections with peers and superiors alike. Students will also have increased self-awareness and an openness to acknowledge these traits in those around them.

Unit 3 : Cultivating Social Awareness

Energizer / Discussion:

Ask students to reflect on when they felt empathy or compassion towards someone else.

Ask them to take a few moments to recall the details of that experience and consider how their feelings impacted the other person's emotional state. After everyone has had a chance to remember their memories, ask them to share with the group.

Next, invite students to consider their biases about different people and situations. Ask them to consider how these biases can lead to misunderstandings or hurtful responses. Encourage students to be aware of their own mindsets and recognize when certain attitudes might steer them in an unhelpful direction.

Finally, challenge students with an interactive activity that puts these concepts into practice. Divide everyone into groups and give each group an example scenario in which someone could respond with empathy or compassion (such as supporting a friend through a difficult time).

Result:

- Increased social awareness amongst students
- Improved empathy and compassion

Unit 3 : Cultivating Social Awareness

Unit content/Theoretical background:

The theoretical background of social awareness can be traced back to theories of emotional intelligence. Emotional intelligence, or **EQ**, is understanding, using, and managing emotions to effectively interact with others. It involves identifying emotions, both in oneself and in others, and understanding how to interpret them and respond appropriately. Through this understanding, individuals can become more aware of their behavior's impact on those around them and better equipped to manage relationships positively.

Regarding training content for live and online coursework related to social awareness, activities like role-playing, simulations, storytelling and group exercises can be utilized as tools for deepening understanding of empathy and compassion.

Using discussion forums or breaking up into virtual breakout rooms where students can practice responding with empathy can also be beneficial. For online courses, multimedia elements such as videos or music can provide an immersive experience that supports learning objectives while allowing students to access the material at their own pace.

Unit 3 : Cultivating Social Awareness

Activities / Exercises:

Activity 1: **Discussion Activity**

Duration: 30-60 minutes

Objective: To help students develop arguments and evidence that support or refutes a given statement related to empathy and compassion.

Description: Students will be presented with a discussion topic related to empathy and compassion and asked to develop arguments and evidence that support or refutes the given statement. After the students have discussed their views, they will be asked to summarize their understanding of the issue to deepen their knowledge. This activity will help students develop their critical thinking and argumentation skills, as well as their understanding of empathy and compassion.

Unit 3 : Cultivating Social Awareness

Activities / Exercises:

Open-Café Style Exercise
Duration: 45-60 minutes
Objective: To encourage students to share their experiences, feelings, and perspectives on empathy and compassion in a safe environment.

Description: This exercise encourages students to share their experiences, feelings, and perspectives on empathy and compassion in a safe environment. After introducing a prompt, each student will take turns sharing their responses while everyone else listens attentively. The facilitator can moderate by prompting further questions or adding additional context as needed. This activity will help students develop their social skills and empathy by listening and responding to their peers' experiences and perspectives.

Quick Games
Duration: 15-30 minutes
Objective: To quickly reinforce concepts related to empathy and compassion.
Description: Quick games are great for quickly reinforcing concepts and can range from trivia questions about empathy and compassion to charades or word games incorporating vital words from the module content. This activity will help students retain information related to empathy and compassion in a fun and engaging way.

Unit 3 : Cultivating Social Awareness

Activities / Exercises:

Card Games
Duration: 30-45 minutes
Objective: To teach social awareness skills like empathy and compassion in an enjoyable way.

Description: Card games such as Charades or Uno can also be used as an effective tool for teaching social awareness skills like empathy and compassion in an enjoyable way. Players must actively listen to one another's descriptions of what card they need, understand where others are coming from, and work together to win the game! This activity will help students develop their social skills and ability to communicate effectively with others.

Visual Aids/Resources
Duration: 30-60 minutes
Objective: To help students better understand concepts related to social awareness, like empathy and compassion, in a more visual way.
Description: Providing visual aids and resources such as posters, comics, infographics, or inspiring films can help students better understand concepts related to social awareness, like empathy and compassion, in a more visual way that is easier to comprehend than traditional lectures alone. This activity will help students develop their understanding of empathy and compassion through a visual medium.

Unit 3 : Cultivating Social Awareness

Activities / Exercises:

Adaptations for Special Needs Students
Objective: To ensure all students can participate in activities related to social awareness, regardless of physical or mental abilities or limitations.
Description: When creating activities related to social awareness, all students can participate regardless of physical or mental abilities or limitations. Teachers can adapt activities to ensure that all students can participate by providing accommodations, such as visual aids, additional support, or alternative activities. This will ensure that all students can develop their social awareness skills, including empathy and compassion.

Result:

Adaptations should be made so all students can engage with the material according to their needs. For example, modifications could include breaking down complex tasks into simple steps with extra support or providing alternate activities if needed due to physical limitations).
Links to presentations and descriptions of exercises that improve the knowledge or abilities described in the module.
Links:
- https://youtu.be/Tfpyu84pg6k
- https://vimeo.com/516900215
- https://youtu.be/h6ZdvK1xcls

Unit 3 : Cultivating Social Awareness

Different Ways to Deepen Your Knowledge Further:

Questions for Guided Reflection and Self-Evaluation:

- How have I grown in terms of my understanding of empathy and compassion?
- How can I better recognize and appreciate the strengths in myself and others?
- What changes can I make to create a more empathetic environment at home, school, or work?
- In what ways do my biases impact how I interact with people of diverse backgrounds?
- What strategies have helped me respond with compassion when faced with difficult situations?
- What areas must I focus on to further cultivate empathy and compassion?

Unit 3 : Cultivating Social Awareness

Conclusion of the unit:

In conclusion, this social awareness unit has explored the importance of empathy and compassion in interpersonal relationships. We have gained an understanding of our own emotions and how they can affect others' emotional states, as well as learned practical strategies for responding with empathy in any situation.

Furthermore, we have increased our awareness of our strengths and those of others, deepening our connections to peers and superiors. With these foundations, students are now equipped with the knowledge and skills to foster meaningful relationships while being cognizant of social dynamics.

To further their understanding of this topic, students are encouraged to explore other theoretical foundations found in articles, research findings, books, video lectures and more.
Link: https://study.com/academy/lesson/social-awareness-definition-example-theories.html?wvideo=n5y01yyd4a

Recommendations for parental involvement in order to support children's online activities:

- Parents should help foster healthy habits by encouraging positive use of technology, such as participating in educational websites or activities organized by trusted organizations.
- Parents should be good role models by exhibiting appropriate behavior on their social media accounts.

Module 2 - Communication

INTRODUCTION OF THE MODULE

Welcome to the module "Communication"! The module is designed to help teachers support their students in developing essential communication skills. How often have you come across the quote,'communication is key?' It's something we do every day of our lives, whether it be the spoken word, written correspondence or through body language. But why is it so important? Well first, let's understand what communication is. In simple terms, it's the act of transferring information from one person to another. However, it's important to understand that communication is only effective if the receiver understands the message.

Throughout this module, as their teachers you will learn how to guide your students in:
- understanding and developing a sense for following communication etiquette,
- spotting and understanding non-verbal signs and their importance,
- understanding the importance of active listening, giving clear and argumented opinion(the 5 C's of communication) for efficient communication,
- developing negotiations skills.

This module aims to equip you with the tools and strategies to help your students effectively in developing their communication skills.

Unit 1: Etiquette & non-verbal signs

Introduction

Welcome to "Etiquette & non-verbal signs" Unit. This unit introduces effective use of communication etiquette and covering topics such as recognizing non-verbal cues.

By the end of this unit we'll learn what is and how to communicate, different ways of communication (using sign, body language, etc.) and why following etiquette is critique for good communication.

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

It is said that nonverbal communication conveys as much as 93% of our overall communication messages. This is perhaps why it is said that actions speak louder than words. Nonverbal cues are our actions and behaviors, facial expressions and gestures, and vocal cues. They cover considerations of personal space, touch, body movement, and tone of voice, among others. In considerations of courtesy and etiquette, you want to be sure that your nonverbal communication cues are sending the same courteous, respectful, considerate, and honest messages as your words themselves. You also want to pay close attention to the nonverbal cues of those with whom you are interacting, and try as best you can to catch and accurately interpret the signals they are sending you.

Unit 1: Etiquette & non-verbal signs

Introduction

Questions for pre-assessment:
- What do you understand when you hear the word "communication"?
- What is communication etiquette?
- Why is following etiquette so important?
- Can we communicate without using words?

Unit 1: Etiquette & non-verbal signs

Energizer / Discussion:

This energiser focuses on communication and how we can become confused when we are not able or do not communicate effectively. It is a great way of emphasizing key issues with communication in the workplace and would support any training course involving communication skills.

Resources Needed:

• A pack of playing cards for each group of four participants

Instructions:

1. Place participants into groups of four and provide each group with a pack of playing cards

2. Give each of the participants a sheet of paper with their specific instructions for the game they are about to play. Only they should see this.

Note: Each participant's rule will be different e.g….

a) Black cards always win

b) The highest card wins the round

c) The lowest card wins the round

d) Face cards (king, queen, jack) beat all other cards

3. Ask the participants to start playing the game by playing one card in turn. It's important to note that 'THEY SHOULD NOT TALK'

4. Allow the participants to play for about 5 minutes and to start becoming frustrated

5. Stop the game and then have a group discussion about what the issues are when you can't or don't communicate, the frustrations and feelings that this provokes

Energizer / Discussion:

6. Transfer this learning to the training point or issues in the workplace
This helps discuss the problems with effective communication.
Objectives:
This energiser is great for exploring concepts around effective communication and how we need to communicate in order to aim towards the same outcomes and objectives.

Result:

Students understand that communication is more than just speaking - it's the way of expressing yourself in a way you are understood, facial expressions, non-verbal communication and also emotions and coping with them plays a key-role.

Unit 1: Etiquette & non-verbal signs

Unit content/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 around the world: accurate, effective and unambiguous communication is actually extremely hard.

Tips for following communication etiquette:

- Maintain Reasonable Eye-Contact - focus on the person you are talking to, don't look at your phone or watch. The person is expecting your complete attention, your actions speak way louder than words.
- Let Them Talk - listen to what the other person is saying and refrain from interrupting or completing their sentences for them. Simply listen and then respond after they've finished speaking.
- Repeat What Was Said - show the other person that you are listening attentively and understand what they are saying. For example, "so what you're saying is…". This will show the other person that you are truly trying to understand them.

Unit 1: Etiquette & non-verbal signs

Unit content/Theoretical background:

- Be Concise - be mindful and respectful of others' time. Try to keep your message to the point, simple and specific. Try not to go off into random tangents.
- Express Yourself Kindly - don't be scared to voice your concerns or opinions. But always be polite and open minded to the differing viewpoints others may express.
- Think it Through - choose the right delivery method in communicating. Decide on the
- most appropriate medium for your message whether that is a text message, an email, or a face to face conversation.
- Avoid Touchy Topics - keep it professional, depending on the setting and gear your talking points to respond to the flow of the conversation. People don't generally want to be put into uncomfortable positions or face awkward talking encounters. Overall, know your place and know your crowd.
- Ask Questions - effective communication involves reciprocal open-ended questions as a way to gain understanding, promote new ideas, resolve any confusion, and maintain collaboration.
- Keep Yourself Updated - be honest and responsive when communicating. Take ownership of your work and responsibility in your actions as well. Try to stay informed and if there is ever a delay- simply talk about it or ask for assistance.
- Be Upfront - use your voice (respectfully) and let others know what you think. Offer your insight, experiences, suggestions, and also be willing to listen and expand on ideas.

Unit 1: Etiquette & non-verbal signs

Unit content/Theoretical background:

Some types of nonverbal communication:

- Facial expressions - one important thing that many people are not aware of is that facial expressions are universal. There are seven basic emotions. These are sadness, anger, disgust, fear, surprise, contempt, and happiness. Even though our cultures can shape our worldviews and behaviors, facial expressions are universal throughout the world.
- Gestures - there are many types of gestures. We all know that some of them are deliberate, such as waving or pointing, while others are not. For example, there are adapting gestures such as touching some body parts, rings, clicking pens, and so on. They are often displayed when someone is in distress. During a presentation, you can notice that some speakers will adopt this kind of gesture. There are also illustrator gestures, maybe one of the most natural ones. They are used subconsciously and illustrate the verbal message.
- Posture and movement - posture and movement are key factors of body language. Most people will adopt comforting behaviors or actions during stressful moments. Posture and movement can tell you how someone is feeling. For example, an arm-crossed posture sends the message that you are not open to new ideas or solutions. Or, the leg-crossed posture is known as a posture of defiance and defensiveness. Posture and movement send information about attitude.

Unit 1: Etiquette & non-verbal signs

Unit content/Theoretical background:

- Paralinguistics - nonverbal communication is a broad domain that includes all the subtleties of our bodies. Paralinguistics are represented by your tone of voice, pitch, loudness, and inflection. Think about how the meaning of a sentence can be changed just only by how you pronounce and articulate different words. Misunderstandings can arise from small things, like not hearing a word correctly. You can identify how the other is feeling just by carefully listening to what and how he presents his ideas. A cold tone of voice is related to negative emotions, while a warm one to more positive ones.
- Eye gazing - eyes are the window to the soul. And they never lie. Eye contact is used in a conversation by everyone because it helps you gather information. It also helps you get feedback from the environment and notice the body language of your interlocutor. However, eye contact helps us establish a connection with others. Gazing means that someone is deep thinking. Eye contact means that someone is ready to communicate and to listen to you. Eyes can also be used to send different signals as well. Depending on the culture and society you live in, prolonged eye contact can send a signal of intimidation. Or, in another context, flirting.
- Appearance - nonverbal communication is also thought to be facilitated by the colors we wear, the clothes we dress up in, the haircuts we have, and other physical characteristics. Different colors can provoke various emotions, according to research on color psychology. Physiological responses, assessments, and conclusions can all be influenced by appearance.

Unit 1: Etiquette & non-verbal signs

Unit content/Theoretical background:

- Artifacts - other means of nonverbal communication include objects and imagery. You might choose an avatar in an online forum, for instance, to represent your identity there and to share information about who you are and what you like. People frequently invest a lot of effort creating an image for themselves and surrounding themselves with items that serve as symbols of the things that are significant to them.
- Personal space - physical space can be used to convey a variety of nonverbal cues, such as expressions of closeness and sympathy, dominance, or hostility. In most societies, having less room can lead to either increased intimacy or hostile conduct. A person who has had their personal space invaded by another may feel intimidated as a result and may respond defensively.
- Visual communication - visual communication is any form of professional communication that uses visual aids. For instance, we use a red sign to signify "danger," a skull between two pieces of bone arranged crosswise to symbolize "dangerous," and an image of a lit cigarette with a cross on it to imply "no smoking."
- Environment - the psychological and physical aspects of the communication setting also fall under the environment. The setting is a crucial component of the dynamic communication process, more so than the desks and chairs in an office. One's perspective of their surroundings affects how they respond to them.

Unit 1: Etiquette & non-verbal signs

Activities / Exercises:

Activity 1: "Fill in the gaps"

Materials needed:

Sheets with a text that has gaps to be filled.

Instructions:

- The teacher gives each student a sheet with a text which has gaps that need to be filled. The teacher gives them exact time to go through the story.
- They're given time to finish the story depending on the length and complexity of the text.
- Students should fill the gaps in the given story following the communication etiquette according to the given situation. After the time is up they go through each student and discuss how they filled in each gap.

For online classes this could be done via riddles:

The teacher 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 students verbally filling the gaps.

Unit 1: Etiquette & non-verbal signs

Activities / Exercises:

Activity 2: "Guess"
Materials needed:
Cards with items to be showed in a non-verbal way
Instructions:

- A student is picked to come in front of the class.
- A student should think of a fruit/vegetable and explain it to others using non-verbal communication. The student who guesses the word then goes in front of the class and takes turns in showing/explaining/ the fruit/vegetable.
- This can be executed with a variety of items and using cards for ideas:
- 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.

For online classes students can show via camera. If they don't have a camera it can be adapted by the use of 3 words to describe the item.

Result:

Students develop:
- a sense for following the communication etiquette,
- an understanding for observing the situation,
- better understanding that their body and facial expressions have a huge role in a conversation.

Unit 1: Etiquette & non-verbal signs

Different Ways to Deepen Your Knowledge Further:

Talk everyday

Instructions:

The class is divided into groups of two. They talk for a minute after which teams are renewed. This is done three times.

The teacher should encourage the students to talk more and not only with their friends but also with the whole class. After each conversation they should ask themselves:

- Was it enjoyable?
- What can I change in my attitude to others?

After the three rounds the class starts an observation and a discussion on how their chat went. It should be discussed every unpleasant communication:

- Why was it not enjoyable?
- How could it be improved on both sides, so it's pleasant to talk with one another?

For online classes the whole class can be given to start a group chat on a specific theme for three minutes. After the time is up, it is discussed:

- Who was silent and why?
- Was someone having a negative attitude and why?
- How to act in the situation?

Unit 1: Etiquette & non-verbal signs

Conclusion of the unit:

In this unit the focus is on:
- Learning what communication etiquette is and how to follow it in different situations. Good communication etiquette includes behavior and strategies that can help you relay information clearly while maintaining positive relationships.
- Learning to observe, spot non-verbal signs is key. Learning how to use them is also important. Non-verbal communication types like facial expressions, gestures, paralinguistics (such as loudness or tone of voice), body language, proxemics or personal space, eye gaze, haptics (touch), appearance, etc play a major role in communicating in our everyday life.

Recommendations for parental involvement in order to support children's online activities:

Communication: Encourage open communication with your child about their online activities related to self-control. Ask them about the challenges they face and listen to their experiences. It is important to understand their perspective and validate their feelings.

Monitoring: Monitor your child's online activities related to self-control. You can use parental control software to restrict access to inappropriate content and monitor their online interactions.

Modeling: Model self-control behaviors in your own online and offline activities. Children learn by observing their parents, so it is important to demonstrate self-control in your own life.

Encouragement: Encourage your child to practice self-control in their online activities. Praise them for exhibiting self-control and provide positive reinforcement for good behavior.

Recommendations for parental involvement in order to support children's online activities:

Setting boundaries: Establish clear rules and boundaries for online activities related to self-control. For example, limit screen time, set rules for online interactions, and establish consequences for violating the rules.

Education: Educate yourself and your child about self-control and responsible online behavior. Provide resources and support for your child to develop self-regulation skills and encourage them to seek help when needed.

Unit 2 : Efficient communication

Introduction

Welcome to "Efficient communication" Unit. This unit introduces ways to improve our communication skills and more specifically ways to make our everyday life communication more efficient. By the end of this unit we'll learn that for communication to be efficient, making things simple improves our conversations, also asking questions is crucial when something is not clear. Effective communication is the process of exchanging ideas, thoughts, opinions, knowledge, and data so that the message is received and understood with clarity and purpose. When we communicate effectively, both the sender and receiver feel satisfied.

Communication occurs in many forms, including verbal and non-verbal, written, visual, and listening. It can occur in person, on the internet (on forums, social media, and websites), over the phone (through apps, calls, and video), or by mail.

For communication to be effective, it must be clear, correct, complete, concise, and compassionate. We consider these to be the 5 C's of communication.

Questions for pre-assessment:
- Why do we communicate?
- How can we improve?
- Do we ask questions?
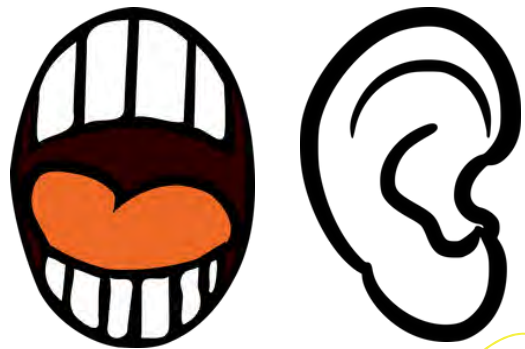
Unit 2 : Efficient communication

Energizer / Discussion:

This energiser focuses on communication and emphasizes how, even what we think is good communication, fails if the person receiving the message is not absolutely clear on what is meant. It is also good fun and provides the perfect light-hearted look at the topic of communication.

Resources Needed:

A coat or jacket

Instructions:

Ask for a participant to volunteer and join you at the front of the room.

Explain to the volunteer that you are going to ask them to give you directions on putting on your coat.

Before the volunteer begin giving you directions, mess with your coat a little. For instance, pull one or both of the sleeves inside out and screw the coat into a ball that you place across the room from you.

As the volunteer gives you direction, be sure to follow their directions very literally and have some fun with the guidance they give you. For instance, if they say 'walk across the room' go in the wrong direction. If they say, 'turn around', keep turning on the spot. If they say, 'pull the sleeve out', do it to the wrong sleeve' etc. It's best if you don't cooperate too much.

Continue the activity until the group gets too exasperated, or until it is complete.

Unit 2 : Efficient communication

Energizer / Discussion:

Review the energiser using the questions below.
Review Questions:
- How did the activity make you feel as the volunteer giving instructions?
- How did the activity make you feel as the observers?
- What similarities are there with this activity and things that happen in the workplace? What examples can you give me?
- What do you think we could do better to improve the communication process?
- How will you apply what you have learnt here to your workplace?

Objectives:

This energiser is great for ensuring effective communication and helping participants understand how they should be careful to communicate in such a way that people fully understand their meaning.

Result:

Students understand that communication is of big importance and the key to good and useful communication is saying things straight, simple and asking questions if you don't understand.

Unit 2 : Efficient communication

Unit content/Theoretical background:

The benefits of communication effectiveness can be witnessed in the workplace, in an educational setting, and in your personal life. Learning how to communicate well can be a boon in each of these areas.

Effective communication can lead to:

- Improved social, emotional, and mental health
- Deeper existing connections
- New bonds based on trust and transparency
- Better problem–solving and conflict resolution skills

How to improve your communication skills

Communication, like any other skill, is one you can improve upon with practice. Here are a few ways to start improving your communication skills, whether at home or on the job.

1. Consider your audience.

Who are you communicating with? Make sure you are aware of your audience—those you intend to communicate with may differ from those who actually receive your messages. Knowing your audience can be key to delivering the right messages effectively. Their age, race, ethnicity, gender, marital status, income, education level, subject knowledge, and professional experience can all impact how they'll receive your message.

If you're advertising a fast food restaurant, for example, you might want to deliver your message to an audience that's likely to be hungry. This could be a billboard on the side of a busy highway that shows a giant cheeseburger and informs drivers that the closest location is just two miles away.

Unit 2 : Efficient communication

Unit content/Theoretical background:

Or suppose you're telling your family about your engagement. You might host a gathering after to celebrate, send them photos of the engagement in a group chat, surprise them in conversation over dinner two weeks later, or post on social media. Your chosen form of communication will depend on your family dynamics.

2. Practice active listening.

Active listening is the practice of giving your full attention in a communication exchange.

Some techniques include paying attention to body language, giving encouraging verbal cues, asking questions, and practicing non-judgment. Before executing your communication, be sure to consider your audience and practice active listening to get to the heart of their needs and desires. This way, you can improve your communication.

3. Make your message as clear as possible.

Once you have successfully identified your audience and listened to their intentions, needs, and desires, you may have something to communicate. To do this effectively, turn to the 5 C's of communication to ensure your message is

- Clear
- Correct
- Complete
- Concise
- Compassionate

Unit 2 : Efficient communication

Activities / Exercises:

Activity 1: "Debate (e.g. "Tell me why…") - "Should rules be followed?"
Resources Needed:
• A list of rules
Instructions:
The class is divided into three - two teams (one for and one against) and a jury. A statement is given and the jury must not know which team is for and which is against. During the debate students must not say if they agree or disagree with the "opponent". The jury must determine who was for, who against and both team's strong and weak sides.
After the debates ends and the jury gives their opinion a discussion is opened. The class must determine how each team's performance could be improved.
Example for a set of questions to follow:

- Was the opinion given clear enough?
- Could it be given a more simple way?
- Were the arguments accurate enough?
- How could be they more exact?
- What role did the emotions play?
- In what way could you improve your statement using emotions?

Unit 2 : Efficient communication

Activities / Exercises:

Adaptation for younger age students:
The teacher reads through a list of rules which refers to the class. After clearing out what is read the class is divided into groups of two. Each group receives a rule. One student must be "for" and one - "against". They receive a minute to think how to defend their opinion. After the time is up they go rule by rule, group by group. Every group must present their opinions. After each the class determines if the rule should remain or not or how could it be changed based on the students 'presentation'. In the end the new list of rules is the class'es list of rules which they should all follow. For online classes this can be adapted by dividing the class into groups of five - one student is for, one is against and three are the jury. Each group has a minute to prepare. After the time is up each student has 30 seconds to express their opinion. This takes two rounds. For the next minute and a half the jury has time to give their opinion. Every group has it's own statement and after every group ends a discussion is opened on the ways of improvement.

Activity 2: "Setted conversation"

Instructions:

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.

Unit 2 : Efficient communication

Activities / Exercises:

After the conversation ends a discussion is opened - the rest of the class should give ideas/examples for improvement - how to express themselves more efficiently.
Example for a set of questions to follow:

- Was the message clear?
- What was the tone of the students?
- How does tone play a role in a conversation?
- What emotions are in our favor in such conversation?
- What was the position of the hands/feet of the two students?
- What do they indicate?
- Were they looking straight into one another or were they looking away?

Adaptation for younger age students:
Ask the class "Who likes chicken soup?". You need one who likes it and one who doesn't. If all like it or dislike it - ask questions until you have students who do and who do not. They have to say why they like or dislike it, is it healthy or not and argument theirselves. Tell them to be "REALY" emotionals - wave hands, shake head, etc. After they end open a discussion on how to express themselves more efficiently.

Result:

- Students can give more argumented opinion.
- Students can express themselves more efficiently.
- Students observe the non-verbal and vocal(tone) signs.
- Students develop self-awareness.
- Students develop empathy.

Unit 2 : Efficient communication

Different Ways to Deepen Your Knowledge Further:

Think twice

Instructions:

The teacher gives a few long and complicated quotes.

For example: "If you're always trying to be normal, you will never know how amazing you can be." —Maya Angelou

Then he asks the class the following questions:

- What does that quote mean?

It means that often in our attempt to fit in a group we act and behave differently than usual. Other's opinions play a big role in our behavior, dreams, goals and so on.

- How can we simplify it?

Be yourself!

The conclusion to which students should reach is that before saying something, they should think if there's a way to say it more clearly. They should try to be minimalistic enough so others can easily understand what you're saying.

Adaptation for younger age students:

Pick a complex sentence. Ask how many simple sentences are there in the complex sentence. Write them down. Do it for four to five rounds. Open a discussion on which is more easy to understand - complex sentence or the simple sentences.

Unit 2 : Efficient communication

Conclusion of the unit:

This unit aims to develop skills for efficient communication. It focuses on the ability to deliver a clear message in the shortest amount of time. Another goal is to develop active listening. It focuses on techniques like paying attention to body language, giving encouraging verbal cues, asking questions, and practicing non-judgment. Being able to master efficient communication will have a positive impact on managing relationships and behavior.

Recommendations for parental involvement in order to support children's online activities:

Communication: Encourage your child to speak clearly and to give arguments. Ask them about the challenges they face and listen to their experiences. It is important to understand their perspective and validate their feelings.

Monitoring: Have a conversation daily on different themes.

Modeling: Work on your own speech to be clear, simple and give arguments. Children learn by observing their parents, so it is important to demonstrate self-control in your own life.

Encouragement: Encourage your child to read and have a diary in which it writes daily.

Setting boundaries: Limit the time spent on clips or movies which are using slang.

Education: Educate yourself and your child about the 5 C's of communication.

Unit 3 : Negotiations

Introduction

Welcome to "Negotiations" Unit. This unit focuses on developing negotiations skills, empathy and open-mindness.

By the end of the lesson we'll learn that negotiations should lead to both sides' satisfaction and that we should be able to accept others' way of thinking.

Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument and dispute.
In any disagreement, individuals understandably aim to achieve the best possible outcome for their position (or perhaps an organization they represent). However, the principles of fairness, seeking mutual benefit and maintaining a relationship are the keys to a successful outcome.

Questions for pre-assessment:
- When do we negotiate?
- How do we better negotiate?
- What is to be open-minded?

Unit 3 : Negotiations

Energizer / Discussion:

This energiser has been designed to help you re-energise a group of participants, but also to get them to establish how frustrating miscommunication can be when we don't have all the facts and what this can mean in the workplace. There is also an element of creative thinking.

Resources:
Two marker pens. This energiser works better with larger groups.

I**nstructions:**
- Place participants into a circle group with chairs facing the middle.
- Give the first person in the group two marker pens.
- Announce for the first person 'crossed' or 'uncrossed' and ask them to pass the pens slowly to the next person.
- Announce 'crossed' or 'uncrossed' for the next person and ask them to pass the pens slowly to the next person.
- Continue this while people are trying to work out what you mean by 'crossed' or 'uncrossed'.
- Stop when someone works out the meaning and discusses the frustrations this created.

In review, link the energiser to any learning points about communication and the frustrations that can occur.
So, what is the answer to 'crossed' or 'uncrossed'? Rather than being related in any way to the pens, this refers to the individual's body language. If their arms or legs are crossed when the pens are passed, you will announce it accordingly. This can become surprisingly frustrating until the riddle is discovered.

Unit 3 : Negotiations

Energizer / Discussion:

Objectives:
Use this energiser to help participants explore communication and the danger of not sharing all information.

Result:

- Students learn to observe.
- Students learn to ask questions about what they don't understand .
- Students learn to give arguments to their opinion and to accept the others' view.

Unit 3 : Negotiations

Unit content/Theoretical background:

Stages of Negotiation

In order to achieve a desirable outcome, it may be useful to follow a structured approach to negotiation. However many times we get into a situation where there is no time for preparation, but we must remain calm, follow the etiquette and focus on a win-win outcome. The process of negotiation includes the following stages:

- Preparation
- Discussion
- Clarification of goals
- Negotiate towards a Win-Win outcome
- Agreement
- Implementation of a course of action

1. Preparation

Before any negotiation takes place, a decision needs to be made as to when and where a meeting will take place to discuss the problem and who will attend. Setting a limited time-scale can also be helpful to prevent the disagreement continuing.

This stage involves ensuring all the pertinent facts of the situation are known in order to clarify your own position. Undertaking preparation before discussing the disagreement will help to avoid further conflict and unnecessarily wasting time during the meeting.

2. Discussion

During this stage, each side put forward the case as they see it, i.e. their understanding of the situation.

Key skills during this stage include questioning, listening and clarifying.

Unit content/Theoretical background:

Sometimes it is helpful to take notes during the discussion stage to record all points put forward in case there is need for further clarification. It is extremely important to listen, as when disagreement takes place it is easy to make the mistake of saying too much and listening too little. Each side should have an equal opportunity to present their case.

3. Clarifying Goals

From the discussion, the goals, interests and viewpoints of both sides of the disagreement need to be clarified.

It is helpful to list these factors in order of priority. Through this clarification it is often possible to identify or establish some common ground. Clarification is an essential part of the negotiation process, without it misunderstandings are likely to occur which may cause problems and barriers to reaching a beneficial outcome.

4. Negotiate Towards a Win-Win Outcome

This stage focuses on what is termed a 'win-win' outcome where both sides feel they have gained something positive through the process of negotiation and both sides feel their point of view has been taken into consideration.

A win-win outcome is usually the best result. Although this may not always be possible, through negotiation, it should be the ultimate goal.

Suggestions of alternative strategies and compromises need to be considered at this point. Compromises are often positive alternatives which can often achieve greater benefit for all concerned compared to holding to the original positions.

Unit 3 : Negotiations

Unit content/Theoretical background:

5. Agreement

Agreement can be achieved once understanding of both sides' viewpoints and interests have been considered.

It is essential for everybody involved to keep an open mind in order to achieve an acceptable solution. Any agreement needs to be made perfectly clear so that both sides know what has been decided.

6. Implementing a Course of Action

From the agreement, a course of action has to be implemented to carry through the decision.

Unit 3 : Negotiations

Activities / Exercises:

Activity 1: "Negotiations on "School lunch" (e.g. "Let's decide")"

Instructions:

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 team tries to defend their point of view, but negotiations end when both teams agree on a specific menu!

Every team should give arguments for their opinion. For example:

- For healthy food:
- Healthy food is rich in beneficial nutrients and healthy unsaturated fats. Therefore, they help you feel full and energetic throughout the day. In contrast, unhealthy food is high in sodium, sugar, and saturated fats (bad fats), which can drain your energy levels. Furthermore, eating excessive amounts of unhealthy food can cause stomach issues, headaches, heart issues, etc.
- Nutrients like protein, fat, vitamins, macronutrients, etc., are necessary for the body. So while unhealthy food is high in calories, they lack nutrient content. Comparatively, healthy food like leafy greens and meat are rich in proteins, potassium, etc.
- For fast food:
- Fast food is cheap and readily available.
- When we talk about food, the taste is a crucial factor. Due to the use of flavor enhancers, junk food usually tastes delicious.
- You can have fast food on the go.

The jury must decide which presentation and arguments were more authentic and decide the menu.

Unit 3 : Negotiations

Activities / Exercises:

Activity 2: "Change my mind"

Instructions:

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. The teacher must defend his statement "Tidy desk, tidy mind".

Another way to do this is by giving different quotes for and against cleaning and organizing their desks. For example:

- Quotes "FOR" cleaning your desk:
- "Tidy desk, tidy mind"
- "Then there's the joy of getting your desk clean, and knowing that all your letters are answered, and you can see the wood on it again." – Lady Bird Johnson
- "A messy desk reflects a cluttered and confused mind." – Obert Skye
- Quotes "AGAINST" cleaning your desk:
- "It's pointless to have a nice clean desk, because it means you're not doing anything." – Michio Kaku
- "If a cluttered desk is a sign of a cluttered mind, of what, then, is an empty desk a sign? – Albert Einstein
- "I love to be among those who are getting things done, rather than spending time organizing or identifying problems. My desk may be messy, but it's neat in its purpose." – Lee Iacocca

After going through all the quotes "for" and "against" the teacher starts a discussion with the class until they come to a conclusion which is best. That conclusion will remain as a rule for the class which all should follow.

Unit 3 : Negotiations

Result:

Students develop:
- negotiation skills,
- argumentation,
- open-mindness,
- empathy.

Unit 3 : Negotiations

Different Ways to Deepen Your Knowledge Further:

You're Out!
Instructions:
A number of delegates are chosen at random as candidates to be removed from the team. The chosen people have to negotiate their way into staying in the group. The group collectively votes to remove one person from the group.

Setup
A bigger group works better in this exercise. At least 10 participants are needed.
The trainer selects three people randomly from the group. "Name in the hat" or other methods can be used to make sure selection is completely random.
The chosen people have two minutes each to explain why they should stay in the group. The reasoning could be based on their valuable past experiences, likeability, their current professional post or personality.
The group then has 5 minutes for each candidate to debate and reach a decision. This could be through anonymous ballot, hand raising or other methods of voting.
The group has 2 minutes per candidate to explain who they want to go out of the group and how they have reached their decision.

Unit 3 : Negotiations

Conclusion of the unit:

The unit aims to develop students negotiation skills which refer to a strategic discussion that resolves an issue in a way that both parties find acceptable. It focuses on deepening their knowledge in the art of persuasion, it develops their open-mindness by consider ideas and opinions that are new or different to their own.

Books:
- Difficult Conversations: How to Discuss What Matters Most, by Douglas Stone, Bruce Patton, and Sheila Heen.
- Good for You, Great for Me: Finding the Trading Zone and Winning at Win-Win Negotiation, by Lawrence Susskind.

Youtube video:
- The Harvard Principles of Negotiation, Erich Pommer Institut

Recommendations for parental involvement in order to support children's online activities:

Communication: Encourage open communication with your child about their self-control. Explain to them that 'Life is negotiations' and often we don't get what we want but what suits both sides. Encourage open-mindedness.

Monitoring: Monitor your child's behavior and self-control. You can keep in touch with its teacher.

Modeling: Model self-control in your own behavior and ways to negotiate in different situations. Parents are the biggest role model for their children.

Unit 3 : Negotiations

Recommendations for parental involvement in order to support children's online activities:

Encouragement: Encourage your child to practice self-control, empathy and open-mindedness. Praise them for exhibiting self-control and provide positive reinforcement for good behavior.
Setting boundaries: Establish clear rules and boundaries for their behavior. For example, if they misbehave, determine the punishment through negotiations.
Education: Educate yourself and your child how to negotiate and about self-control and responsible behavior.

Unit 4 : Communication

Introduction

Welcome to "Communication" Unit. This unit focuses on developing communication skills which include sense for following the etiquette, spotting and using non-verbal signs, active listening, good speech expression, negotiations skills, empathy and open-mindness.

By the end of the unit we'll learn that to communicate includes lots of skills from self-awareness, through speech modeling to open-mindness and acceptance.

In our daily life, communication helps us build relationships by allowing us to share our experiences, and needs, and helps us connect to others. It's the essence of life, allowing us to express feelings, pass on information and share thoughts. We all need to communicate.

Questions for pre-assessment:
- What is communication?
- How do we communicate?
- How do we make communication more efficient?
- What is the point of negotiations?

Unit 4 : Communication

Energizer / Discussion:

This energiser focuses on communication with others and knowing not only what TO say, but also what NOT to say. The aim is to ensure participants know how to alter and adapt their language to suit situations and provide an exceptional experience.

Instructions:

Place participants in a semi-circle, with you, the trainer, in the middle.

Explain that you are going to work in a circle going from person to person.

The first participant is going to come up with a phrase that they could say to a person that would NOT be right and should never be said to a person.

The next participant in the circle then has to rephrase the statement from the previous person, this time stating it in a positive way. (Give them only a short time to rephrase the question and if they fail, ask someone else to).

The same person should then come up with a negative statement and the person next to them should rephrase it and so on until you have moved around the complete circle.

Once complete, review the energiser using the questions below.

Review Questions:

- Have you used any of the phrases when talking with someone? What about the good ones?!
- What do you think the effect of these negative statements are on the other person?

Unit 4 : Communication

Energizer / Discussion:

- Did you struggle to come up with a re-phrased positive statement in the short amount of time you had? What about the negative one?
- Which phrase was easier to come up with under pressure? How do you think this affects how we perform in communication?
- What key piece of learning will you take away from this activity?
- How will you apply it in school?

Objectives:

This energiser is great for ensuring effective communication and helping participants understand how they should be communicating.

Result:

- Students understand that words can have a negative impact.
- Students understand the importance of sympathy.
- Students understand the power of a positive attitude.

Unit 4 : Communication

Unit content/Theoretical background:

Importance Of Communication In Everyday Life

1. Building Trust & Relationships

One of the primary reasons why communication is imperative is because it helps foster stronger relationships and build trust between people.

A key thing to note here is that communication is not a one-way process. That is, while speaking is an essential component of communication, listening is also an indispensable one.

So, if you wish to forge stronger relationships with people, don't just talk to them, but also listen to what they're saying.

2. Opens Up New Doors Of Opportunities

Communication is not just a medium to share and receive information, it is also a skill set that is highly appreciated and sought after in all fields of life.

Effective communication skills are given primary importance while selecting job and college applicants.

Not only this, but simply being more effective communicators makes it easier to seek out opportunities yourself, and to grab an opportunity when it presents itself.

3. Develops Your Personality

Another reason why communication is imperative in everyday life is that it helps build and enhance your personality and self.

This is because, through communication, you are better able to navigate the world and explore new and challenging situations.

You also meet new people, many of whom might have different opinions, views, and experiences.

This makes you grow as a person, and discover who you truly are.

Unit 4 : Communication

Unit content/Theoretical background:

4. Helps Solve Conflicts

Communication is the best way to solve any conflict that might arise in your life or relationships.

Not only this, but in most cases, communication is an excellent way to avoid any conflict from arising in the first place.

Communication also helps gain better knowledge and understanding of another person. It helps you get your point across clearly. Effective communication also helps avoid any misunderstanding and to quickly solve any that might arise.

Indeed, effective, honest and regular communication is the basis of any successful and long-term relationship.

5. Helps Express Your Ideas & Personal Needs

Another important reason why communication is so important in life is rooted in the basic definition of communication itself: it helps clearly tell others what you want, and express any ideas you might wish to share with them.

This is not a trivial requirement: if you are unable to express your ideas and wants, you won't be able to achieve them.

So, say, if you have an awesome idea about how you can level up the trip you're going to be taking with your friends tomorrow…

Well, you can't very well do anything about it until you actually tell your friends about it, right?

6. Makes You Stand Out From The Crowd

There are many things that set a leader apart, however, communication is definitely one of the most important skills that you require in your life to become a leader. Think of every great leader from history, and you'll most likely end up discovering that they were great communicators.

Unit 4 : Communication

Unit content/Theoretical background:

Throughout history, great leaders were known for their exceptional communication abilities. Critical thinking, an integral part of effective communication, enables leaders to analyze complex situations and make informed decisions. Developing strong communication and critical thinking skills is essential for aspiring leaders. In academia, resources like a free essay on critical thinking can further enhance these skills, setting individuals apart and enhancing their leadership potential.

There are many reasons why leaders require good communication skills, and why these skills are in most cases the prerequisite of landing a leading position in life. Most of these reasons have been listed in the points above.

7. Helps Improve Decision Making

In almost every sphere of life, decision-making is a process that plays a key role. People make decisions every single day for a variety of purposes.

However, the quality of those decisions is not always the same. That is, not every decision that people take will lead to the desired outcome. Sometimes, our decisions might backfire and lead to an undesired outcome as well.

One way of reducing the chances of our decisions leading to undesired–sometimes even negative outcomes–is through developing our communication skills.

This is because, when you communicate effectively, you receive more information than you otherwise would've. Not only this, but the quality of your information also increases.

This increase in the quantity and quality of information ultimately leads to the quality of your decision-making to improve, as you now have more information to draw upon before making your decision.

Unit 4 : Communication

Activities / Exercises:

Activity 1: "Make a week schedule"
Instructions:
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.
The teacher must follow the whole process. If things start to go out of hand, he/she restricts the games only to a few from which the class to choose from. For example:
- football,
- basketball,
- volleyball,
- skip rope,
- dodgeball.

Result:

The students are taught:
- empathy,
- open-mindness,
- patience,
- self-control,
- compromise.

Different Ways to Deepen Your Knowledge Further:

First Out of the Circle Loses
Instructions:
Persuade the other person to move out of a circular area completely without touching or using any physical force.
What You Need:
A rope about 8m long. Lay this as a circle on the floor to create a perimeter.
Prize
Setup:
Ask for two volunteers. Pick two that are very competitive or think they are very persuasive. These two will go through the persuasion exercise while others watch.
Setup the environment much like a wrestling match where one needs to push the other out of a circular area.
Ask the two volunteers to stand in the middle of the circle. The audience should remain outside of the circle.
Explain that each person's goal is to get the other person to go out of the circle.
The rules are:
They cannot touch each other or use physical force.
They can use any influence technique they like including arguments, lecturing, deception, diplomacy, bribing, etc.
Ask the audience to cheer and encourage the people in the ring.
Explain that there will be a prize for the winner but don't say what it is.

Different Ways to Deepen Your Knowledge Further:

Start the match.

Take notes about the conversation and the strategies used to convince one another. You will need to refer back to these during discussions.

The game is over if a contestant is convinced to step out of the circle or the time is up.

Give the prize to the winner.

Follow with a discussion.

Example for a set of questions to follow during discussion:

- Who truly won this match; the person who remained in the circle or the person who stepped out in exchange for something he negotiated?
- What influencing strategies were employed during this match?
- Whose methods were more effective? Who was more convincing?
- Did any of the contestants offer something in return for getting the other person to step out?
- What was offered and was it accepted or not?
- How did the contestants negotiate over this?
- What was the role of the audience?
- Did the audience offer help and advice or influence the decisions in any way?
- What is the most important lesson you have learned in this exercise in regard with persuasion skills?
- What would you do differently if there was no prize for the winner?

Unit 4 : Communication

Conclusion of the unit:

This unit focuses on the overall communication skills. Students get to train and develop their communication skills, creativity, critical thinking, humbleness, etc. By problem-solving different situations students gain experience how to cope with everyday life difficulties.

Books:
- We Need to Talk: How to Have Conversations That Matter, by Celeste Headlee
- Reclaiming Conversation: The Power of Talk in a Digital Age, by Sherry Turkle
- Never Split the Difference: Negotiating As If Your Life Depended On It, by Chris Voss with Tahl Raz

Recommendations for parental involvement in order to support children's online activities:

Parents should be an example for their kids - showing them, helping them to communicate, play and share with others, accepting other beliefs.
Parents who communicate effectively with their children are more likely to have children who are willing to do what they are told. Such children know what to expect from their parents, and once children know what is expected of them, they are more likely to live up to these expectations. They are also more likely to feel secure in their position in the family, and are thus more likely to be cooperative.

Unit 4 : Communication

Recommendations for parental involvement in order to support children's online activities:

Ways To Communicate Positively With Children:
- Communicate at your children's level.
- Learn how to really listen.
    - Make and maintain eye contact.
    - Eliminate distractions.
    - Listen with a closed mouth.
    - Let your children know they have been heard.
- Keep conversations brief.
- Ask the right questions.
- Express your own feelings and ideas when communicating with children.
- Regularly schedule family meetings or times to talk.
- Admit it when you don't know something.
- Try to make explanations complete.

Module 3 - Teamwork & Conflict Management

INTRODUCTION OF THE MODULE

The teamwork of teaching elementary school students favours a significant expansion of pedagogical communication between the teacher and students, on the one hand, and between them, on the other. It allows applying a differentiated approach to students, stimulates the development of their independent thinking and their creative imagination, and contributes to the formation of their organisational culture.

Scientific research shows that well-designed and conducted group work leads to greater absorption and understanding of what is taught.

Conflict management is expressed in anticipation of possible difficulties in communication, timely taking of preventive measures, purposeful removal of the objective and subjective causes exacerbating the personality of the contradictions, and constructive resolution.

Unit 1: Cooperation

Introduction

Welcome to Conflict Management and Teamwork topic.Teamwork is extremely important for good communication between students, as well as for the good result of the tasks.
"Talent wins matches, but teamwork and scouting wins championships" - Michael Jordan
No matter how smart, talented, passionate or great skills you have, if you want to achieve something, you will always depend on someone, and the more you want to achieve, the better team you have to train. In addition, you will need to know him and inspire him to perform well and continue to achieve his goals.

"Talent wins games, but teamwork and intelligence wins championships."
- Michael Jordan

Unit 1: Cooperation

Energizer / Discussion:

The island
Students are divided into several groups.
Each group will have a sheet, markers, coloured pencils. The task is to draw, write, etc. whatever they think is needed in the class island.

The main task is to get several different versions of class rules that everyone will follow in order to have a good microclimate in the class. This game provides an opportunity to work in a team, and at the end to summarize the main rules of the class.
It helps all students to work together and to unite the team. Each participant contributes ideas and the end result is a beautiful, colourful island.
Each group can name their island.
After completing the work, each island is presented to the other participants.

Result:

Result: Students work in a group. The opinion of each participant is important and everyone can add their personal opinion. The result is better communication between all students. Once the rules from each island enter the classroom, students understand that their opinions matter and are respected. Relationships between students become better and a friendly and team atmosphere is created to work and study.

Unit 1: Cooperation

Unit content/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 students 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 students 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.

Cooperation is the act of working together to achieve common or individual goals together, in a team.The term collaboration refers to all processes where people work together. Both individual members of society and collectives, communities and even nationalities can cooperate.

With online training, students for a certain period of time lose live contact with others, and this makes communication and cooperation more difficult. During online learning, it is good to have open conversations with students, in which they have the opportunity to communicate with each other about topics that interest them.

It is a good idea to give them group projects where they can work together, even from a distance. Each team member must have an individual task. In this way, teamwork will be effective and students will be able to cooperate. / Example: draw the episodes of a studied fairy tale. Each student is given a part of the story to draw a picture of. Each student is responsible for the overall task/

Unit 1: Cooperation

Activities / Exercises:

1.You are like me because… /20min/

You're like me because… and it makes me feel…

Have each student draw the name of another child in the class. Then have each student tell everyone why they think they and the other studnet are alike. Encourage students to choose character traits, habits, interests, rather than material and external characteristics, and to treat each other with respect.

The random principle of choosing a student can lead to children who are not generally close looking at each other and find common ground.

It's a good idea to ask the studnets how they feel about these common qualities or interests.

The main purpose of this unit is to enrich students' knowledge of what collaboration is, why it is important for a team, and how they can most easily and effectively collaborate.

The answers to the questions are important, because through them the students themselves could understand that working together they can do much more than they can alone. The idea of this unit is for the students to understand that they could handle their tasks alone, but together, with the help of the team, they can do much more and the result will be better.

Students with special needs can also participate in the activity. A useful activity with which students with special needs are equal participants, and the rest of the children understand that, regardless of their differences, they can be a good team and have more in common than differences.

Unit 1: Cooperation

Result:

As a result of this activity, the students get to know each other better. They can discover new qualities of others in the class and create new and better relationships. This activity helps to form groups more easily and also for good and effective teamwork.

https://rootsandwingskindergarten.com/kindergarten-teamwork/

Different Ways to Deepen Your Knowledge Further:

In a self-reflection section, students are given the opportunity to show what they have learned, understood and found useful.
Each group receives a sheet with four circles.Each participant says and writes with a word or a sentence answers to the questions below.

Results:
1. What did I learn about teamwork?
2. What went well, what could be done better?
3. How can I use what I learned about teamwork
4. What should I do to have a better team next time?

Unit 1: Cooperation

Conclusion of the unit:

In cooperation learning, learners demonstrate their individual skills and strengths, which are recognized and appreciated by other students. Effective collaboration recognizes the merits of everyone in the group, allowing each child to work to their strengths and receive support from others when needed.
https://rootsandwingskindergarten.com/kindergarten-teamwork/

Recommendations for parental involvement in order to support children's online activities:

Parents are one of the three most important factors in the process of training and building the personality of children. If parents and teachers work together can it have a good effect for studentSs
For good communication between children and effective teamwork of students, parents have an important role.
Talk about the family as a team at home and your child's classmates as a team at school. Everyone should be respected and accepted.
Teach your child that it is important to accept others, even if they are different. Talk about the importance of being able to work, learn, play in a team.
Explain that everyone on the team is important and that without them success would not be possible.
Talk about mutual respect and respect for each other's personalities and how that respect leads to the team's overall success.
Teach children to stand up for their opinion, to defend their theses, without conflicts, but with clear facts.
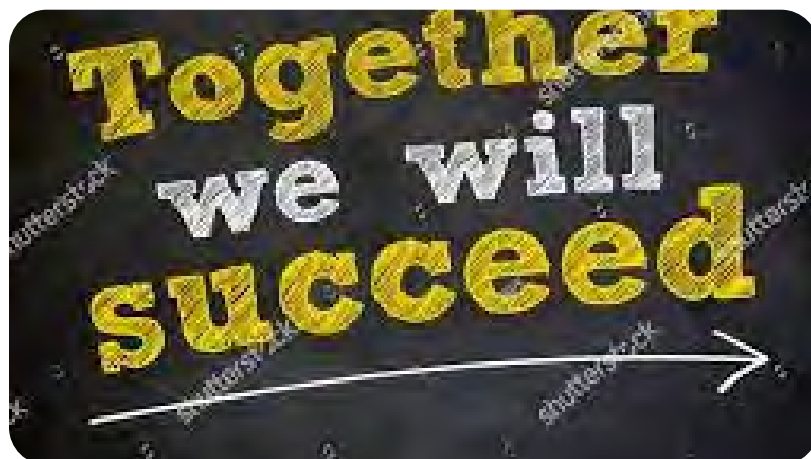
Unit 2: We succeed together

Introduction

"Gathering is the beginning. To follow together is progress. Working together is a success". - Henry Ford.

Working in a team helps to understand each problem better - when children interact, they learn from each other. They ask each other questions and try to find answers, and constant discussions and exchange of ideas helps to look at the problem from all sides and find interesting solutions - this is how imagination, creativity, friendship are provoked.

Question for reflection: How to be effective in a team?

Unit 2: We succeed together

Energizer / Discussion:

Pink toe

The teacher calls out a colour and a body part. Students must find an object in the room that has that colour and then touch the object with the selected body part. For example, if the teacher calls out "red nose", students need to find an object that is red and touch it with their nose. The teacher continues calling colours and body parts.

To spice things up, you can add an element of competition to this game. Students that are too slow in completing the task can be asked to sit down. The last remaining student is the winner.

Result:

Fun activities for students are always going to bring an active change to the classroom, so they are embraced with open arms by almost all students.

Unit 2: We succeed together

Unit content/Theoretical background:

According to one of the shortest definitions of teamwork, it is "joint activity to achieve a common goal." The ability to work in a team is part of the social and interpersonal skills that lead to success in life. Teamwork skills contribute to inclusive education by enabling students to develop patience and tolerance, respect and mutual assistance. Working in a team helps students learn not only from the teacher but also from each other, gather different ideas and be intellectually enriched by their interaction with others.

In the 21st century, the ability to work effectively with others, to cooperate and interact with them is associated with the ability to think critically and solve problems, with communication and creativity skills. What's more, it's a key skill for today's work environment, where interaction and the exchange of ideas are key. Creating successful teams requires time and patience on the part of the teacher and the realization that in this way a community of like-minded people with common rules and common goals is built in the classroom. This is important because in a protected environment children learn patience and tolerance, respect and mutual help and prepare for the future when they will have to work with other people to achieve a set goal. Working in a team helps students learn not only from the teacher but also from each other, gather different ideas and be intellectually enriched by their interaction with others.

Unit 2: We succeed together

Unit content/Theoretical background:

When working in a team, children learn shared responsibility – to care about their own success and the success of others, to help each other and to be helped. On the other hand, when the teacher gives group tasks to perform, it saves time and optimizes all processes.

In school, students learn to follow the classroom rules, which include focus on learning, respect and listening, completing assignments on time. These rules also facilitate group work. Teachers who develop teamwork skills should refer to them, because in this way the class develops as a community. Broadly speaking, the skill of teamwork consists of four elements:

-process organisation;
-effective work and time management;
-representation and defence;
-reflection that allows students to make sense of the process and their participation in it.

For the realisation of these elements, teachers set goals, which they achieve with different strategies over time.

Unit 2: We succeed together

Activities / Exercises:

Group the students into 4-5. Give each group a large piece of paper and a text to read: a specific page from the textbook, a topic from the lesson, or a scientific article. Allow enough time for students to read and discuss the texts. The group depicts the summary information from the read material on the sheet.

A visualization can include drawings, a short comic, a table, a timeline, a mind map, associations, graphs, and more. The requirement is that it is not just text.

Each group then presents their product to the class.
This task can be used in different lessons as the texts with which students are introduced can be changed depending on the knowledge to be mastered - mathematical, linguistic, scientific, creative.

Students help each other in each team. Everyone does what they are best at. Those who draw well make a drawing, those who present the idea well present the task to the others at the end. Those who are more creative give ideas. In this way, teamwork skills are built, which develop over time and are useful as students develop as individuals.

Unit 2: We succeed together

Activities / Exercises:

This type of exercise is also applicable to students with special educational needs. They are encouraged to socialise and show the strengths they have.

Result:

Result: As a result of this activity, students understand that each team member is important and meaningful. Good relationships and respect are built between individual team members.
https://study.com/academy/lesson/teamwork-skills-in-the-workplace-definition-examples-quiz.html

Unit 2: We succeed together

Different Ways to Deepen Your Knowledge Further:

Observe groups and patterns of interaction between students. Encourage active communication.

You could also assign an individual task. Thus, each student will be able to structure the information according to his personal preferences.

Such a creative task helps to systematise information and is a very effective way for students to remember the new material. It allows students to present information in a way that I understand and that is closest to their learning style.

Encourage students by also discussing different strategies for remembering new information: for some it is easy to classify new concepts by similarity, for others to arrange them hierarchically, for others to make meaningful sentences with them, for others to use combined strategies.

Unit 2: We succeed together

Different Ways to Deepen Your Knowledge Further:

Let everyone share how they learn the fastest and easiest.

In the process of visualising the information, the brain processes and summarises it to reduce it to the final product on the sheet. The limited space of the sheet requires highlighting of the reading, which greatly helps students to organise and organise their knowledge. All this is impossible without complex thought processes such as analysis, synthesis, creation of logical connections, generation of conclusions and conclusion.

Results:

Who is important in the team?

Why is it important to respect my partners?

How does teamwork help me learn new things more easily?

How does teamwork make me feel?

> " Success is best when it's shared."
>
> Howard Schultz

Unit 2: We succeed together

Conclusion of the unit:

Group work in education develops communication skills, helps to overcome complexes and inhibitions, to increase the self-esteem of students (Gyurova, 2006). In this form, collective energy is used, aimed at equally valuable results - both for each individual and for the group as a whole. Goals are formulated to encourage both individual and cooperative efforts. What is essential in this case is an opportunity to achieve higher effectiveness and productivity provided by group training, as well as to build relationships based on mutual respect and self-respect
https://www.prodigygame.com/main-en/blog/team-building-activities-for-kids/

Recommendations for parental involvement in order to support children's online activities:

Advise parents to work as a group with students outside of school. They can include teamwork at home, on vacation, at different times in life. This would give a positive effect not only to the development and improvement of teamwork skills, but also could improve the relationship between children and parents as partners.

Unit 3: Different but partners

Introduction

"All the conflicts we experience in the world are conflicts within ourselves." - Brenda Shoshana

Teamwork is an effective means of resolving conflicts between different students in the same class. When in a team there are participants who have a conflict with each other, do not like each other or do not want to give each other a chance to get to know each other and even become friends. At this age students make their decisions on an emotional basis for example "I don't like Peter because he doesn't like football" therefore Peter is not my friend. Teamwork is a very good opportunity for children with different interests, abilities and qualities to participate together to achieve the main task set at the beginning of the lesson. This is a good opportunity for emotional, personal growth and resolution of conflicts created at an earlier stage between children.

Unit 3: Different but partners

Energizer / Discussion:

Arrange for the students to sit in a circle where everyone can see the others. Ask each of them to say one thing they really like to do - play football, read books, listen to music, solve problems, sing, etc. Give all students a chance to share their interests.Then instruct them to pair up, each pair having students with different interests.If they have difficulty grouping help them get teams.

The next task of the new teams is for each participant to present their favorite activity in such a way that it arouses interest in their teammate and challenges them to engage in the next activity.

This activity helps children to look differently at things that they don't usually like. Moreover, they understand that different interests do not make those who have them worse, incapable and can even be friends and partners.

Result:

Students will get more information about activities that are unknown to them

Students will get more information about activities they are unfamiliar with.

Students will bond with classmates who have different interests.

Students will share their favorite activities and find new partners for them.

Unit 3: Different but partners

Unit content/Theoretical background:

The shortest definition of teamwork is "joint activity to achieve a common goal". The ability to work in a team is part of the social and interpersonal skills that lead to life and career success. Teamwork in school implies interaction between students and teachers, in which everyone contributes their experience, knowledge and understanding and builds their competences. Today, the ability to work effectively with others, to cooperate and interact with them is associated with the ability to think critically and solve problems, with communication and creativity skills. What's more, it's a key skill for today's work environment, where interaction and the exchange of ideas are key. Teamwork is an effective means of resolving conflicts between different students in the same class. When in a team there are participants who have a conflict with each other, do not like each other or do not want to give each other a chance to get to know each other and even become friends.At this age students make their decisions on an emotional basis for example "I don't like Peter because he doesn't like football" therefore Peter is not my friend. Teamwork is a very good opportunity for children with different interests, abilities and qualities to participate together to achieve the main task set at the beginning of the lesson. This is a good opportunity for emotional, personal growth and resolution of conflicts created at an earlier stage between children.

Unit 3: Different but partners

Unit content/Theoretical background:

Online learning can provide opportunities for students to get to know their classmates who have different interests and are not in a circle of friends. With the use of technology, students have access to a large volume of information on all subjects, as well as resources and materials that teachers can use to enrich children's knowledge and skills. Online platforms can also enable teamwork between students with different interests by being assigned common projects. In this way, students with different interests can communicate and will have the opportunity to get to know each other and understand the individual interests of their partners. They will also discover the strengths of the students, which until now they did not know well because of their different interests. Moreover, it is possible to discover new, interesting and useful activities that become favourites and even through them students can develop their knowledge, skills and talents.

Unit 3: Different but partners

Activities / Exercises:

Let's present the situation again, but this time Lily and Lalo will think about other games and choose one that they both like. We will help them make a very long list of games they can play. What other games can they play?

Write the possibilities on the board.

Do you think there could be a game that both of them like and want to play?

Let's find out. We will present the situation again, but this time it will be Lily and Lalo try to choose a game that they both want to play using the options on the board.

After acting out this situation, ask the questions below and hear some of the responses from students who volunteered to raise their hands:

What do you think of the choices they settle on?

• Is it good for both of you?

Let's practice! We will play musical chairs. I need ten volunteers with their chairs.

Have volunteers line up their chairs in front, back to back.

Now we're going to remove five chairs so that half the children have nowhere to sit.

If your students are familiar with the game and the time for the lesson is running out, you can go directly to the modified version of the game.

Original version

The volunteers stand by their chairs with their hands behind their backs and go around in a circle while the rest of us clap. When he raises his hands, all clappers must stand up, and those going around the chairs must find a chair to stand on. Whoever does not find a place loses.

Unit 3: Different but partners

Activities / Exercises:

Okay, let's play!

Modified version

Now we're going to change the rules a bit: instead of some losing and others winning, wouldn't it be better for everyone to win? Because there aren't enough chairs, when we stop clapping, the ten volunteers have to find a way to each sit on the five chairs we have here. But without talking!

Okay, let's play!

• What do you think?

• How did the volunteers feel the first time? How did those who lost?

• What do you think about the second version of the game?

• Who lost?

Possible answer: None.

• Who won?

Possible answer: ALL.

Result:

Students understand that being different is not bad and scary. It can be interesting and even make it to the list of favourite activities.

Unit 3: Different but partners

Different Ways to Deepen Your Knowledge Further:

Below you can find some useful links:
https://www.youtube.com/watch?v=jg_Q34kGsKg

https://www.youtube.com/watch?v=QyXFirOUeUk&t=18s

https://www.education.com/worksheet/article/book-report-outline/

Results:
What did you like about this lesson?
What else would you like to know about the topic?
Do you think there is anything that could be improved?
What conflict resolution techniques did you learn?
Will you use them in a real situation with students?
What was easy and interesting about this lesson for you?

Unit 3: Different but partners

Conclusion of the unit:

Children's books often tackle delicate but important issues. Because of its intended audience, children's literature is focused, understandable, and relatable. Problems and matters can be addressed in third person stories, and abstract concepts are shared in memorable stories. For these reasons, children's books can prove especially helpful in teaching kids (and adults) helpful techniques for resolving conflicts, whether at home, at school, in the workplace, and more. This list compiles the best books in children's literature for showing and teaching conflict resolution.

You can see the whole list here:

https://bookroo.com/explore/books/topics/resolving-conflict

Recommendations for parental involvement in order to support children's online activities:

Taking a stand is a skill that takes a lot of practice. It is important for students to reflect on how they can stand up for themselves in situations that make them uncomfortable or infuriate them. We adults can help them by asking them questions like:

"Instead of saying you don't like him. because you like different things, what could you say to your friend so that you are a good team?" or "How can you politely tell your classmate that you don't enjoy doing what he likes?" Conflicts, disputes and everyday life aggression in school and beyond can be opportunities to encourage this type of reflection.

• Parents can also help practice assertiveness at home. For example, you can encourage your children to often practice speaking clearly and firmly, but not aggressively, about what they feel, think and want.

• It is very important to set an example in your interactions with children by standing your ground in situations that make you angry. For example, you can respond assertively when correcting children after they do something that bothers you, rather than responding impulsively.
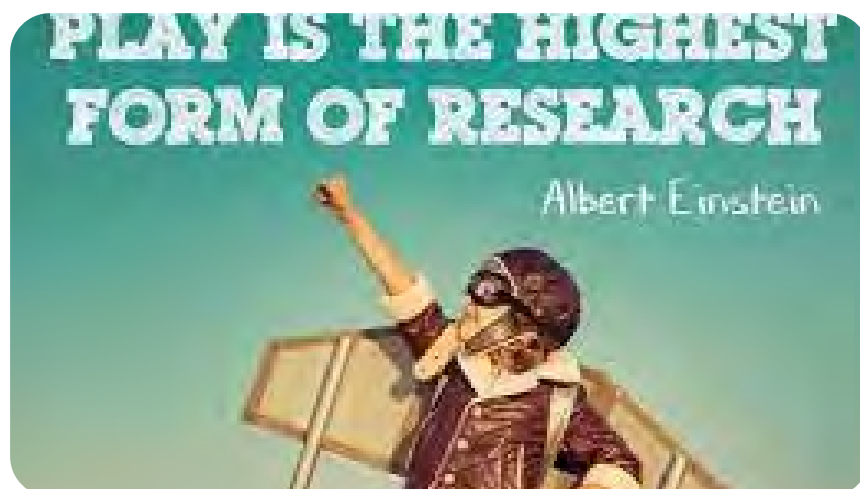
Unit 4: Adventure

Introduction

"Play is the highest form of research"./ Albert Einstein

One of the most important means of forming social skills in children of primary school age is play. It puts them in different situations, awakens in them initiative, ingenuity and builds a sense of trust and justice, which are necessary for the formation of social skills as the basis of successful communication both between children and between them and parents, teachers and other adults.

The game provides joy and experiences, creates conditions for self-discovery. It is the most suitable form for building positive relationships, desires for cooperation and mutual assistance, while at the same time providing an opportunity for personal statement.

PLAY IS THE HIGHEST FORM OF RESEARCH
Albert Einstein

Unit 4: Adventure

Introduction

By its very nature, play is one of the main activities of a person in his childhood. In its structure, it does not differ from the structure of other activities, but a big difference between it and the others is in the content of its elemental structure. and later with a playful nature, the child begins to form as a subject of the activity, and that of his own. For the first time in the game, and through the game, the child can satisfy his needs of a functional nature, and later realize some design of his own, which is freed from the regulating role of real reality. On the basis of the conditionality that the game brings, the child can carry out actions through which he transfers the meaning of one object to another, of one environment to another. The means he uses are also conditional and with them the child can perform conditional actions.

In play, due to its nature, the child can show a high degree of independence and activity, which in other human activities he is not able to realize. Thus, the game turns out to be the only activity available to him, in which he can be an independent subject.

Unit 4: Adventure

Energizer / Discussion:

Zoo"

Materials needed: a large enough and safe space.

For whom the game is suitable: for children in kindergarten and preschool age.

Before starting the game:

On a count of 1, 2, 3… divide the class into 3, 4, or 5 teams. Depending on the age and abilities of the children in the class, you can form more groups.

Assign each group a specific animal. The first group is an elephant, the second group is a wolf, the third is a dog, and so on. Together, identify the sound the animals make. The wolf - you (Awww!), the dog - barks (Bow-Bow!). What does the elephant do?

Make sure each child knows what animal it is. Mix the groups well. Children should close their eyes.

Make sure you have enough space and there are no dangerous objects around for them to bump into or trip over.

How to play the game:

Unit 4: Adventure

Energizer / Discussion:

Participants keep their eyes closed during the game. The goal is to find the animal like them by just making a sound as they walk around the room. Advise them to walk slowly and, if they decide, to hold their hands forward so they don't bump into something. The winner is the team that groups first. The game can end when all groups have found their teammates.
Options:
You can divide the children into teams by giving them cards with the same animals. If you have 20 children that you want to divide into 5 groups, for this you need to have 4 identical cards.

After the game, discuss whether it was difficult or easy for them, what strategies they used to find their way around, whether they were able to help each other while looking for each other, etc.
https://www.playworks.org/

Result:

Students can play as a team.
Students can orient themselves.
Students can develop strategies for the team to win.
Students have fun while playing.
Students develop social-emotional qualities.

Unit 4: Adventure

Unit content/Theoretical background:

The game is the most accessible type of activity for children, a way to process the impressions received from the outside world. The game clearly shows the child's thinking and imagination, his emotionality, activity, development of the need for communication.

The game for the child is a complex, multifunctional and cognitive process, and not just entertainment or fun entertainment. Thanks to the games, the child develops new forms of reaction and behavior, adapts to the world around him, and also develops, learns and grows. The importance of games for children is very great, since the main processes in the child's development take place during this period.

The game is an invaluable means of forming the moral and social qualities of the child.

• The game forms a positive attitude towards friends and other people with whom the child communicates through it.

• During the game, the child develops and forms as a person, accumulates those knowledge and skills, which, at a later stage, will depend on his success in life.

Activities / Exercises:

The game also has a great educational significance, it is clearly related to learning during direct educational activities, with observations Everyday life. While playing, children learn colours, shapes, properties of materials, spatial relationships, numerical relationships, plants, animals. During the game, the child learns to overcome difficulties, looking for a way out of the situation. A. V. Lunacharsky says: "It is not true that the game is not serious". For the child, every game is serious, because while he is playing, he lives. Some games develop children's thinking and general vision, others develop dexterity, strength, and others develop design skills. There are games with purposeful learning, developing character, games that directly affect the psychological qualities of the child's personality. In them, children learn to solve game tasks on their own, and find the best way to implement their plans. Use knowledge, express them in words. An interesting game increases the mental activity of the child, and this can solve a more difficult problem than in directly organised learning activities.
Sweet problem

Purpose: to teach children to solve small problems through negotiation, to accept joint decisions, to refuse to quickly solve problems in your favour moving games: In this game, each child will need one cookie and each pair of children will need one napkin.
"Children, sit in a circle. A must-have sweets game. To receive cookies, you must first select a partner and resolve an issue with them. Sit next to each other and look into each other's eyes. There will be a cookie on a napkin between you, please don't touch it yet.

Unit 4: Adventure

Activities / Exercises:

This game has one problem. A cookie can only be received by a partner whose partner voluntarily refuses the cookie and gives it to you. This is a rule that should not be broken. Now you can start talking, but without your partner's consent, you are not allowed to accept cookies. If consent is obtained, cookies may be taken.

The teacher then waits for all pairs to make a decision and observes how they act. They can immediately eat a cookie after receiving it from a partner and break the remaining cookies in half and give half to their partner. Some people can't solve the problem for a long time, who will get the cookies anyway.

"Now I'm going to give each couple a cookie. Discuss what you will do with the cookies this time."

The teacher notes that in this case the children act differently. Those children who split the first cookie in half usually repeat this "fairness strategy." Most of the children who gave cookies to a partner in the first part of the game, and did not get a piece, now expect the partner to give them the cookie. There are children who are ready to give their significant other a second cookie.

Question for students:

Tell me, how did you feel?

Who wanted to keep the cookies? What did you do about it?

What do you expect when you are polite to someone?

Was everyone treated fairly in this game?

Who took the least time to reach an agreement?

https://kerchtt.ru/bg/igry-dlya-preodoleniya-konfliktov-u-doshkolnikov-detskie-konflikty-i/

Unit 4: Adventure

Activities / Exercises:

A leading activity during the period of early childhood is play. Through it, children get to know their surroundings and satisfy their need for communication. Play serves a variety of functions in the growth process. It is a means and condition for development. Different types of games have a direct effect on the formation of the motor apparatus, cognitive processes, speech and personality traits. For children with disabilities, play has three main functions:
- Helps to adapt to a new environment.
- Strengthens extra reception and diverts attention from the existing disease.
- The game plays the role of a therapeutic factor
Throughout childhood, children learn to understand and respect each other, but it is good if they begin to acquire such experience at the very first step of communication. The best that adults can do in such a situation is to teach children socially acceptable norms of behavior and communication.

Result:

As children play and have fun, they learn new things and understand the importance of teamwork in resolving conflicts and getting to know others.
Students learn to interact with others in play.
Students play in a team.
The students showed empathy.
They develop their social-emotional competences.

Unit 4: Adventure

Different Ways to Deepen Your Knowledge Further:

Self-reflection: Students can come up with new games similar to ones they already know by changing the rules. In this way, they will show creativity and ability to perform not only as players.

Exploration: Students can make a list of their favourite games. The most preferred games can be added to a list of class games and played.

Games: Students can participate in educational, role-playing, physical, etc. games that develop and refine the topics in the module. Games can be played individually or in groups.

Results:

Why is it important for me to play?

Do I have to have partners in games?

What games do I like the most?

What did I learn about others on the team from the game?

Unit 4: Adventure

Conclusion of the unit:

One of the most important means of forming social skills in children of primary school age is play. It puts them in different situations, awakens in them initiative, ingenuity and building a sense of trust and justice, which are necessary for the formation of social skills as the basis of successful communication both between children and between them and parents, teachers and other adults.

The game provides joy and experiences, creates conditions for self-discovery. It is the most suitable form for building positive relationships, desires for cooperation and mutual assistance, while at the same time giving an opportunity for personal expression.

https://games4esl.com/virtual-classroom-games-and-activities/

Recommendations for parental involvement in order to support children's online activities:

Encourage your child to play: play together as partners during online activities, including their learning progress and challenges.

Create a schedule with designated time for online learning and gaming. This will help your child to be independent, organized and focused, and you will see his progress

Monitor your child's online activities, including the websites and apps they use and the content they access. Make sure they use safe and appropriate game resources.

Help your child develop effective play strategies.

Praise the child when he does well, give positive feedback. This will help and motivate them to self-evaluate and improve and build confidence and self-esteem.

Self-assess their learning progress and identify areas for improvement.

https://brightchamps.com/blog/conflict-resolution-skills-for-kids/

Module 4 - Self-Awareness

INTRODUCTION OF THE MODULE

Self-awareness is important to 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 students to become more self-aware. Children can build confidence and form meaningful relationships with others by engaging in these activities.

Unit 1: Understanding yourself, your emotions

Introduction

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 realize 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 know how you're feeling, you can better manage your reactions to situations. It's important for children to have strong self-awareness so they can understand themselves better and know their challenges. 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 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.

I

Unit 1: Understanding yourself, your emotions

Introduction

Welcome to our unit on understanding yourself and your emotions. Have you ever felt happy, sad, angry, or scared? Emotions are a big part of our lives and can affect how we feel, think, and behave.

In this unit, we will learn about emotions and how to understand them better. We will discuss different emotions, their feelings, and why we have them. We will also learn how our bodies react when we feel certain emotions. Understanding our emotions is important because it helps us communicate better with others, make good decisions, and care for ourselves. When we understand our emotions, we can learn how to manage them healthily and feel happier and more confident.

Are you ready to learn more about yourself and your emotions? Let's get started!

Photo: CANVA

Unit 1: Understanding yourself, your emotions

Energizer / Discussion:

The energizer involves students forming a circle. The teacher displays different emotions like crying, anger, or happiness, with everyone in the circle mimicking these emotions one after the other and then together.

This interactive activity fosters unity, emotional awareness, and empathy among students. The energiser becomes engaging and inclusive by adapting for various age groups and abilities, such as simplifying emotions or incorporating music. Following the activity, a discussion explores the emotions expressed, enhancing students' emotional intelligence and understanding of others. This energizer effectively sets a positive tone for the session, encouraging active participation and emotional exploration.

Result:

Increased self-awareness: students explore various emotions, fostering self-awareness and emotional intelligence in a secure setting. Improved communication: expressing emotions enhances communication skills, enabling clear expression and understanding of feelings.Enhanced empathy: understanding diverse emotions cultivates empathy, promotes compassion and improved social interactions.Better emotional management: students learn healthy emotional regulation and coping skills, understanding the impact of emotions on behaviour. Improved group cohesion: collaborative expression of emotions strengthens teamwork, creating a positive and supportive group dynamic.

Unit 1: Understanding yourself, your emotions

Unit content/Theoretical background:

The module delves deep into self-awareness and emotional intelligence. It illuminates the intricate connection between emotions, thoughts, and behaviour. Participants learn to recognize feelings and comprehend their impact on decision-making and relationships. The training employs diverse methods, from self-reflection techniques like journaling and mindfulness exercises to practical exercises like role-playing scenarios. Visual aids, such as emotion wheels, assist in pinpointing and articulating feelings accurately. Established frameworks from social and emotional learning enrich the training, providing a comprehensive understanding.

Transitioning to online platforms, the training utilizes digital tools and interactive exercises. Virtual simulations allow participants to practice emotional regulation in various scenarios. Discussion forums serve as spaces for sharing experiences fostering a sense of community. However, the online realm poses challenges, notably maintaining a safe and inclusive environment. Interactive elements like group activities and breakout sessions counter disengagement, ensuring active participation. Personalized feedback mechanisms and one-on-one interactions between facilitators and participants offer vital support, ensuring a holistic, immersive, and supportive emotional learning experience.

Unit 1: Understanding yourself, your emotions

Activities / Exercises:

In exploring self-awareness and emotions, the module will captivate students through real-life examples, employing relatable scenarios, pictures, videos, and stories. An engaging "Which Emotion?" activity will encourage teamwork, communication, and critical thinking as students collaborate in small groups to identify emotions in newspaper clippings and match them with corresponding emoji cards. Materials like emoji cards, newspaper clippings, scissors, glue, and supplementary visuals such as PowerPoint presentations, graphics, and posters, will enhance the learning experience. Furthermore, the module will employ diverse interactive methods, including open cafe-style discussions, debates, quick games, and participatory card games, fostering an environment where students can freely express their emotions and thoughts while practicing active listening. Special adaptations will be made to ensure inclusivity, such as providing larger emoji cards and incorporating sensory elements, enabling students with diverse needs to participate fully in the activities.

Unit 1: Understanding yourself, your emotions

Different Ways to Deepen Your Knowledge Further:

Students aged 6-10 can engage in various activities to enhance their emotional awareness and track progress:

- Self-reflection: Encourage regular check-ins where students rate their emotions or journal about their feelings and experiences.
- Research projects: Assign small projects exploring emotions, allowing students to delve deeper and enhance research and presentation skills.
- Questionnaires: Use age-appropriate surveys to gather feedback, pinpointing strengths and areas needing improvement.
- Emotion games: Implement games like role-playing, emotion bingo, or feeling charades to develop emotional recognition skills, allowing students to monitor their progress.
- Interactive quizzes: Administer engaging quizzes in a fun format, fostering understanding of emotions and their management.
- Group reflection: Encourage discussions in pairs or circles, enabling students to share feelings and experiences, promoting mutual learning and communication skills.
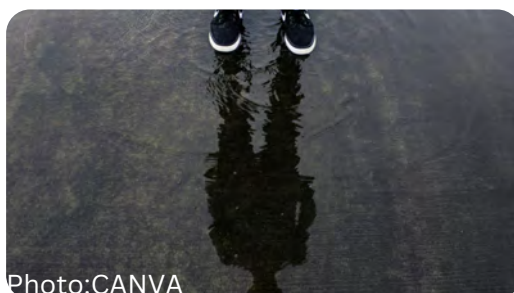
Photo:CANVA

Unit 1: Understanding yourself, your emotions

Conclusion of the unit:

The "Emotions for Kids" article on Proud to be Primary provides a variety of activities, books, and resources to help young children understand and manage their emotions effectively. The page includes strategies to help children identify and express their emotions, build empathy, and develop positive coping skills.

https://proudtobeprimary.com/emotions-for-kids/

Recommendations for parental involvement in order to support children's online activities:

Parental involvement is essential in fostering children's online engagement with "Understanding yourself and your emotions." Here are key recommendations:

- Encourage open communication: Create a safe space for your child to share emotions and experiences openly.
- Monitor online activities: Ensure age-appropriate and secure online interactions, being vigilant about potential risks.
- Participate together: Engage in activities, videos, or games related to emotions, promoting bonding and understanding.
- Emphasize emotional intelligence: Discuss its importance, encouraging application in daily life for better relationships.
- Set screen time limits: Establish boundaries to avoid excessive online usage.
- Stay connected with school: Maintain communication with teachers to stay informed about emotional intelligence assignments.

Unit 2: Mindfulness and Gratitude

Introduction

Welcome to the Mindfulness and Gratitude Unit for students aged 6-10. In this unit, students will explore the concepts of mindfulness and gratitude, understanding their meanings and how they can be incorporated into daily life. Mindfulness, the practice of paying full attention to the present moment, helps foster calmness and focus in various situations, from sports activities to leisure time. Gratitude, a powerful emotion, arises when we recognize acts of kindness or appreciate the gifts in our lives. Through activities like maintaining a gratitude journal, students will learn to acknowledge and value the positive aspects of their lives, promoting happiness and well-being. Throughout this unit, students will delve into the benefits of mindfulness and gratitude, developing skills to express appreciation and enhance their overall positivity.

Photo: CANVA

Unit 2: Mindfulness and Gratitude

Energizer / Discussion:

To ensure the scavenger hunt's success, it's crucial to confirm that students are in a suitable environment with access to necessary items and people while being free from distractions. Before the activity begins, the teacher can engage students by asking thought-provoking questions related to mindfulness and gratitude. This not only warms them up but also evaluates their understanding of these concepts. During the scavenger hunt, students are encouraged to write or draw their responses on a template, fostering self-reflection and providing a tangible record of their progress. Moreover, the activity can be adapted to promote critical thinking; students can identify mistakes and discuss ways to improve, using creative formats like comics to make the learning experience enjoyable and interactive. In this way, the scavenger hunt becomes an engaging way to cultivate mindfulness and critical thinking skills among students.

Result:

The scavenger hunt energizer boosts active participation, memory recall, and creativity as students search for items that evoke positive emotions. Encouraging self-reflection and mindfulness it helps students focus on happiness, fostering camaraderie and a positive classroom atmosphere. This activity is a lively and engaging way to begin class, setting a positive tone for the day.

Unit 2: Mindfulness and Gratitude

Unit content/Theoretical background:

In this module for 6-10-year-olds, the focus is on teaching mindfulness and gratitude. Mindfulness, emphasizing present-moment awareness, and gratitude, appreciating the positive, are pivotal for emotional well-being. Teachers use interactive activities like scavenger hunts and gratitude trees to engage students, fostering these essential skills.

Both in physical classrooms and online, these activities seamlessly transition. Virtual scavenger hunts and digital gratitude journals maintain engagement and allow real-time sharing of experiences. Breathing exercises and mindful coloring sessions, conducted over video calls, reinforce the importance of staying present. Collaborative online whiteboards facilitate shared gratitude expressions, ensuring these vital life skills are practiced and valued, whether in person or virtually.

Unit 2: Mindfulness and Gratitude

Activities / Exercises:

In the Gratitude Tree activity, visual aids like posters, coloured leaves, and trees teach children about gratitude. After participating in a Scavenger Hunt, students individually write or draw five things they are grateful for, then share and attach their slips to the tree branches. This collaborative process fosters teamwork and active engagement as students learn about the importance of gratitude. Teachers prepare materials beforehand, and students use pencils or markers to express their gratitude, enhancing their social skills through discussion and reflection.

Adaptations are made to cater to students with special needs, such as utilizing assistive technology or providing assistance from teachers or aides. This inclusive approach ensures all students can participate, emphasizing the activity's focus on building social skills and encouraging meaningful interactions, fostering a positive classroom environment.

Result:

The Kids Activities Blog article "Gratitude Tree for Kids" provides a fun and creative activity that parents and teachers can use to teach children about gratitude and the importance of giving thanks. The page includes step-by-step instructions and printable templates for making a beautiful and meaningful gratitude tree that can be displayed in the classroom or home.
https://kidsactivitiesblog.com/47813/gratitude-tree-for-kids/

Unit 2: Mindfulness and Gratitude

Different Ways to Deepen Your Knowledge Further:

Self-reflection: Students can use journals or worksheets to reflect on what they have learned how they have progressed. They can set goals for themselves and track their progress towards those goals.

Research: Students can conduct research on the topics covered in the unit and write a report or create a presentation to showcase their understanding of the material.

Questionnaires: Teachers can give students questionnaires to fill out to assess their understanding of the material and identify areas where they may need additional support.

Games: Students can participate in educational games that reinforce the concepts covered in the unit. Games can be played individually or in groups.

Tests: Teachers can administer tests to assess students' understanding of the material and identify areas where they may need additional support.

Photo: CANVA

Unit 2: Mindfulness and Gratitude

Conclusion of the unit:

The article "Grateful Children Printable Challenge" on the Big Life Journal blog provides parents and educators with a helpful tool for encouraging children to cultivate a sense of gratitude and appreciation. The printable challenge offers fun and engaging activities that promote positive thinking, reflection, and mindfulness, helping children to develop a more positive and resilient outlook on life.
https://biglifejournal.com/blogs/blog/grateful-children-printable-challenge

The Udemy course "Mindfulness for Children: Focus & Freedom for Kids" offers a comprehensive guide for parents, caregivers, and educators to teach children mindfulness techniques, including breathing exercises, meditation, and yoga poses. The course is designed to help children improve their focus, reduce stress and anxiety, and develop positive social and emotional skills that will benefit them.

Recommendations for parental involvement in order to support children's online activities:

Active participation is key for parents supporting children aged 6-10 in online mindfulness and gratitude activities. Encourage family engagement, ensure a safe online environment, offer guidance, and facilitate reflective discussions about their experiences. Most importantly, parents should model mindfulness and gratitude in their behaviour, inspiring their children to adopt these practices.

Unit 3: Realistic self-assessment

Introduction

In this module, children will explore the valuable skill of realistic self-assessment, a crucial tool for understanding their strengths, weaknesses, and capabilities. Through engaging activities and guidance, students will delve into self-reflection, encouraging them to ponder their achievements and challenges. By comparing these experiences with their peers, children gain insights that form the basis of their self-awareness. Additionally, the module focuses on practical techniques for goal setting, empowering students to concentrate on their strengths while acknowledging areas that need improvement. Specific and attainable goals will be crafted collaboratively, emphasising tracking progress and celebrating accomplishments. Moreover, the module offers avenues for continuous learning, incorporating structured activities like classes and workshops and informal experiences such as volunteering and exploring new hobbies. The module also advocates seeking feedback from trusted sources teaching children how to use constructive criticism to refine their skills. By mastering these skills, children will be well-equipped to navigate their personal and academic journeys, fostering a sense of self-assurance and achievement.

Photo: CANVA

Unit 3: Realistic self-assessment

Energizer / Discussion:

For this particular topic on realistic self-assessment, an energizer activity could involve asking the students to participate in a quick brainstorming session about their favorite things to do. This could help get their minds engaged and ready for the lesson.

Another option could be to ask the students to pair up and take turns sharing one thing they are good at and one they would like to improve. This could help evaluate their prior knowledge and give the teacher an idea of where the students start.

The activity could be adaptable by incorporating critical thinking skills, such as showing a comic (avatar) with a character making a mistake and asking the children to identify the mistake and develop ways the character could have approached the situation differently. This could help to reinforce the idea that making mistakes is a natural part of learning and growth. The activity would not necessarily require the children to write anything down but could instead be facilitated through group discussion.

Result:

The document offers practical suggestions and strategies for parents and caregivers to help foster a growth mindset in children, emphasizing the importance of effort, persistence, and learning from mistakes.
https://drive.google.com/file/d/124SpB4vM9t6xfq1M5I1LevI7cjITo8kD/view?usp=sharing

Unit 3: Realistic self-assessment

Unit content/Theoretical background:

Realistic self-assessment, the art of evaluating one's strengths and weaknesses, is a foundational life skill. It empowers students to recognize areas needing improvement while celebrating their accomplishments. This self-awareness equips them to set and attain goals, enhance academic and extracurricular performance, and cultivate self-confidence.

In this module, students will engage in various activities promoting self-reflection and goal-setting. These activities include journaling and brainstorming sessions, fostering deep introspection. Interactive methods like role-playing and engaging games are integrated, encouraging self-expression and reinforcing self-assessment skills. Additionally, students are encouraged to seek feedback from trusted adults and peers, enhancing their understanding of their capabilities and areas for growth.

In online education, interactive tools such as quizzes and video conferencing facilitate self-assessment. Online goal-setting tools and progress trackers help students monitor their growth, while virtual role-playing activities promote self-expression remotely. By instilling the habit of reflection, goal-setting, and seeking feedback, this unit equips students with the essential skills for realistic self-assessment, ensuring they develop self-awareness, confidence, and a strong sense of personal responsibility in-person and online.

Unit 3: Realistic self-assessment

Activities / Exercises:

Engaging activities are instrumental in honing students' realistic self-assessment skills. For instance, the "Strengths and Challenges" Chart prompts students to identify their strengths and areas needing growth across various aspects like academics and hobbies, fostering self-awareness. Goal-setting exercises teach them to craft measurable goals, promoting accountability and progress tracking. Feedback exercises encourage constructive peer evaluation, enhancing their ability to accept and apply feedback for improvement. Role-playing scenarios provide opportunities for self-assessment and decision-making, cultivating critical thinking skills. Mindfulness activities like deep breathing enhance their self-awareness and reflective abilities.
Inclusivity is paramount, especially for students with special needs. Tailored adaptations, such as visual aids and simplified instructions, ensure their active participation, making these self-assessment activities accessible and beneficial for every student and promoting a supportive and inclusive learning environment.

Result:

The page "Peer and Self-Assessment for Students" on the website of the New South Wales Department of Education provides teachers with practical guidance and resources for implementing effective self and peer assessment strategies in the classroom. The page offers a range of examples and templates for self and peer assessment tools and tips for helping students develop their assessment skills and provide constructive feedback to their peers.

Unit 3: Realistic self-assessment

Different Ways to Deepen Your Knowledge Further:

Self-reflection is key for students to assess their learning journey. Through methods like journaling or using blogs, students can document their challenges and improvements over time. Research projects allow them to showcase their understanding, solidifying their knowledge in the process.

Questionnaires and educational games offer practical ways for students to gauge their understanding and identify areas for improvement. Group discussions enable collaborative learning, where students share their challenges and strategies for progress. By prompting students with specific questions about their learning experiences, they can evaluate their progress, seek support, and enhance their comprehension effectively.

Photo: CANVA

Unit 3: Realistic self-assessment

Conclusion of the unit:

The article "The Importance of Teaching Critical Thinking" in the Journal of Future Learning focuses on the role of critical thinking in education and its impact on students' academic and personal success. The authors examine the current state of critical thinking instruction and offer practical suggestions for educators to incorporate it into their teaching practice.

https://journals.sfu.ca/flr/index.php/journal/article/view/24/81

Recommendations for parental involvement in order to support children's online activities:

Regular communication is vital. Discuss your child's online activities, listen to their concerns, and provide necessary support and guidance. Establishing a structured schedule for online learning and self-assessment helps them stay focused while monitoring their online activities ensures safe and appropriate usage of resources.

Additionally, offer positive reinforcement for their achievements, encouraging continuous learning and self-assessment. Provide practical support by helping them develop effective study habits and learning strategies. Be a role model for responsible online behaviour and collaborate with your teacher, attending conferences to stay informed about your child's progress.

Unit 4: Self concept - internal

Introduction

Promoting a healthy self-concept in students is crucial for their overall development. Encourage positive self-talk through affirmations to boost confidence. Provide diverse opportunities for success in academics, sports, and the arts, fostering confidence and self-esteem. Celebrate individuality, appreciate each student's unique strengths and challenges, and provide specific, constructive feedback focusing on effort and progress. Creating a positive, inclusive classroom environment encourages student collaboration and empathy, fostering positive relationships.

Kids can enhance their self-concept in class by thinking positively, recognizing their strengths, setting achievable goals, and surrounding themselves with supportive peers. Embracing their uniqueness and staying true to themselves fosters a strong and positive self-concept, enabling them to achieve their goals and celebrate their individuality. Remember, building a healthy self-concept is a continuous journey that empowers students to feel good about themselves and their abilities.
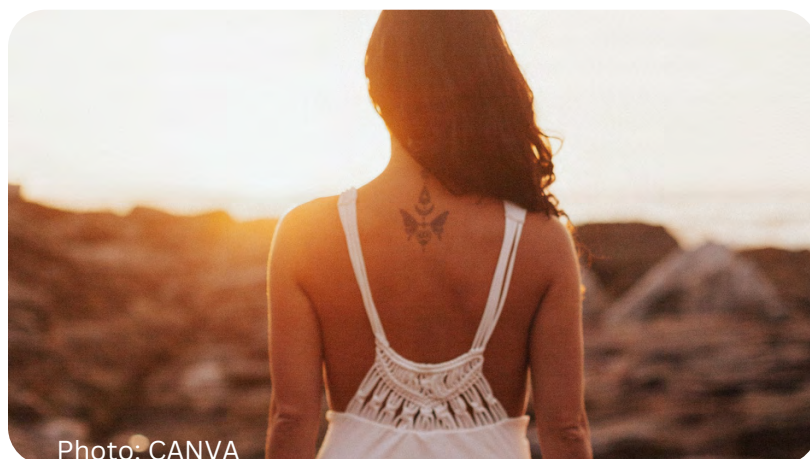
Photo: CANVA

Unit 4: Self concept - internal

Energizer / Discussion:

The lesson focuses on self-concept and how it influences our behaviour, emotions, and relationships. The lesson aims to help students understand the idea of self-esteem, how internal and external factors condition it, and that it is not fixed but can change over time.

The lesson includes an energizer activity where students are asked to switch places based on their likes and dislikes and a group activity where students create a personal self-collage and share it with their peers. The lesson also includes reflecting on emotions and how to respond healthily. The goal is to provide students with tools for self-reflection, promote diversity, and help them build a healthy self-concept.

Result:

The Lesson plan, "The Long and Short of It: Exploring Height and Distance," was designed for elementary school students. The lesson plan aims to teach students the concept of measurement and how to use standard units of measurement like inches and feet. The activities also encourage students to compare and contrast the measurements of different objects. Overall, the lesson plan aims to help students understand measurement and how it relates to their everyday lives.
https://www.educationworld.com/a_lesson/lesson/lesson085.shtml

Unit 4: Self concept - internal

Unit content/Theoretical background:

Understanding self-concept is integral to personal growth, influencing motivation, attitude, behaviour, and resilience. This unit focuses on the dynamic nature of self-concept, emphasizing that it can change over time and is shaped by internal thoughts and external interactions. Students will engage in self-reflection exercises to nurture a healthy self-concept, encouraging personal growth and emotional well-being.

The unit begins with an energizing introduction and art activity, where students create self-collages to reflect on their emotions. Collaborative learning is encouraged through discussion forums and group projects, allowing students to share experiences and ideas. Regular feedback, interactive content like videos and quizzes, and personal reflection exercises enhance engagement and self-awareness. The unit culminates in a reflective session, allowing students to offer feedback and assess their learning outcomes.

Online tools such as Google Classroom, Kahoot!, Padlet, Quizlet, and Flipgrid facilitate the implementation of this unit. These platforms enable interactive learning experiences, allowing educators to create engaging content, foster collaboration, assess student progress, and encourage thoughtful reflection.

Unit 4: Self concept - internal

Activities / Exercises:

Engage students in interactive self-exploration through diverse activities: Start with a mind mapping exercise, encouraging them to create detailed representations of themselves, including interests and strengths. Pair them for role-playing scenarios to explore feelings of confidence and uncertainty, and create personal collages using magazines, scissors, and glue to express their identity and values. Additionally, foster positive self-talk by having students write affirmations, displaying them as visible reminders on their desks or mirrors, and encouraging collaborative creation of affirmations within the group.

Ensure inclusivity by tailoring activities for students with special needs: Provide tactile materials or audio descriptions for visually impaired students and utilize written instructions or visual aids for those with hearing impairments. These modifications empower every student to participate fully, ensuring an inclusive and supportive learning environment where individuality is celebrated.

Result:

Engage students in self-exploration with activities like mind mapping and role-playing to boost confidence. Ensure inclusivity by providing tailored materials for students with special needs, fostering a supportive learning environment for all.

Different Ways to Deepen Your Knowledge Further:

Guided relaxation is a simple yet effective way to help children, including 6-year-olds, relax and reduce stress. In a calm environment, encourage the child to close their eyes and take deep breaths while guiding them through a body scan and visualization exercise. The provided scripts from Green Child Magazine offer essential tools for parents, teachers, and caregivers to support children in developing mindfulness and managing stress effectively.

By utilizing these scripts, parents and educators can create a peaceful atmosphere where children can unwind, learn to focus on their breath and body and develop essential relaxation techniques. These practices contribute significantly to children's emotional well-being, helping them navigate stress and anxiety more effectively.

Photo: CANVA

Unit 4: Self concept - internal

Conclusion of the unit:

In conclusion, self-concept is a vital aspect of our lives that affects our educational and social lives and emotional development. Our self-concept constantly evolves, influenced by our internal thoughts and external factors such as family, friends, school, and media. Positive self-concept leads to self-care, boundary-setting, and advocacy for our needs, while negative self-concept can lead to mental health problems and difficulties coping with life's challenges.

Students can improve their self-concept by positively talking to themselves, accepting their strengths and weaknesses, creating goals, building positive relationships, and accepting themselves. Self-esteem is conditioned by how we see ourselves internally and how others see us externally. It is essential to face, recognise and understand all emotions, even negative ones, and respond to them in a way that does not cause harm to ourselves or others. Ultimately, our self-concept is malleable and can change over time.

Recommendations for parental involvement in order to support children's online activities:

Parents play a vital role in shaping their children's online activities and self-concept. Encouraging positive self-talk, fostering positive relationships, and teaching critical thinking skills are crucial steps. Setting goals, promoting self-acceptance, monitoring online interactions, and discussing the importance of self-concept are key strategies. Tailoring these approaches to the child's age and modeling positive behavior are essential for nurturing a healthy self-concept.

Module 5 - Emotional Self-Control & Positive Outlook

INTRODUCTION OF THE MODULE

Emotional self-control, crucial in managing emotions during difficult situations, can be fostered in primary school students through breathing exercises and positive self-talk. These methods enhance awareness of emotions and teach constructive responses. Simultaneously, a positive outlook, emphasizing optimism and resilience, can be instilled in students by practising gratitude exercises and reframing challenges as growth opportunities, focusing on strengths and achievements.

Students acquire essential life skills that enhance their academic and personal lives by integrating emotional self-control and a positive outlook. Educators play a vital role in teaching these skills, empowering children to build strong relationships, cope with stress, and accomplish their aspirations.

Unit 1: About Self-control

Introduction

This module is designed to help learners understand and interpret social cues to foster healthy relationships and build strong interpersonal skills. Through interactive activities, learners will develop an understanding of facial expressions, body language, verbal expressions, and cultural norms related to expressing gratitude.

By gaining a better experience of social awareness, learners will be able to recognize signs of agreement or disagreement, approval or disapproval, and other emotions expressed through non-verbal communication. In addition, the module will assess learners' ability to express appreciation appropriately for those around them.

Ultimately, this module aims to equip learners with the necessary tools for successful social interaction in any setting.

Photo: CANVA

Unit 1: About Self-control

Energizer / Discussion:

The "Tap the balloon" energizer combines physical activity with self-control lessons. Before the activity, discussing self-control and evaluating students' comprehension through targeted questions is useful. During the game, students practice self-control by tapping balloons only when permitted, avoiding balloons of a specific colour. Post-activity, a debrief session encourages students to share challenges faced and strategies used.

While writing/painting isn't mandatory, incorporating reflective practices such as journaling or sharing thoughts enhances the learning. For example, students could write/paint about real-life situations requiring self-control, bridging the activity to their daily lives. To boost critical thinking, begin with a comic strip analysis, challenging students to identify errors. This primes them for the subsequent "Tap the balloon" challenge, where they must exercise self-control while staying observant and following the game's rules.

Result:

The energizing activity "Tap the Balloon" equips students with self-control skills as they follow the rules and maintain focus. Reflection exercises deepen their understanding, applying self-control in real-life situations. Integrating critical thinking sharpens their attention, fostering disciplined and mindful learners.

Unit 1: About Self-control

Unit content/Theoretical background:

Self-control, often called willpower, is like a mental muscle that helps us resist temptations and make thoughtful decisions. This ability is rooted in the brain's prefrontal cortex, the area responsible for decision-making and impulse control. According to psychological theories, self-control is vital for managing emotions, resisting immediate rewards for long-term goals, and navigating social situations effectively.

The self-control module equips teachers and students with crucial emotional management skills for decision-making and achieving personal goals. The highlight, a role-play activity featuring frustrating situations, becomes a practical avenue for students to apply problem-solving and self-regulation strategies, emphasizing the power of patience and adaptability in managing emotions.

Teachers can set up tricky scenarios, and students can talk about them in virtual rooms, making learning a fun experience. With cool tools like interactive whiteboards and emojis, lessons come to life, keeping everyone involved and engaged.

After the activity, we can chat and share thoughts using features like chat and polls. These tools help us learn from each other and make our online class a lively and engaging space.

Unit 1: About Self-control

Activities / Exercises:

Prepare a spacious area for the children to move freely. Play energetic music and explain the game rules: dance while the music plays, freeze when it stops, acting out scenarios that require self-control, like choosing one treat. Demonstrate self-control beforehand, emphasizing thoughtful choices during freezes. Start dancing to the music, pause, and everyone freezes, displaying self-control. Encourage expressive self-control visually. Resume dancing after a brief pause and repeat with different scenarios. Conclude the activity, discuss challenges faced, and emphasize the importance of self-control through thoughtful reflection.

Result:

In this activity, children learn the essential skill of self-control through engaging in movement and imaginative scenarios. By freezing in response to various situations, they practice mindfulness and decision-making. The activity encourages creativity as they express self-control visually. Through post-activity discussions, children reflect on their challenges and successes, deepening their understanding of self-control. They develop empathy by considering others' experiences and learn the importance of making thoughtful choices in different situations, enhancing their overall emotional intelligence and social skills.

Unit 1: About Self-control

Different Ways to Deepen Your Knowledge Further:

Teachers can deepen their knowledge through continuous professional development programs, such as workshops and online courses, specifically focusing on self-control strategies and classroom management. Engaging in peer learning communities, attending relevant conferences, and exploring research articles and books by experts can provide valuable insights and evidence-based approaches to enhance teaching methods.

Collaboration with colleagues, both within and outside their school, is key to expanding teachers' knowledge. Participating in discussions, sharing experiences, and inviting guest speakers, such as psychologists or behavioral specialists, can offer diverse viewpoints and practical techniques. Utilizing online platforms and educational forums enables teachers to connect with professionals globally, fostering a continuous learning environment and enriching their expertise in promoting self-control among students.

Photo: CANVA

Unit 1: About Self-control

Conclusion of the unit:

In conclusion, this unit on self-control equips educators with a comprehensive toolkit to nurture this vital skill among students. Through engaging activities, insightful discussions, and adaptable strategies, teachers can guide their students toward managing emotions, making thoughtful decisions, and achieving their goals. Incorporating interactive multimedia resources, inclusive adaptations for special needs students, and establishing a supportive learning environment ensures that every student can develop strong self-control abilities.

By fostering self-control in the classroom, educators empower their students with essential life skills that will serve them well in various aspects of their lives.

Recommendations for parental involvement in order to support children's online activities:

In the self-control unit, parental involvement is vital for reinforcing classroom teachings. Parents can create a positive digital environment, set screen time limits, and encourage their children to apply self-control strategies online. Regular discussions about online experiences enable targeted support. By integrating self-control techniques into daily routines, parents - together with educators empower students to navigate the digital world confidently.

Unit 2: Flexible Mind

Introduction

Flexible Mind introduces the crucial concept of flexible thinking and its important role in problem-solving and adaptability. Throughout this module, students delve into the significance of this skill, understanding how it fosters creativity and openness to new ideas. The unit emphasizes the impact of rigid thinking on behaviour and offers diverse activities like games, discussions, and self-reflection exercises to hone flexible thinking abilities.

Participants engage in practical exercises to enhance their problem-solving skills, learning the importance of open-mindedness when tackling challenges. Flexible thinking becomes a superpower, enabling students to explore innovative solutions and adapt seamlessly to unexpected situations. By the module's end, students grasp the essence of flexible thinking and acquire practical tools to apply daily, fostering a mindset open to creative problem-solving and adaptability.

Photo:CANVA

Unit 2: Flexible Mind

Energizer / Discussion:

To adapt it to the topic of flexible thinking, you could ask the students to devise as many different uses for a common household item, such as a spoon or a paperclip, as possible. Encourage them to be creative and think outside of the box.

Afterwards, lead a discussion on how having a flexible mindset, like seeing multiple uses for a single item, can help them daily. Ask them to reflect on times when they had to adapt to unexpected situations and how being flexible helped them solve the problem.

This energizer can help introduce the concept of flexible thinking and set the tone for the rest of the unit.

Result:

The "Multiple uses" energizer effectively engaged students in brainstorming creative applications for common items, promoting a flexible mindset. Through lively discussions, students reflected on their real-life experiences, recognizing the value of adaptability and innovative problem-solving. This activity not only introduced the concept of flexible thinking but also instilled in students the ability to perceive challenges as opportunities for creative solutions. It set a strong foundation for the unit, emphasizing the importance of open-mindedness and diverse perspectives in their learning journey.

Unit 2: Flexible Mind

Unit content/Theoretical background:

In this unit, we delve into the practical applications and theoretical underpinnings of flexible thinking. Concrete exercises challenge students to think creatively and explore various perspectives, fostering adaptability in real-life scenarios. Students develop a tangible understanding of flexible thinking through engaging activities like brainstorming sessions and problem-solving challenges. These experiences form the core of our approach, emphasizing the importance of practical skills in cultivating a flexible mindset.

Fostering a flexible mind in children is like helping their brains become superheroes! Imagine the brain can change and adapt, just like a superhero learning new skills. This special power is called neuroplasticity, and it means the brain can form new pathways when kids face different challenges and learn new things. When children solve creative problems and see the world from different points of view, their brains get stronger, just like superheroes getting better at saving the day. Teachers and parents play a crucial role by creating exciting activities and experiences that challenge kids' minds. This helps children become more open-minded and able to handle various situations, shaping them into resilient individuals. So, it's like guiding young superheroes to develop their superpowers by exploring and learning in a fun and diverse environment.

Unit 2: Flexible Mind

Activities / Exercises:

Gather the children and dive into the world of storytelling and role-playing. Encourage them to invent imaginative tales and explore different characters' viewpoints. This activity sparks their creativity and helps them think flexibly by adapting their thoughts to various storylines. Next, challenge their minds with exciting puzzles and games that require pattern recognition. As they solve these puzzles, they'll explore multiple solutions, enhancing their problem-solving skills and boosting their flexible thinking. To add a touch of mindfulness, guide the children through deep breathing exercises and enchanting guided imagery. Then, they unleash their artistic talents with flexible art projects, where unconventional art supplies lead to innovative creations. These activities enhance their artistic flexibility and foster mental flexibility and emotional regulation.

Result:

These activities work wonders for kids aged 5-10! Solving puzzles and diving into creative stories make their problem-solving skills sharper. Plus, imaginative adventures and role-playing make their brains more flexible and adaptable. When they practice mindfulness alongside art projects, it helps them handle feelings and thoughts better. All these benefits mean kids can face challenges with creativity and confidence.

Unit 2: Flexible Mind

Different Ways to Deepen Your Knowledge Further:

Teachers can enrich their grasp of flexible thinking by embracing a mix of fields like psychology, education, and neuroscience. Educators can dig deeper into nurturing flexibility in young minds through reflective practices like jotting down classroom moments and trying out varied teaching styles. Here, curiosity is key! How might different teaching methods affect students' adaptability? What unique experiences can be shared in journals?

Moreover, tapping into the expertise of educational psychologists and diving into online forums dedicated to creative teaching methods opens doors to fresh insights. These interactions serve as treasure troves of ideas, enhancing teachers' tools to foster flexible thinking skills in their students.

Photo: CANVA

Unit 2: Flexible Mind

Conclusion of the unit:

In this unit, teachers embarked on a journey into flexible thinking, equipping themselves with powerful tools to enrich their teaching methods. They delved into the intricacies of every student's learning style, learning to tailor lessons with precision and care. Recognizing the profound impact of social and cultural contexts on flexible thinking, teachers cultivated classrooms where diversity is celebrated.

Looking into the future, this knowledge guides teachers as they prepare their students for a world filled with uncertainties and opportunities. The education requires adaptable approaches, and teachers, armed with the insights from this unit, are well-equipped for the challenge. Educators are sowing the seeds of innovation and progress by fostering adaptability and curiosity, ensuring a bright and adaptable tomorrow for their students. This unit has laid the foundation for a future where learning is not just a process but a lifelong adventure, shaping thinkers and innovators who will lead the way into the unknown.

Recommendations for parental involvement in order to support children's online activities:

Parents can encourage diverse hobbies and engage in adaptable activities like puzzles, fostering mental flexibility beyond academics. Establishing tech-free zones during meals promotes face-to-face interaction, nurturing emotional intelligence essential for flexible thinking.

Unit 3: Problem-Solving

Introduction

In this unit, we'll focus on honing your students' problem-solving abilities through diverse activities and exercises, a fundamental skill pivotal for both personal and academic success. The topics covered encompass understanding the problem, generating solutions, selecting the optimal one, and implementing and evaluating the chosen solution. Additionally, we'll emphasize cultivating critical thinking, creativity, and collaboration among students, fostering a comprehensive problem-solving skill set.

Teachers will find various resources to facilitate engaging and effective student learning experiences. These resources include designed lesson plans, interactive worksheets, and various engaging activities. We encourage teachers to use their creativity and adapt these resources to cater to their student's unique needs and preferences - this is very important for engaging all the students equally.
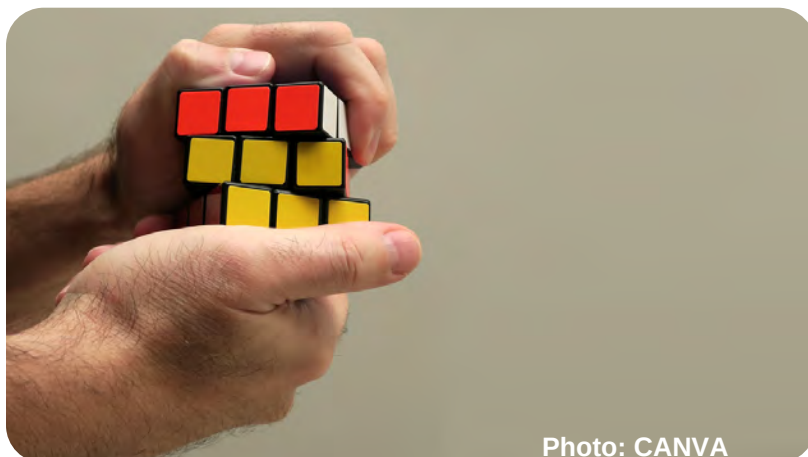
Photo: CANVA

Unit 3: Problem-Solving

Energizer / Discussion:

In the energizing activity "Human Knot," students are instructed to stand in a circle, ensuring they are close enough to reach and hold hands with two different people across from them. Each student extends their arms and holds the hands of two different people across the circle, making sure not to grasp the hands of the individuals standing directly next to them. The challenge for the group is to untangle themselves without releasing their grip. Students must communicate, plan movements, and collaborate effectively to achieve the goal. Encourage them to work together, strategize, and problem-solve within the circle. After successful untangling, facilitate a brief discussion to reflect on their communication techniques and teamwork strategies, reinforcing the importance of effective collaboration and enhancing their understanding of the activity's objectives.

Questions for debreefing: What was hard about the game? How did you talk to your friends to solve the knot? Did you try different ways to untangle the knot? What did you learn about teamwork?

Result:

The "Human Knot" energizer enhances teamwork and communication skills among children aged 5-10. By collaborating to untangle the knot, students develop cooperation, communication, and problem-solving abilities, fostering social bonds and reinforcing the value of teamwork in achieving shared goals.

Unit 3: Problem-Solving

Unit content/Theoretical background:

Problem-solving is a cognitive process involving identifying, analysing, and resolving challenges through logical reasoning. Essential steps include defining the problem, gathering relevant information, generating potential solutions, evaluating them, and selecting the most suitable one. Various approaches, such as trial and error, brainstorming, root cause analysis, and the scientific method, aim to find efficient and acceptable solutions for all stakeholders involved.

Beyond its practical applications, problem-solving is a crucial life skill fostering confidence, adaptability, and resilience. Its significance spans diverse fields, including science, engineering, business, and education, contributing significantly to personal and professional success. Cultivating effective problem-solving abilities equips individuals with the tools to navigate complex situations, making them more versatile and resourceful in various contexts.

In essence, problem-solving enhances cognitive flexibility, enabling individuals to approach challenges systematically and make informed decisions. Mastering this skill empowers individuals to confidently tackle real-world problems, ensuring their ability to thrive in an ever-changing environment.

Unit 3: Problem-Solving

Activities / Exercises:

Divide the kids into three teams, assigning roles as a drawer, an instructor, and a viewer. The instructor provides verbal directions to the drawer, guiding them to draw a specific design. However, here's the twist: the drawer remains silent, and the viewer communicates solely through gestures to ensure accuracy.

To implement this activity, explain the roles clearly to the children. Demonstrate a simple example to illustrate how the activity works. Use easy-to-understand designs, ensuring the instructions are straightforward and age-appropriate. Set a timer for each round to maintain a lively pace and keep the children engaged. After each round, allow teams to discuss their challenges and successes, encouraging them to strategize and improve their communication methods for the next round. Remember, the goal is to make it enjoyable and educational, fostering teamwork and problem-solving skills in a playful atmosphere.

Result:

The Group Drawing exercise significantly improved students' problem-solving abilities. They enhanced their collaboration and communication skills, learning to follow instructions with precision. Through creative problem-solving strategies, they developed critical thinking skills and teamwork.

Unit 3: Problem-Solving

Different Ways to Deepen Your Knowledge Further:

Encouraging self-reflection is a powerful way to deepen students' understanding of problem-solving. Providing guided prompts such as asking about the most challenging problem they solved, the steps they took, and the strategies employed encourages them to analyze their approaches critically. It prompts students to consider their collaboration and communication skills, their emotional experiences during problem-solving, and the lessons learned from successes and failures. By reflecting on these aspects, students gain valuable insights into their problem-solving processes, enhancing their self-awareness and refining their techniques. Also, fostering a collaborative learning culture can enrich students' knowledge further. Encourage group discussions where students share their unique problem-solving experiences and the strategies they employ. This interactive exchange allows them to learn from diverse perspectives, expanding their problem-solving toolkit. Encourage them to analyze different problem-solving methods used within the group, highlighting the effectiveness of teamwork.

Unit 3: Problem-Solving

Conclusion of the unit:

In conclusion, this unit has equipped students with essential problem-solving skills, fostering their critical thinking and creativity. Through diverse methods and practical exercises, students have learned to define problems clearly, brainstorm solutions, and evaluate options effectively. The focus on self-reflection has deepened their understanding, encouraging continuous growth.

As educators, witnessing students confidently tackle challenges and collaborate effectively has been inspiring. This unit has enhanced their academic prowess and nurtured resilience and teamwork. These skills are classroom assets and lifelong tools, empowering them to face future challenges confidently. By cultivating curiosity and analytical thinking, this unit has laid a strong foundation for their future problem-solving endeavours, ensuring they are well-prepared for the complexities of the world.

Recommendations for parental involvement in order to support children's online activities:

Parents can support children's problem-solving skills online by engaging them in interactive educational platforms and discussing real-life problems. Encouraging challenges related to their interests and monitoring their progress can enhance problem-solving abilities.

Unit 4: Impulse control

Introduction

Impulse control is a crucial life skill that can be developed through practice. While students aren't born with innate impulse-control abilities, parents and teachers can help them learn this important lesson. In this module, we will focus on helping grade school kids and preteens (6-10 years old) improve their impulse control by recognizing and managing their stress and discomfort.

We will explore common behaviours that may indicate impulse control challenges, such as lying, stealing, destroying things, and struggling in school. By the end of this module, students will better understand how discomfort shows up in their bodies and how to release that stress.

Photo by Jason Rosewell on Unsplash

Unit 4: Impulse control

Energizer / Discussion:

Body scan: get your students in a comfortable sitting or lying position. Start by asking them to close their eyes, take a deep breath, and then exhale slowly. Guide them to focus on different body parts, starting from their toes and moving up to their head. As you name each body part, instruct them to relax that area, releasing any tension they might be holding. Encourage them to visualize a wave of calmness washing over each part, melting away any stress or discomfort. While guiding the body scan, incorporate calming imagery. For example, as you focus on their shoulders, describe a gentle breeze flowing down, easing away any tightness. Continue this process, allowing a few moments of silence after each body part to let them fully experience the relaxation. Conclude the exercise by slowly bringing their awareness back to the present moment. Ask them to wiggle their fingers and toes gently, then open their eyes. Debriefing: What sensations did you experience during the exercise, and how did it make you feel? Did you notice any changes? Can you think of situations outside the classroom where this might be useful?

Result:

The body scan energizer enabled students to heighten their self-awareness, identify physical stress indicators and learn effective relaxation techniques. This activity facilitated a deeper sense of mindfulness, enhancing their ability to manage stress and fostering a calmer, more focused learning environment.

Unit 4: Impulse control

Unit content/Theoretical background:

The impulse control module serves as a crucial foundation for young learners, emphasizing that impulse control is not an inherent trait but a learned skill that can be honed through practice and guidance. The theory underpinning this module revolves around neuroplasticity, which suggests that the brain can rewire itself based on experiences and learning. This theory forms the basis for the belief that impulse control is malleable and can be enhanced through consistent practice.

The module's tailored approach recognizes the unique needs of grade school children and preteens, aiming to instil in them the awareness that discomfort often manifests physically within their bodies. The module encourages students to delve into their understanding of impulse control by engaging them in a thoughtful brainstorming session. Through this process, students are guided to recognize the bodily cues of discomfort, enabling them to address these sensations proactively. A significant module aspect involves teaching students how to create stress balls, a tangible tool grounded in sensory therapy. By providing this hands-on experience, the module imparts practical impulse control techniques and fosters a deeper understanding of how physical interventions can alleviate stress and tension. The module seeks to empower young minds through these activities, equipping them with the essential life skills necessary for emotional regulation and well-being.

Unit 4: Impulse control

Activities / Exercises:

In this module, students engage in two key activities to enhance impulse control. The first activity involves a brainstorming session where students discuss discomfort and its physical manifestations. Through interactive discussions, they explore impulse control and understand how discomfort can be managed. The second activity focuses on creating stress balls. Students craft stress-relieving tools in pairs or small groups, experimenting with different fillings. These hands-on activities foster collaboration, impulse control, and stress management skills. To ensure inclusivity for students with disabilities, adaptations are essential. Modifications like pre-tying balloons or providing assistance accommodate motor challenges for the stress ball activity. Alternative materials and sensory elements enhance accessibility. Discussions benefit from visual aids and diverse expression methods such as drawing. Quick games are adapted, incorporating larger or tactile elements and simplifying rules. Clear visuals and assistive technology ensure accessible content, reinforcing a flexible and inclusive learning environment.

Result:

Students gain a deeper understanding of impulse control, recognizing the physical signs of discomfort and learning effective coping strategies. Crafting stress balls enhances their fine motor skills while providing a tangible tool for managing stress and promoting self-regulation. The interactive activities foster collaboration, communication, and impulse control skills.

Unit 4: Impulse control

Different Ways to Deepen Your Knowledge Further:

To deepen your knowledge of impulse control, consider exploring relevant literature on child development, psychology, and parenting. Attend workshops and webinars led by experts in child behaviour management and engage in online forums with fellow parents and educators. Practice mindfulness and meditation techniques to manage your own emotions, modelling positive behaviour for students. Utilize educational resources like the stress ball-making activity to teach students practical impulse control skills. Reflect on your own reactions to stress to empathize with students' experiences. Address challenges faced during impulse control learning, focusing on important takeaways and areas of improvement. Evaluate the stress ball activity's effectiveness in managing stress and explore additional tools. Consider how gained knowledge can aid others with impulse control struggles, fostering empathy and support.

Photo by Gabriella Clare Marino on Unsplash

Unit 4: Impulse control

Conclusion of the unit:

In closing this impulse control unit, we've seen impactful changes in our students' emotional regulation and behaviour. Through engaging activities like brainstorming and stress ball-making, students have gained practical insights into managing impulses. As educators, we're shaping essential life skills and providing enduring tools for their future challenges. By consistently reinforcing these skills, we empower them to navigate challenges with resilience and empathy.

Moreover, this unit highlights impulse control's lasting impact on relationships and decision-making. It's a foundational skill in shaping a positive school atmosphere. As we conclude, let's remember this journey is ongoing. By maintaining a focus on impulse control, we foster holistic student growth, creating emotionally intelligent individuals ready for life's challenges.

Recommendations for parental involvement in order to support children's online activities:

Encouraging kids to develop impulse control online is crucial. Parents can set boundaries and rules about screen time, helping children understand when it's time to take breaks. Regularly discussing online experiences can teach them to manage impulsive behaviors, like excessive clicking or posting without thinking. Parents can guide them on identifying triggers that make them upset online, helping them respond calmly. Utilizing educational apps promoting impulse control can turn screen time into a learning opportunity.

Module 6 - Adaptability

INTRODUCTION OF THE MODULE

Welcome to the "Adaptability" module! This module is designed support teachers in the process of helping students develop the skills and mindset needed to adapt to changing circumstances and thrive in a constantly evolving world.

Throughout this module, you will explore the characteristics of adaptable people and strategies for adapting to change. You will also learn about the advantages of being adaptable, such as gaining new perspectives and increasing resilience to stressors.

In addition, you will have the opportunity to discuss the importance of making instinctive decisions and cultivating an open mindset when faced with unfamiliar situations. By the end of this module, you will be able to self-evaluate your own levels of adaptability and respond confidently to different contexts and situations.

We hope you find this module informative and helpful in building your adaptability skills. Let's get started!

Unit 1: Embracing Change and Thriving

Introduction

Adaptability is a crucial skill that helps individuals navigate through new and changed situations. It allows people to cope better and excel in various aspects of their lives, particularly when faced with unexpected challenges or problems. In this module, we will explore how to develop adaptability skills for ourselves and teach our students to cultivate this ability as they grow.

Adaptability is not only crucial in academics but is also a vital skill for life beyond the classroom. As we face an increasingly unpredictable world, individuals need to be able to adapt to changes quickly, learn new skills and keep an open mind to cope with unexpected challenges.

By developing adaptability skills, students can become more resilient, more independent and more prepared to face the challenges they will encounter in their lives.

Unit 1: Embracing Change and Thriving

Introduction

In this unit, we will explore the key strategies that can be used to cultivate adaptability in students, such as promoting a growth mindset, encouraging flexibility in learning styles, and emphasizing the value of trying new things. Additionally, we will examine how to foster a positive attitude towards change and uncertainty, and how to manage stress and anxiety in uncertain situations. By learning these strategies, we can help our students develop a valuable skill that will benefit them throughout their lives.

Inspirational saying: "The measure of intelligence is the ability to change." - Albert Einstein

Question for reflection: What does it mean to be adaptable?

Unit 1: Embracing Change and Thriving

Energizer / Discussion:

Energiser: Blind artist

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 various conditions on it. For example: no asking questions, you must draw with your non-writing hand, etc.

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

Reflect:

- What did you learn about your ability to communicate effectively when you couldn't see the picture you were describing or drawing?
- What lessons did you take from this activity about the importance of clear communication, attention to detail, and adaptability, and how can you apply these lessons to other areas of your life?

Unit 1: Embracing Change and Thriving

Theory

As educators, we know the world is constantly changing, and our classrooms must adapt. Teaching our students adaptability is essential to their success both in and outside the classroom. Adaptability refers to adjusting one's behaviour to fit new or changing circumstances. It's a crucial skill that enables individuals to navigate unexpected situations and succeed in a constantly changing world.

In the classroom, adaptability can take many forms. For example, adaptability means adjusting to different learning styles and finding new ways to learn the material. Some students may prefer visual aids, while others may prefer hands-on activities. Educators must recognize and accommodate these differences to ensure that all students learn effectively.

Encouraging our students to be open to new experiences is another way to help them develop adaptability skills. During recess or other free time, we can encourage students to try new activities or games they may have yet to consider. This can help them become more open-minded and willing to try new things in the future.

Another essential aspect of adaptability is teaching our students not to get too upset when things don't go their way. In life, unexpected situations will arise, and our students need to be able to handle these situations with grace and positivity. Encouraging a growth mindset and reminding our students that mistakes are learning opportunities can help them become more adaptable and resilient.

Unit 1: Embracing Change and Thriving

Theory

Moreover, adaptability is a fundamental life skill that can help students thrive. Being flexible and open-minded allows them to explore new possibilities and opportunities and learn to stay positive even when things get tough. This skill can help them navigate challenges they may face in their personal and professional lives and help them achieve success.

Approach to Online Education:

Online education has also become an increasingly important part of the learning landscape. Adaptability is particularly crucial in this context as students face new challenges related to technology and communication. Teaching your students to be adaptable in an online learning environment means helping them to be open to new technologies and tools, proactively seeking resources and support, and staying organised and focused in a self-directed learning environment. It's also important to encourage your students to adapt to changes in the online course format or structure and adjust their learning style to suit the demands of the course.

Unit 1: Embracing Change and Thriving

Theory

Adaptability is essential in online education, where students face new challenges related to technology and communication. Adapting to an online learning environment means being open to new technologies and tools, proactively seeking resources and support, and staying organized and focused in a more self-directed learning environment.

It also means being adaptable to changes in the online course format or structure and adjusting your learning style to suit the demands of the course. By developing adaptability skills in the context of online education, students can not only succeed academically but also prepare themselves for the rapidly evolving digital landscape of the future.

In conclusion, adaptability is a valuable life skill that enables individuals to navigate unexpected situations and succeed in a constantly changing world. By teaching your students how to be adaptable, you're equipping them with the tools they need to thrive in school and beyond.

Unit 1: Embracing Change and Thriving

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.

Unit 1: Embracing Change and Thriving

Students will interact with the Adaption Ball activity by forming teams of two or three and working together to keep the ball in the air as long as possible. They will also be required to adapt to unexpected changes introduced by the opposing team, such as removing a player or requiring them to use only one hand.

To work together effectively, students will need to communicate clearly and coordinate their movements to keep the ball in the air. They will also need to be flexible and adaptable, willing to change their strategies quickly in response to the changing situation.

The only equipment required for this activity is a ball, which can be any type of ball that is suitable for indoor play. Educators may also want to use a timer to keep track of the time limit, and a whiteboard or other writing surface to record any penalties or changes introduced by the opposing team.

Unit 1: Embracing Change and Thriving

Different Ways to Deepen Your Knowledge Further:

Self-reflection questions:

- What have you learned about adaptability and why is it important in life?
- How did the Blind Artist activity help you understand the importance of clear communication and attention to detail in adapting to new situations?
- What strategies for cultivating adaptability were most useful to you and why?
- In what ways did the Adaption Ball activity challenge you to be flexible and adaptable, and how did you work with your team to overcome challenges?
- How do you plan to apply what you have learned about adaptability in your personal and academic life?
- What were your strengths and weaknesses in adapting to new situations during these activities, and how do you plan to improve in the future?

Unit 1: Embracing Change and Thriving

Different Ways to Deepen Your Knowledge Further:

Discussion questions:

- How important do you think adaptability is for success in life, and why?
- What strategies do you use to cultivate adaptability, and what new strategies did you learn from these activities?
- In what ways do you think technology and communication have made adaptability even more important in today's world?
- How do you think schools and educators can better prepare students for the challenges of the rapidly changing world?
- What advice would you give to someone who is struggling to adapt to a new situation or facing unexpected challenges?
- How do you think adaptability can help individuals and communities overcome adversity and achieve their goals?

Unit 1: Embracing Change and Thriving

Conclusion of the unit:

Embracing Change and Thriving has explored the importance of adaptability as a crucial skill for navigating new and changing situations. By developing adaptability skills, students can become more resilient, independent, and prepared to face the challenges they will encounter.

We have learned about critical strategies for cultivating adaptability, such as promoting a growth mindset, encouraging flexibility in learning styles, and emphasizing the value of trying new things. We have also explored how to foster a positive attitude towards change and uncertainty and manage stress and anxiety in uncertain situations.

Furthermore, we have seen how adaptability is essential in online education, where students face new challenges related to technology and communication. Adapting to an online learning environment means being open to new technologies and tools, being proactive in seeking resources and support, and staying organized and focused in a more self-directed learning environment.

Overall, by developing adaptability skills, students can thrive in any situation and prepare themselves for the rapidly evolving digital landscape of the future.

Unit 1: Embracing Change and Thriving

Recommendations for parental involvement in order to support children's online activities:

To support children's online activities and cultivate adaptability skills, parental involvement is crucial. Some recommendations for parents include:

- Encouraging open communication with their children about their online activities and experiences and actively listening to their concerns and challenges.

- Promoting a growth mindset by emphasizing the value of learning from mistakes and trying new things.

- Modeling adaptability skills by being open to new technologies and tools and demonstrating flexibility in adapting to changing situations.

- Provide guidance and resources for developing time management and organizational skills, which is particularly important in online learning environments.

- Supporting children in seeking out resources and support, such as online tutoring services or peer study groups.

Unit 2: Flexibility: Adapting and Communicating

Introduction

Welcome to the unit on Flexibility! By the end of this unit, students will be able to understand the importance of being adaptable, communicative, and cooperative and apply these skills in their everyday lives.

Flexibility skills are essential today, where change is constant and unpredictable. This unit will focus on three essential skills: adaptability, communication, and cooperation. Adaptability means adjusting and adapting to new situations, communication means communicating effectively with others, and cooperation means working together towards a common goal.

We will explore the importance of these skills in and out of the classroom and provide practical tips on developing and improving them.

Unit 2: Flexibility: Adapting and Communicating

Introduction

By the end of this unit, you will better understand how to apply these skills in your personal and professional life and be better equipped to handle the challenges that come your way. Let's get started!

Inspirational Saying:
"Life is 10% what happens to us and 90% how we react to it." - Charles R. Swindoll.

Question for Reflection: How can being adaptable, communicative, and cooperative help you in your personal and professional life?

Unit 2: Flexibility: Adapting and Communicating

Energizer / Discussion:

Simon Says, energizer:

1. Gather the participants in a circle or standing in a row.
2. Explain the game's rules: "Simon Says is a game where I will give you instructions on what to do. You must do it if I say 'Simon says' before the instruction. If I must say 'Simon says,' and you still do it, you're out!"
3. Demonstrate the game by giving a simple instruction with "Simon says" and having everyone follow along.
4. Begin the game by giving instructions with and without "Simon says". Examples of instructions could include: "Simon says touch your toes", "Simon says spin in a circle", "Simon says jump up and down".

Unit 2: Flexibility: Adapting and Communicating

Energizer / Discussion:

- (Simon says) touch your nose with your finger.
- (Simon says) raise your left hand.
- (Simon says) nod your head three times.
- (Simon says) clap your hands once.
- (Simon says) touch your toes with your hands.
- (Simon says) spin in a circle slowly.
- (Simon says) make a peace sign with your fingers.
- (Simon says) take a deep breath and exhale slowly.
- (Simon says) Pat your head and rub your stomach at the same time.
- (Simon says) stand on one leg for 10 seconds.
- (Simon says) give yourself a high five.
- (Simon says) touch your right elbow to your left knee.
- (Simon says) take three small hops forward and then three small hops back.
- (Simon says) put your hands on your hips and sway side to side.
- (Simon says) pretend to jump rope for 10 seconds.
- (Simon says) touch your left shoulder with your right hand.
- (Simon says) close your eyes and count to five silently.

Result Reflection:

1. In what ways did Simon Says require you to be adaptable and flexible?
2. How did you need to change your movements or strategy based on the changing commands?
3. How can you apply this adaptability and flexibility to other areas of your life, such as problem-solving or group work?

Unit 2: Flexibility: Adapting and Communicating

Theory

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. 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 you talk about it and 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.

Unit 2: Flexibility: Adapting and Communicating

Theory

In conclusion, flexibility skills are essential because they can help in the classroom and 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!

Online Environment:

In the online learning environment, communication is more critical because physical movements and nonverbal cues are limited. With the absence of face-to-face interaction, it is crucial to be communicative to ensure everyone is on the same page and that learning goals are met. Clear and effective communication can help students stay engaged, motivated and connected with their peers, teachers and course material.

Without the benefit of physical presence, students need to be more proactive and creative in seeking out opportunities for communication. Online communication tools such as chat, email, video conferencing and discussion boards can all be utilized to foster effective communication.

Unit 2: Flexibility: Adapting and Communicating

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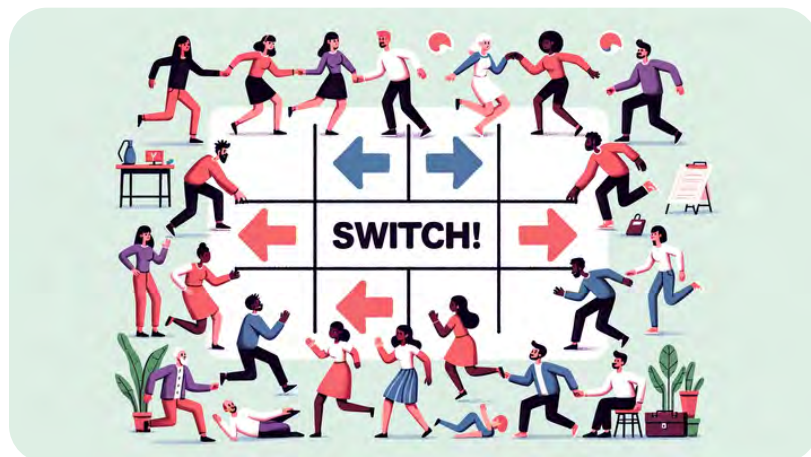
Afterwards, all pairs throw the aeroplane, and the farthest aeroplane wins. This game can have several rounds so the students can communicate and plan a strategy. We recommend three rounds.

Unit 2: Flexibility: Adapting and Communicating

Different Ways to Deepen Your Knowledge Further:

Reflection Questions:

- What did you learn about being flexible and adaptable from playing "Switch!"? How can you apply these skills in your everyday life?
- How important is communication in an online environment? What are some strategies you can use to communicate effectively in an online learning setting?
- How did being cooperative with your partner impact your success in the game? How can you apply this skill to other group projects or activities?

Unit 2: Flexibility: Adapting and Communicating

Different Ways to Deepen Your Knowledge Further:

Discussion Questions:

- How can being flexible and adaptable benefit you in both the online and offline worlds? How can you develop these skills further?
- In what ways does effective communication impact your learning experience in the online environment? How can you improve your communication skills?
- Why is cooperation important in group projects and activities? How can you promote cooperation among group members in an online learning setting?

Unit 2: Flexibility: Adapting and Communicating

Conclusion of the unit:

In conclusion, flexibility is a critical skill that can greatly impact an individual's success in various areas of life. It involves being adaptable, communicative, and cooperative, allowing individuals to adjust to new situations and challenges effectively.

The ability to be flexible is especially important in today's fast-paced world, where changes happen rapidly, and individuals are required to constantly adjust to new circumstances.

Individuals can improve their ability to handle stress, problem-solve, and work effectively in a team by cultivating flexibility skills.

Unit 2: Flexibility: Adapting and Communicating

Recommendations for parental involvement in order to support children's online activities:

1. Please encourage your child to try new things. As parents, it's essential to encourage them to step out of their comfort zone and try new things. This can help build their flexibility and adaptability skills and prepare them for the challenges in their online activities.

2. Foster open communication: Communication is critical to developing flexibility and adaptability skills. Encourage your child to talk to you about their online activities, and help them to communicate effectively with their peers and teachers in their online learning environment.

3. Set realistic expectations: While it's important to encourage your child to be flexible and adaptable, it's also essential to set realistic expectations. Make sure your child understands what is expected of them in their online activities, and help them to manage their time effectively so they can meet those expectations.

4. Model flexibility and adaptability: Children learn by example, so parents need to model flexibility and adaptability in their own lives. Could you show your child how you handle unexpected situations and talk to them about adapting to new challenges?

5. Provide opportunities for problem-solving: Encourage your child to develop problem-solving skills by allowing them to solve problems independently. This can help them build their adaptability skills and prepare them for the challenges in their online activities.

Unit 3: Building Resilence

Introduction

Welcome to the Resilience unit! This unit is designed to help you learn and practice the vital skill of resilience. Resilience is the ability to keep going, even when things get tough. It's a valuable skill that can help you achieve your goals and overcome obstacles in life.

Why this unit:

We live in a world that is constantly changing and full of challenges. Whether it's learning a new skill, facing a difficult test, or dealing with a personal problem, everyone experiences tough times. But with the right tools and mindset, you can overcome these challenges and emerge more robust and resilient.
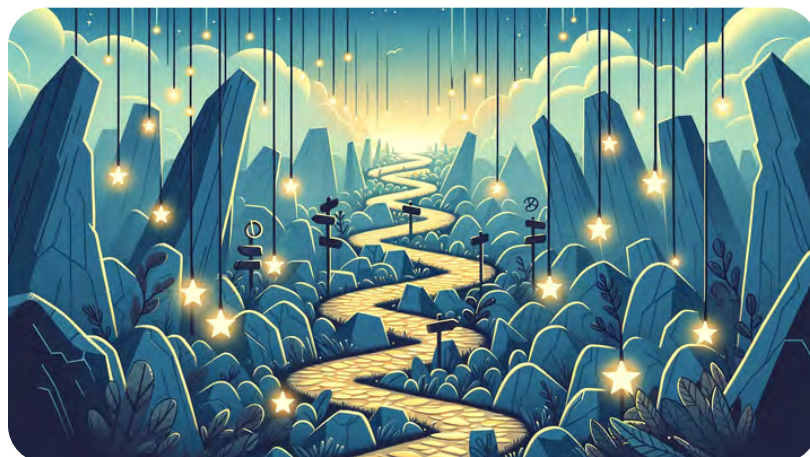
Unit 3: Building Resilence

Introduction

This unit will provide practical tips and strategies for building resilience and insights into why resilience is essential for success in all areas of life. By the end of this unit, you will better understand what resilience is, how to cultivate it, and how to apply it in your everyday life.

Inspirational Saying: "Success is not final, failure is not fatal: It is the courage to continue that count." - Winston Churchill

Question for Reflection: What does resilience mean to you? How do you think it can help you overcome challenges in your life?

Unit 3: Building Resilence

Energizer / Discussion:

Name of Activity: "I Can Handle It!"

Instructions:

- Gather the participants and have them stand in a circle.
- Explain to the participants that you will say a challenge or problem, and they need to respond by saying, "I can handle it!" with enthusiasm and confidence.
- Start by giving a simple challenge, such as "You have a lot of homework to do tonight." Encourage the participants to respond with enthusiasm and confidence by saying "I can handle it!"
- Gradually increase the level of difficulty of the challenges
    - You're presenting a new lesson to your colleagues at a staff meeting, and you need to make sure it's engaging and informative!
    - You have a student who refuses to participate in class activities, and you need to find a way to engage them!
    - You need to make sure all of your students are caught up on missed work due to an unexpected school closure!
    - The printer has broken down, and you need to make 50 copies of a test for tomorrow's exam!
    - Your classroom is being observed by the principal, and you need to make sure everything is perfect!
    - You have 10 minutes to prepare a lesson plan for a new topic you're not familiar with!
    - You just found out that you need to teach an extra class today, and you have no lesson plan!

Unit 3: Building Resilence

Energizer / Discussion:

- You just received many emails from parents and administrators, all needing your attention immediately!
- Your lesson plan for the day is interrupted by a sudden fire drill!
- You have a meeting with the parent of a challenging student in 5 minutes, and you're trying to figure out how to approach it!
- Encourage participants to continue responding with enthusiasm and confidence.
- End the activity after several challenges, and ask participants how they responded to the challenges with "I can handle it!" Ask if they feel more resilient and confident in facing challenges.

Result: Reflection

- How did you feel when you first heard the challenge given to you?
- Did you feel confident in your ability to handle the challenge?
- What other strategies can you use to develop and strengthen your resilience?
- How can you support others around you in developing their resilience?

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Unit 3: Building Resilence

Theory

Resilience means never giving up, even when things are tough. You can learn and practice it 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 complicated because they're new, like learning to ride a bike. Other things are complicated because they're challenging, like trying to win a race. But if you keep going, you'll get better at doing them.

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

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

Setbacks Aren't Failure—They're Opportunities to Learn
Setbacks can be 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 can overcome the challenge.

Unit 3: Building Resilence

Theory

Keep Going Even When You Feel Like Quitting
Quitting is only sometimes 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.

Online Approach:

Embrace Technology
One of the biggest challenges of online learning is adapting to new technology. Rather than being afraid of new technology, try to embrace it. Take the time to learn about the different tools and platforms available. Feel free to ask for help when you need it.

Be Persistent
Online learning can be challenging, and it is essential to be persistent. Don't give up if you struggle with a particular concept or assignmentkeep. Keep going. Keep trying new strategies until you find one that works for you. Remember, setbacks are not failures but opportunities to learn and grow.

Unit 3: Building Resilence

Theory

Stay Connected
One of the benefits of online learning is the ability to connect with classmates and teachers from all over the world. However, it is essential to seek out these connections actively. Participate in online discussions, join study groups, and contact classmates for support. Staying connected can help you feel less isolated and more resilient.

Be Adaptable
Online learning is constantly evolving, and it is essential to be adaptable. Be open to new ideas and be willing to try new things. Be bold, ask for feedback, and make changes as necessary. Being adaptable will help you stay resilient to new challenges and changes.

Unit 3: Building Resilence

Activity: Countdown

Countdown is a high-energy activity that can help students build resilience by improving their ability to adapt to new situations and communicate effectively with their peers. This activity is a fun and engaging way to promote teamwork and cooperation while challenging students to think independently.

To prepare for this activity, students should be arranged in a circle, standing or sitting. The teacher or facilitator will explain the rules of the game and demonstrate how it is played. Then, the students will start the game by counting from one to twenty.

The twist in this game is that there is no particular order. Students have to yell out the consecutive number whenever they want. But when two students yell a number at the same time, the counting must start over at one again.

As the game progresses, students will need to be aware of their surroundings and listen carefully to their peers to avoid overlapping numbers. They will also need to be quick to respond when it is their turn to call out a number.

Unit 3: Building Resilence

To add an extra challenge, the teacher can set a time limit for the group to reach twenty. The first time they play, it may take a while for them to reach the goal, but as they continue to play, they will become more skilled at anticipating their peers' moves and adapting to the changing situation.

After the game is over, take a few moments to discuss with the group what they learned from the activity. Ask them to reflect on how they felt when they missed a number or had to start over, and how they were able to keep going and work together as a team to reach the goal.

Unit 3: Building Resilence

1. Gather the group of students who will be playing the game.
2. Explain the game's rules to the students: they need to count from 1 to 20, but there is no particular order for the numbers, and they can yell out the consecutive numbers whenever they want.
3. Please emphasize the rule that when two students yell out a number simultaneously, the counting has to start over from 1 again.
4. Could you decide who will be the timekeeper and have them keep track of how long it takes for the group to reach 20?
5. Have the students begin counting, reminding them that they can yell out a number whenever they want, as long as they don't overlap with someone else.
6. Observe the students as they play and offer encouragement and support as needed.
7. When the group successfully counts from 1 to 20 without overlaps, congratulate them and record their time.
8. If the group doesn't make it to 20 without overlaps, encourage them to keep playing and try again until they succeed.
9. You can also make the game more challenging by increasing the number range or allowing students to choose the order of numbers.

Unit 3: Building Resilence

Different Ways to Deepen Your Knowledge Further:

Reflection Questions:

- What did you learn about being flexible and adaptable from playing "Switch!"? How can you apply these skills in your everyday life?
- How important is communication in an online environment? What are some strategies you can use to communicate effectively in an online learning setting?
- How did being cooperative with your partner impact your success in the game? How can you apply this skill to other group projects or activities?

Unit 3: Building Resilence

Different Ways to Deepen Your Knowledge Further:

Discussion Questions:

- How can being flexible and adaptable benefit you in both the online and offline worlds? How can you develop these skills further?
- In what ways does effective communication impact your learning experience in the online environment? How can you improve your communication skills?
- Why is cooperation important in group projects and activities? How can you promote cooperation among group members in an online learning setting?

Unit 3: Building Resilence

Conclusion of the unit:

In conclusion, remember that resilience is a skill you can learn and practice to help you reach your goals. Facing challenges head-on, viewing setbacks as opportunities to learn, and persevering even when things are tough are all critical components of resilience.

It's important to remember that you can be resilient, even when things seem impossible. By believing in yourself and your abilities, you can overcome any obstacle that comes your way.

So the next time you face a difficult task or situation, remember to take a deep breath, focus on the positive, and tell yourself, "I can handle it!" With resilience, you can achieve your goals and become the best version of yourself.

Unit 3: Building Resilence

Recommendations for parental involvement in order to support children's online activities:

1. Encourage your child to take breaks: Online learning can be mentally and emotionally exhausting for students. Please encourage your child to take regular breaks to recharge their energy and reduce stress. This could include physical activities like playing outdoors or simply taking a break to do something they enjoy.
2. Foster a growth mindset: Help your child develop a growth mindset by emphasizing the importance of learning from mistakes and setbacks. Please encourage them to view challenges as opportunities for growth and persevere even when things get tough.
3. Model resilience: Children learn a lot from the behaviours and attitudes of the adults around them—model resilience by showing your child how to cope with stress and manage challenges. Please talk about your struggles and how you overcame them. This will help your child understand that resilience is a skill that can be developed over time.
4. Encourage open communication: Encourage your child to communicate with you openly and honestly about their experiences with online learning. Let them know that you are there to support them and that it's okay to ask for help when they need it.
5. Help them set goals: Work with your child to set achievable goals and provide support as they work towards them. This could include creating a schedule to manage their time effectively or breaking larger tasks into smaller, more manageable steps.

Unit 4: The Brave Step: Guide to Improve

Introduction

Improvisation is a skill that requires the ability to adapt to unexpected situations, whether it's in a performance or a real-life situation. By its very nature, improv is unpredictable and requires quick thinking, creativity, and the ability to work with others. You can learn to embrace uncertainty, trust your instincts, and take risks in a safe and supportive environment through improvisation.

Improvisation is not just about making things up on the spot; it's also about listening, observing, and being present in the moment. By developing your adaptability skills through improv, you can become more agile, resilient, and open to change. This can translate to all areas of your life, from personal relationships to professional endeavours.

Unit 4: The Brave Step: Guide to Improve

Introduction

In this unit, we will explore the principles of improvisation, including the importance of saying "yes, and...", making your partner look good, being specific, and being active. We will also provide practical tips and exercises to help you develop your improv skills and increase your adaptability. So, whether you're a seasoned performer or a beginner, get ready to take the brave step into the exciting world of improvisation!

Quote: "The beauty of improvisation is that it's always uncharted territory." - Martin Short

Connection to improvisation: Martin Short's quote highlights the unpredictability of improvisation and the importance of embracing the unknown. Improvisation requires adapting and navigating uncharted territory, which can be both exhilarating and challenging.

Question for reflection: "Think of a time when you had to improvise to overcome a challenge. How did you use your creativity, quick thinking, and adaptability to overcome the obstacle? How could you apply those skills to improve your ability to improvise on the spot, both personally and professionally?"

Unit 4: The Brave Step: Guide to Improve

Energizer / Discussion:

One quick energizer activity that teaches improv is "Yes, and...".
Here's how to play:

- Could you divide the group into pairs?
- One person will start by saying a sentence or phrase that begins with "I am..." For example, "I am going to the beach."
- The other person responds by saying "Yes, and..." and adding something to the sentence. For example, "Yes, and I'm bringing my surfboard."
- The first person responds with "Yes, and..." and adds something else to the sentence. For example, "Yes, and we'll catch some big waves."
- The conversation continues back and forth, with each person saying "Yes, and..." and adding something new to the sentence.
- Encourage the group to be creative and develop unique and exciting ideas.

This activity teaches the fundamental rule of improv: to say "yes, and..." and build on other people's ideas. It also helps to develop quick thinking, creativity, and collaboration skills.

Unit 4: The Brave Step: Guide to Improve

Energizer / Discussion:

Reflection:

- Did you find it challenging to develop creative responses on the spot? Why or why not?
- What did you learn about listening and paying attention to your partner's ideas?
- How could you apply the principle of saying "yes, and..." to improve your communication and collaboration skills in your personal or professional life?
- What other skills did you develop or practice during the activity, such as quick thinking, adaptability, or creativity? How could you apply those skills in other areas of your life?

Unit 4: The Brave Step: Guide to Improve

Theory

Improv is all about thinking on your feet and making things up as you go along. It might sound scary, but it's much 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 fun! You don't have to worry about being perfect or saying the right thing when you're doing improv. 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..."
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 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.

Unit 4: The Brave Step: Guide to Improve

Theory

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 everyone else in the scene looks good. So, if someone else comes up with a funny idea, build on it. But if someone makes a mistake, help them by covering for them or making a mistake seem like it was part of the plan. 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 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.

4. Be Active
In improv, there's no such thing as sitting around doing nothing. Find something to do even if you don't know what to do next. You could pace back and forth or pretend to be asleep. If you're doing something, you'll look interested in what's happening, and people will want to watch you.

Online Perspective:
In an online environment, thinking on your feet and adapting to unexpected situations is even more critical. With the lack of in-person interaction, building rapport with others and creating a sense of community can be challenging. Improv principles such as "Yes, and..." and "Make your partner look good" can be especially valuable in this context, as they foster collaboration and create a supportive environment for online learning.

Unit 4: The Brave Step: Guide to Improve

Theory

Additionally, with the increased use of technology and virtual communication, technical difficulties and unexpected disruptions are bound to occur. The ability to improvise and find creative solutions to these challenges can make a significant difference in maintaining engagement and productivity in online learning.

By developing improv skills, students can become more adaptable, resilient, and open to change, which is essential for success in the rapidly evolving online learning environment. Through improv, students can learn to embrace uncertainty, trust their instincts, and take risks in a safe and supportive environment, ultimately helping them navigate online education's challenges and opportunities.
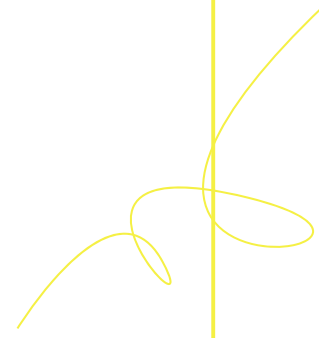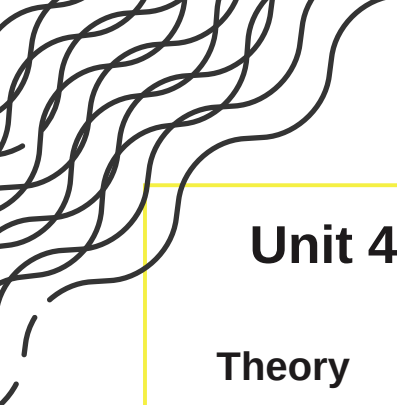
Unit 4: The Brave Step: Guide to Improve

The Questions Game is a classic improv game that encourages quick thinking, creativity, and spontaneity. The game is simple - two or more players engage in a scene using only questions. The scene can be set in any location or situation, such as an airport, school, or city centre.

Questions game example: <u>WLIIA: Best Questions Only Game Ever!</u>

To play the Questions Game in a group of four, two students start the scene and engage in a conversation using only questions. If one of the students accidentally makes a statement instead of asking a question, they must switch places with their partner, who then continues the scene. The goal is to keep the conversation going as long as possible using only questions.

The Questions Game can be much fun, and it helps players develop their communication and listening skills. It also encourages players to think on their feet and be creative in their responses. Players must pay close attention to what their partner is saying and respond quickly with a question that moves the scene forward.

Unit 4: The Brave Step: Guide to Improve

The Questions Game has been popularized in comedy shows like "Whose Line is it Anyway?" where the host would give the players a specific scenario, and they would have to engage in a scene using only questions. The game can be adapted to suit any group size, and variations can be added to make it more challenging or tailored to a specific theme or subject matter.

Overall, the Questions Game is a great way to develop quick thinking, communication, and creativity skills while having fun and engaging in an entertaining activity.

Here are some steps to follow to play the Questions Game in a group:

- Please decide on the setting: You can choose a location or situation where the scene will occur, such as an airport, school, or city centre.
- Assign roles: Determine who will play in the scene and how many players will participate. For example, you could have two players engage in a conversation or have a larger group split into pairs or small teams.
- Set the rules: Explain the game's rules, such as using only questions and what happens if a player makes a statement instead of asking a question. It's also helpful to set a time limit for each scene.
- Begin the scene: Start by setting the stage by describing the location and introducing the characters. Players should then begin their conversation using only questions. Encourage players to be creative and spontaneous in their responses.

Unit 4: The Brave Step: Guide to Improve

- Keep the scene going: If a player makes a statement instead of asking a question, they must switch places with their partner or sit out for a turn. The goal is to keep the conversation going using only questions for as long as possible.

- End the scene: When the time limit is reached, or the scene naturally ends, end the game. You can also ask the players to rate each other based on their performance in the scene, encouraging feedback and reflection.

- Repeat: Play multiple rounds with different settings and scenarios, allowing players to perform different roles and practice improv skills.

Remember, the Questions Game is about having fun and developing quick thinking, communication, and creativity skills. Encourage players to be spontaneous, supportive, and imaginative in their responses and, most importantly, to enjoy the game!

Unit 4: The Brave Step: Guide to Improve

Different Ways to Deepen Your Knowledge Further:

Reflection Questions:

- How does improvisation help you to become more adaptable in your personal and professional life?
- What skills did you practise or develop during the "Yes, and..." activity, and how could you apply those skills in other areas of your life?
- What challenges did you face while playing the Questions Game, and how did you overcome them?

Unit 4: The Brave Step: Guide to Improve

Different Ways to Deepen Your Knowledge Further:

Discussion Questions:

- How can improvisation help us to become better problem-solvers and more resilient in the face of uncertainty?
- How can the principles of improvisation, such as saying "yes, and..." and making your partner look good, be applied to improve communication and collaboration in the workplace?
- How can improvisation be used as a tool for personal growth and self-discovery?

Unit 4: The Brave Step: Guide to Improve

Conclusion of the unit:

In conclusion, the "Brave Step: Guide to Improv" unit has provided a comprehensive overview of the principles and skills of improvisation. Improvisation is an essential skill that helps individuals become more adaptable, quick-thinking, and creative, enabling them to navigate unexpected situations in all areas of their lives.

Throughout the unit, we have explored various activities and exercises that help individuals develop their improvisational skills, such as the "Yes, and..." activity and the Questions Game. These activities encourage quick thinking, collaboration, and communication, allowing individuals to practice adaptability and creativity in a safe and supportive environment.

Unit 4: The Brave Step: Guide to Improve

Recommendations for parental involvement in order to support children's online activities:

Parental involvement is crucial in supporting children's development of improvisational skills. Here are some tips and advice for parents:

1. Encourage your child to participate in drama classes and other improv-related activities. These activities allow your child to practice their improvisational skills in a structured and supportive environment.
2. Attend your child's performances and events to show your support and encouragement. This will not only boost your child's confidence but also give you the chance to witness their progress and development.
3. Practice improvisation with your child at home. Engage in fun activities like "Yes, and..." or play the Questions Game to help your child develop their improvisational skills and creativity.
4. Encourage your child to take risks and embrace uncertainty. Improvisation is all about taking risks and embracing the unknown. Encourage your child to try new things, experiment, and not be afraid to make mistakes.
5. Please help your child to develop their listening and communication skills. Improvisation is all about collaboration and communication. Please encourage your child to listen to others and actively communicate their ideas.
6. Provide a safe and supportive environment for your child to practice improvisation. Please encourage them to experiment and take risks without fear of failure or judgment.
7. Please make sure to emphasize the importance of teamwork and collaboration.

Module 7 - Physical intelligence

INTRODUCTION OF THE MODULE

Welcome to the "Physical Intelligence" module! This module is designed to help teachers of students aged 6-10 years support them in developing the knowledge, skills and abilities needed to maintain a healthy balance between physical activity, rest and relaxation.

Throughout this module, as their teachers you will learn how to guide your students in:
• Promote healthy eating habits, regular exercise, and other physical activities: You will be able to make them understand the importance of healthy eating habbits and physical activities, in maintaining a healthy body weight, reduce the risk of chronic diseases and develop a strong immune system.
• Promote stress-management techniques, mindfulness, and other mental health practices: you will be better equipped to support your students in dealing with the challenges of life, including anxiety and depression. A healthy mind and body lead to better academic performance.
• Take care of their bodies and minds: you will be able to make the students feel better about themselves, which can lead to increased self-esteem and confidence. When students learn about the importance of a healthy body and mind at a young age, they are more likely to develop healthy habits that will last a lifetime.

Unit 1:Concept "Healthy body - healthy mind"

"Take care of your body and your mind will follow - a healthy body leads to a healthy mind.

"A healthy body and a healthy mind go hand in hand, so nurture your body, feed your mind and create a life you love!"

As a title says in this Unit we will be discussing the concept of a healthy body and a healthy mind. We all know that physical and mental health are important for our overall wellbeing and happiness. However, sometimes it can be hard to motivate students to maintain healthy habits. That is why it is important to teach students the importance of a healthy body and mind, and help them to develop the skills needed to achieve this. Through activities and discussions, we will explore the benefits of having a healthy body and a healthy mind, and how they are intertwined. We will also discuss strategies to help students maintain a healthy body and a healthy mind. By the end of this unit, the students should have a better understanding of how to be healthy and the importance of having a balanced lifestyle.

Example:Hello everyone!

Today, we are going to start a new unit on the topic of "Healthy Body, Healthy Mind." In this unit, we will be exploring the importance of taking care of our bodies and minds through healthy habits and activities.

As primary school students, you are at a crucial stage in your development, and it is essential to establish healthy habits that can last a lifetime. By the end of this unit, you will have a better understanding of how a healthy body and a healthy mind go hand in hand and how to achieve both through regular exercise, proper nutrition, and stress-management techniques.

So, let's dive into this exciting and informative unit on "Healthy Body, Healthy Mind" together and discover how we can all live a happier and healthier life!

Unit 1:Concept "Healthy body - healthy mind"

Question for Reflection:

How do you feel when you exercise or engage in physical activity? Do you feel more energized and focused?

What are some healthy foods that you enjoy eating? How do these foods make you feel?

What are some activities that you enjoy doing that help you feel calm and relaxed?

How much sleep do you typically get each night? How does getting enough sleep make you feel?

Have you ever felt stressed or overwhelmed? What are some things that you can do to help manage your stress levels?

What are some things that you can do to take care of your body and mind every day?

Why is it important to take care of our bodies and minds? How does this help us in our daily lives?

Unit 1:Concept "Healthy body - healthy mind"

ENERGIZER

Let's take a few moments to practise some mindful breathing. Inhale slowly for a count offour, hold for a count of two, and exhale slowly for a count of four. Focus on the breath, feeling it move in and out of your body. As you exhale, let go of any tension and negative thoughts. Allow yourself to relax and be in the present moment. Now that we are feeling refreshed, let's take a few moments

to think about the importance of maintaining a healthy body and mind. Let's

all make a commitment to taking the time to practise healthy habits like

eating nutritious foods, exercising regularly, and getting enough rest. Doing

so will not only keep our bodies healthy but also help us to stay mentally

sharp and motivated to take on the challenges of the day!

The most important

thing for teachers to emphasise when discussing the concept of "healthy

body, healthy mind" is the importance of having a balanced approach to

physical and mental health. Teachers should encourage students to prioritise

physical activity, healthy eating, and mental relaxation techniques in order

to promote overall well-being. Additionally, it is important to emphasise the

importance of maintaining healthy relationships, as well

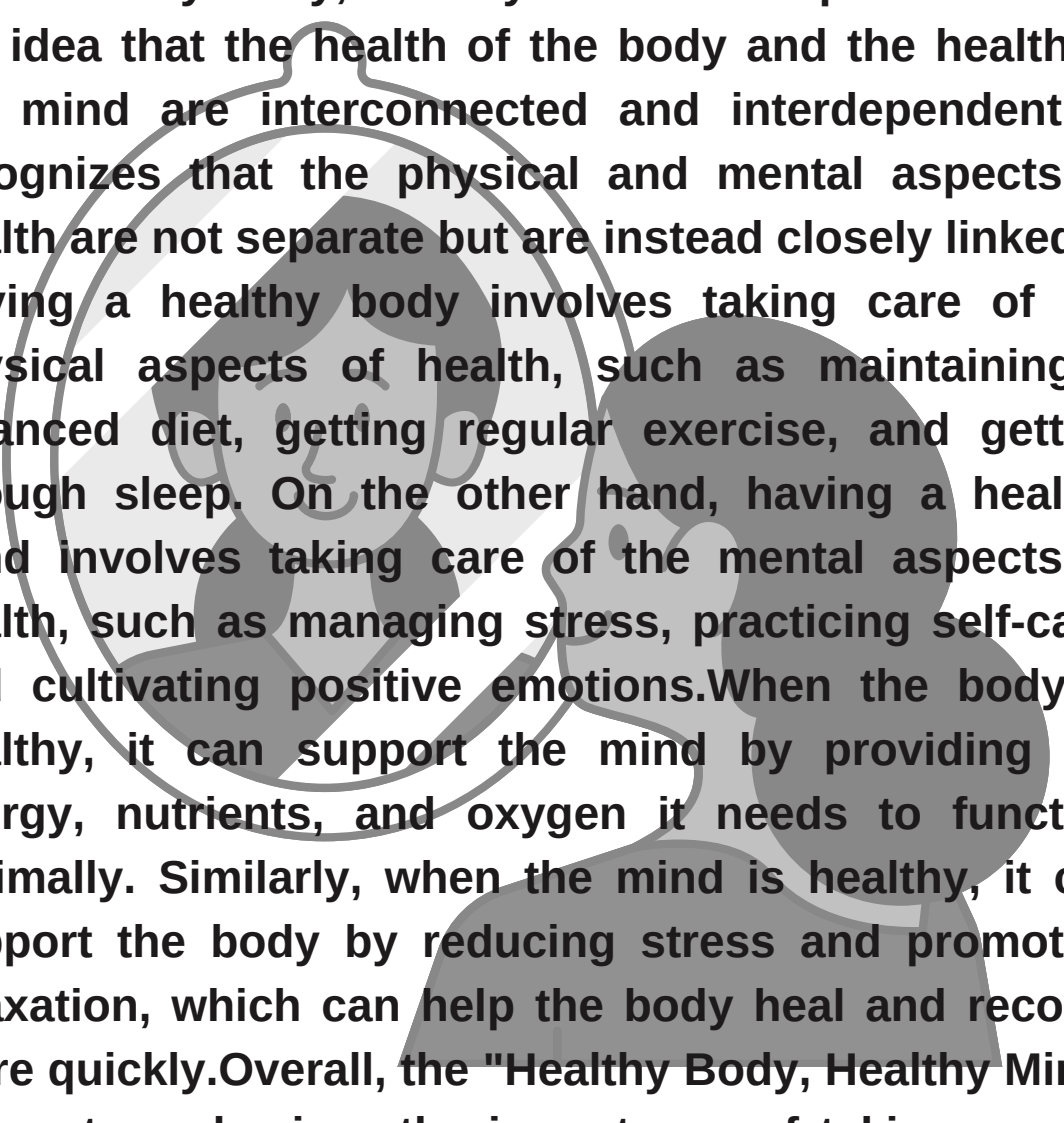# Unit 1:Concept "Healthy body - healthy mind"

The result of the energizer at the beginning of the training for teachers would be increased energy and focus on the task at hand.

Mindful breathing can increase oxygen levels in the body, providing an energy boost that can help you feel more alert and focused.

- Mindful breathing can help reduce stress by activating the parasympathetic nervous system, which is responsible for the body's relaxation response.

-Mindful breathing can improve focus and concentration, helping you stay on task and complete work more efficiently.

- By boosting energy, reducing stress, and improving focus, mindful breathing can help you be more productive and get more done in less time.

-Mindful breathing can help clear your mind and allow creative ideas to flow more freely, leading to enhanced creativity and innovation.

-Mindful breathing can help regulate emotions and improve mood, leading to a more positive and optimistic outlook.

- Mindful breathing can help reduce anxiety by promoting relaxation and reducing the symptoms of anxiety, such as racing thoughts and increased heart rate.

- Mindful breathing can improve physical health by reducing blood pressure, improving lung function, and promoting overall cardiovascular health.

-Mindful breathing can enhance the mind-body connection by promoting awareness of the physical sensations of breathing and helping you become more attuned to your body's needs.

Unit 1:Concept "Healthy body - healthy mind"

Unit content/Theoretical background

The "Healthy Body, Healthy Mind" concept is based on the idea that the health of the body and the health of the mind are interconnected and interdependent. It recognizes that the physical and mental aspects of health are not separate but are instead closely linked.

Having a healthy body involves taking care of the physical aspects of health, such as maintaining a balanced diet, getting regular exercise, and getting enough sleep. On the other hand, having a healthy mind involves taking care of the mental aspects of health, such as managing stress, practicing self-care, and cultivating positive emotions.When the body is healthy, it can support the mind by providing the energy, nutrients, and oxygen it needs to function optimally. Similarly, when the mind is healthy, it can support the body by reducing stress and promoting relaxation, which can help the body heal and recover more quickly.Overall, the "Healthy Body, Healthy Mind" concept emphasizes the importance of taking care of both physical and mental health to achieve overall wellness and a better quality of life.

Unit 1:Concept "Healthy body - healthy mind"

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. 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..

Training Content including tools and approaches for live and online training.

Storytelling: Use stories to help students understand the connection between physical and mental health.

Visual Aids: Use visual aids such as posters and videos to help students visualize the "Healthy Body, Healthy Mind" concept.

Mindful Breathing Exercises: Teach students simple mindful breathing exercises that they can use to reduce stress and increase focus.

Role Play: Encourage students to role-play scenarios that involve taking care of their physical and mental health.

Positive Affirmations: Encourage students to practice positive self-talk by using affirmations that promote a positive mindset.

Healthy Snack Ideas: Teach students about healthy snack options that can help nourish their bodies and minds.
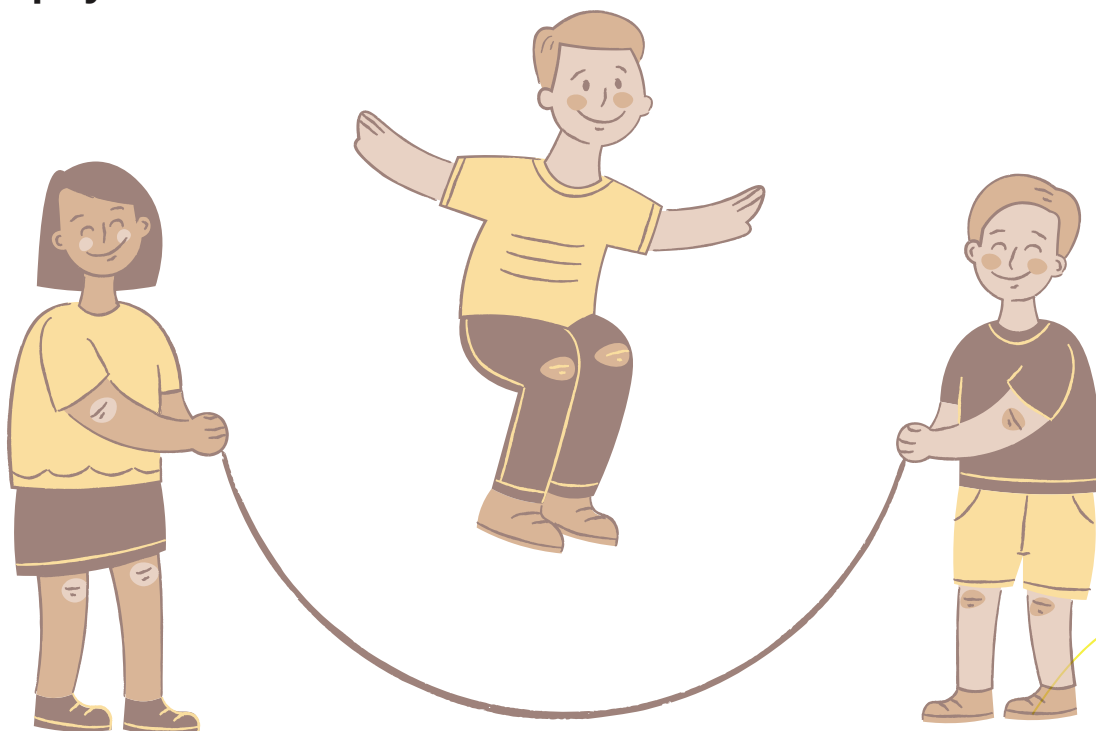
Unit 1:Concept "Healthy body - healthy mind"

Outdoor Activities: Encourage students to spend time outdoors and engage in physical activity as a way to improve both their physical and mental health. You can provide them with ideas for outdoor activities that they can do with their families or friends.

Parent Involvement: Encourage parent involvement by providing resources and activities that families can do together to promote the "Healthy Body, Healthy Mind" concept. You can also send home newsletters or emails with tips and ideas for taking care of physical and mental health.

Follow-Up Activities: Provide follow-up activities that reinforce the "Healthy Body, Healthy Mind" concept. For example, you can have students create journals where they record their physical and mental health habits or have them create posters that illustrate the importance of taking care of both physical and mental health.

Unit 1:Concept "Healthy body - healthy mind"

Approach to online education

-Use avatar /virtual character for virtual classroom activities, and for every form of online activity

Use virtual whiteboards and breakout rooms, to create a collaborative and engaging learning experience.

-Encourage parent involvement by providing resources and activities that families can do together to promote the "Healthy Body, Healthy Mind" concept. You can also send home newsletters or emails with tips and ideas for taking care of physical and mental health.

-Provide links through online character-avatar to online games and activities that promote physical and mental health, such as virtual yoga or exercise classes.

- Use storytelling to help students understand the connection between physical and mental health. You can create videos of stories or use pre-recorded videos that illustrate the importance of taking care of both the body and mind.

-Assign student projects that encourage students to reflect on their physical and mental health and develop healthy habits. For example, you can have students create a healthy meal plan or a poster that promotes the "Healthy Body, Healthy Mind" concept.

-Organise virtual field trips that promote physical activity and wellness, such as virtual tours of national parks or online nature walks.

-Follow-Up Activities: Provide follow-up activities that reinforce the "Healthy Body, Healthy Mind" concept, such as reflection questions and additional resources for healthy living. These can be sent home to parents or completed during online class time.

Unit 1:Concept "Healthy body - healthy mind"

Activities

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 .
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.

Unit 1:Concept "Healthy body - healthy mind"

How will students interact with it?How will students interact and work together?

Students can interact with these activities in a variety of ways, including:

Exploring Different Sounds: Students can use Orff's instrumentation to create different sounds and explore how each sound affects their mood and emotions. They can experiment with different instruments, rhythms, and tones to create a unique musical experience.

Improvisation: Students can use these activities to improvise and create their own music. They can work in small groups or as a class to create a musical composition that reflects their emotions or feelings.

Guided Relaxation: Music therapy-sound therapy can also be used to promote relaxation and reduce stress. Students can listen to calming music or participate in guided relaxation exercises while playing the instruments.

Sensory Integration: these activities can also be used to promote sensory integration. Students can listen to music while playing the instruments and focus on how the music and sounds affect their senses.

Group Performance: Students can work together to perform musical pieces using Orff's instrumentation. They can practice and rehearse as a group to create a cohesive and harmonious musical performance.

Overall, using Orff's instrumentation in music therapy-sound therapy allows students to explore their creativity, improve their mood and emotions, promote relaxation, and develop social skills through group performance. It can also help students improve their sensory processing and integration, which can positively impact their overall well-being.

Unit 1:Concept "Healthy body - healthy mind"

What supplies and equipment will be used?

Here are some supplies and equipment that can be used in teaching The "Healthy Body, Healthy Mind" concept, including exploring different sounds:

Instruments: A variety of instruments can be used to explore different sounds, such as Orff's instrumentation, drums, shakers, chimes, and xylophones.

Yoga Mats: Yoga mats can be used during mindfulness exercises, yoga, or stretching activities.

Fitness Equipment: Fitness equipment such as resistance bands, yoga blocks, and exercise balls can be used for physical activities and exercises.

Speakers: Speakers can be used to play music and calming sounds during mindfulness exercises and relaxation activities.

Whiteboard or Flipchart: A whiteboard or flipchart can be used to write down the concepts, ideas, or activities discussed during the lesson.

Art Supplies: Art supplies such as markers, crayons, and paper can be used for activities such as creating healthy meal plans, designing posters, or drawing their emotions.

Mindfulness Apps: There are many mindfulness apps that can be used to guide students through breathing exercises, meditation, and relaxation activities.

Computer or Tablet: A computer or tablet can be used to access online resources, such as virtual tours or videos related to physical and mental health.

Videos and Audio Recordings: Videos and audio recordings can be used to illustrate the connection between physical and mental health or to provide guided mindfulness and relaxation exercises.

Unit 1:Concept "Healthy body - healthy mind"

Examples applicable to students with special needs

Here are some examples applicable to students with special needs (age 6-10) in teaching The "Healthy Body, Healthy Mind" concept, including exploring different sounds:

Sensory Integration: For students with sensory processing disorder or autism, exploring different sounds can be a valuable tool for sensory integration. Teachers can provide a variety of instruments and sensory-friendly materials such as fidget toys, weighted blankets, or sensory balls to promote sensory exploration and integration.

Modified Instruments: Teachers can modify instruments to make them more accessible for students with physical disabilities or limitations. For example, they can adapt drumsticks or mallets with larger handles, add velcro straps to hold the instruments, or use adapted percussion instruments that can be played with one hand.

Guided Meditation and Relaxation: Students with attention-deficit/hyperactivity disorder (ADHD) or anxiety may struggle with focusing or staying calm. Guided meditation and relaxation exercises can help them regulate their emotions and reduce stress. Teachers can use mindfulness apps or calming music to guide students through breathing exercises and relaxation activities.

Movement-Based Activities: For students with physical disabilities, teachers can adapt movement-based activities such as yoga or dance to suit their abilities. For example, they can modify yoga poses to be done in a seated position or use assistive devices such as balance boards or therapy balls to support students' movements.

Visual Supports: Students with learning disabilities or visual impairments may benefit from visual supports such as picture schedules, visual timers, or social stories. Teachers can use visual aids to support their understanding of the lesson concepts, as well as to promote their engagement and participation in the activities.

Overall, when teaching The "Healthy Body, Healthy Mind" concept to students with special needs, it's essential to use a variety of approaches and strategies to accommodate their unique needs and abilities. Teachers can modify the activities, use adaptive equipment, provide visual supports, and promote sensory integration to create an inclusive and engaging learning experience for all students.

Unit 1:Concept "Healthy body - healthy mind"

Examples of how students can and should reflect on their learning from this subject and track their progress.

Daily Reflections: At the end of each day, students can reflect on how they felt physically and mentally throughout the day. They can write or draw in a journal to document their thoughts and feelings, and identify any strategies they used to stay healthy and positive.

Goal-Setting: Students can set specific goals related to the "Healthy Body, Healthy Mind" concept, such as drinking more water, getting more exercise, or practising mindfulness. They can track their progress towards their goals and celebrate their achievements.

Group Discussions: Teachers can facilitate group discussions where students can share their experiences, ask questions, and offer suggestions to each other. This can encourage collaboration, problem-solving, and peer learning.

Creative Projects: Students can express their learning through creative projects such as art, music, or drama. They can create a poster or drawing illustrating healthy habits, write a song or a poem about the connection between the body and the mind, or perform a skit demonstrating the benefits of self-care.

Unit 1:Concept "Healthy body - healthy mind"

There are many benefits to teaching our students the importance of having a healthy body and a healthy mind. Here are some of the key benefits:

Improved Physical Health: By teaching students about healthy eating habits, regular exercise, and other physical activities, they will be able to maintain a healthy body weight, reduce the risk of chronic diseases like diabetes and heart disease, and develop a strong immune system.

Enhanced Mental Health: By promoting stress-management techniques, mindfulness, and other mental health practices, students will be better equipped to deal with the challenges of life, including anxiety and depression.

Improved Academic Performance: A healthy mind and body lead to better academic performance. When students have good physical health and are mentally fit, they are more likely to attend school regularly, concentrate better, and perform better academically.

Increased Self-Esteem: By teaching students how to take care of their bodies and minds, they will feel better about themselves, which can lead to increased self-esteem and confidence.

Lifelong Habits: When students learn about the importance of a healthy body and mind at a young age, they are more likely to develop healthy habits that will last a lifetime. This can help prevent chronic diseases, improve quality of life, and increase longevity.

Overall, teaching students about the importance of having a healthy body and mind is crucial for their overall well-being and success in life.

Unit 1:Concept "Healthy body - healthy mind"
Recommendations for parental involvement in order to support children's online activities

Encourage your child to participate actively in the online activities related to the unit. Make sure they understand the importance of taking care of their body and mind and the benefits that come with it.

Set a routine for your child that includes time for physical activity, healthy eating, and relaxation. Make sure they have adequate sleep and time to unwind and de-stress.

Create a supportive and safe environment for your child to participate in online activities related to the unit. Ensure that their device is in a visible and accessible area of the home, and monitor their online interactions.

Stay engaged with your child's learning by asking questions and encouraging discussion. This will help them to integrate the concepts from the unit into their daily life.

Model healthy behaviors for your child by taking care of your own physical and mental health. Encourage your child to join you in physical activity or relaxation techniques such as meditation or deep breathing.

Stay informed about the content and activities covered in the "Healthy Body, Healthy Mind" unit. This will help you to support your child's learning and answer any questions they may have.

Communicate regularly with your child's teacher or school to stay informed about their progress and any additional resources or support they may need.

Unit 2:''Practice makes perfect''

Unit Introduction

"If my mind can imagine that, if my heart can believe that, then I can do it"

"Succeeding is not finite, the failure is not fatal - the courage is important to continue further"

The phrase "practice makes perfect" is often used to emphasize the importance of persistence and dedication in mastering a skill. However, for some students, the idea of having to repeatedly perform a task or practice a skill may be frustrating or boring. This may be especially true for younger students, who may have shorter attention spans and a lower tolerance for repetitive activities.

Some possible things that students aged 6-10 may find annoying about practicing include:

Repetition: Having to do the same thing over and over again may be tiresome for some students. They may feel that they are not making progress or that they are not being challenged enough.

Time-consuming: Practicing a skill can take a lot of time, which may interfere with other activities that students enjoy doing.

Difficulties: Some skills may be challenging to master, which can be frustrating for students. They may feel that they are not good enough or that they will never be able to improve.

Lack of variety: Doing the same thing repeatedly can be boring for some students. They may prefer to have more variety in their activities to keep them engaged.

Pressure: Some students may feel pressured to perform well when practicing a skill, which can create anxiety or stress.

Unit 2:''Practice makes perfect''

Energizer

It is important to provide students with a wide space for the formation of a circle. You should have enough space to turn left and right, lifting your hands and lowering the squatting without interference, then prepare stickers where they will write about what is annoying and the hat in which they will insert stickers.

At the beginning of the exercise teacher will prepare students to work and exercise self-discipline through the physical activity of combining movements left - right, up - down, standing on one leg. In this way, we exercise concentration and activate the mental abilities of students as they need to follow the teacher's instructions.

After that, the teacher initiated a conversation on what frustrates them and what bothers them, and give them the task of writing up on Stiker what most often annoys them.

Students need to write down what annoys them on the sticker and put him in a hat. It caution to them to freely express their frustration, what tanks them, and they are not ready to say that. The teacher from the hat pulls out unsigned strives, reads them, discussed the disciples by encouraging them to express their opinion on how to control themselves in these situations.

An example of critical thinking may be that the teacher ask the teacher to identify his mistake, that is, the situation in which he could not be controlled and says what to do in that situation to avoid that bad experience in the future.

Adaptable - Development difficulties, which cannot write, can be expressed through a drawing or write with the help of an assistant.

Unit 2:''Practice makes perfect''

Result: The result of the energizer at the beginning of the training for teachers would be increased energy and focus on the task at hand.

Mindful breathing can increase oxygen levels in the body, providing an energy boost that can help you feel more alert and focused.

- Mindful breathing can help reduce stress by activating the parasympathetic nervous system, which is responsible for the body's relaxation response.

-Mindful breathing can improve focus and concentration, helping you stay on task and complete work more efficiently.

- By boosting energy, reducing stress, and improving focus, mindful breathing can help you be more productive and get more done in less time.

-Mindful breathing can help clear your mind and allow creative ideas to flow more freely, leading to enhanced creativity and innovation.

-Mindful breathing can help regulate emotions and improve mood, leading to a more positive and optimistic outlook.

- Mindful breathing can help reduce anxiety by promoting relaxation and reducing the symptoms of anxiety, such as racing thoughts and increased heart rate.

- Mindful breathing can improve physical health by reducing blood pressure, improving lung function, and promoting overall cardiovascular health.

-Mindful breathing can enhance the mind-body connection by promoting awareness of the physical sensations of breathing and helping you become more attuned to your body's needs

Unit 2:''Practice makes perfect''
Unit content/Theoretical background

The "Healthy Body, Healthy Mind" concept is based on the idea that the health of the body and the health of the mind are interconnected and interdependent. It recognizes that the physical and mental aspects of health are not separate but are instead closely linked.

Having a healthy body involves taking care of the physical aspects of health, such as maintaining a balanced diet, getting regular exercise, and getting enough sleep. On the other hand, having a healthy mind involves taking care of the mental aspects of health, such as managing stress, practicing self-care, and cultivating positive emotions.

When the body is healthy, it can support the mind by providing the energy, nutrients, and oxygen it needs to function optimally. Similarly, when the mind is healthy, it can support the body by reducing stress and promoting relaxation, which can help the body heal and recover more quickly.Overall, the "Healthy Body, Healthy Mind" concept emphasizes the importance of taking care of both physical and mental health to achieve overall wellness and a better quality of life.

Unit 2:''Practice makes perfect''

Activities

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.

Unit 2:''Practice makes perfect''

How will students interact with it?

Based on the activity described, students are likely to interact positively with it. The use of movement and physical activity can be engaging and fun for students, especially when combined with deep breathing exercises. Additionally, the use of a circle and teamwork can promote a sense of community and encourage social interaction among students.

The activity also provides opportunities for students to improve their physical abilities, such as balance and coordination, as well as their mental abilities, such as concentration and focus. The incorporation of teacher instructions and varying movements can challenge students to adapt and think critically.

Overall, the activity provides a holistic approach to learning and can be beneficial for students in multiple ways. It encourages physical activity, teamwork, and mental focus, while also providing opportunities for individual growth and development.

Unit 2:''Practice makes perfect''

How will students interact and work together?

The described activity encourages students to interact and work together in several ways.

Firstly, forming a circle provides a sense of unity and encourages students to support and communicate with one another.

Secondly, turning to the right and left and following the teacher's instructions requires students to pay attention to each other and move in sync, promoting teamwork and coordination.

Furthermore, the deep breathing exercises can help students to relax and focus, while the physical movements can help to improve their motor skills and balance. By using their bodies as instruments and body parts, students are encouraged to be aware of every part of their body, promoting self-awareness and body consciousness.

As the activity progresses, the teacher's instructions may become more challenging, requiring students to combine movements and use different body parts, such as standing on one leg. This can further encourage students to work together and support each other, as they try to master the new movements and maintain balance.

Overall, the activity promotes teamwork and cooperation among students, while also encouraging individual growth and development. By practicing physical activity and movement, students can improve their physical abilities and concentration, while also learning to work together and support each other.

Unit 2:''Practice makes perfect''

What supplies and equipment will be used?

Based on the activity described, minimal supplies and equipment are needed.

The activity requires an open space, such as a gymnasium or outdoor area, where students can move around freely.

Students should wear comfortable clothing that allows for free movement.

No equipment is needed for this activity. The focus is on using the body as an instrument and body parts to practise movement and breathing exercises.

Depending on the teacher's preference, background music can be played to add to the atmosphere of the activity.Depending on the teacher's preference, background music can be played to add to the atmosphere of the activity."Weightless" by Marconi Union: This ambient instrumental piece has been shown to reduce anxiety and promote relaxation, making it an ideal choice for a meditative activity.
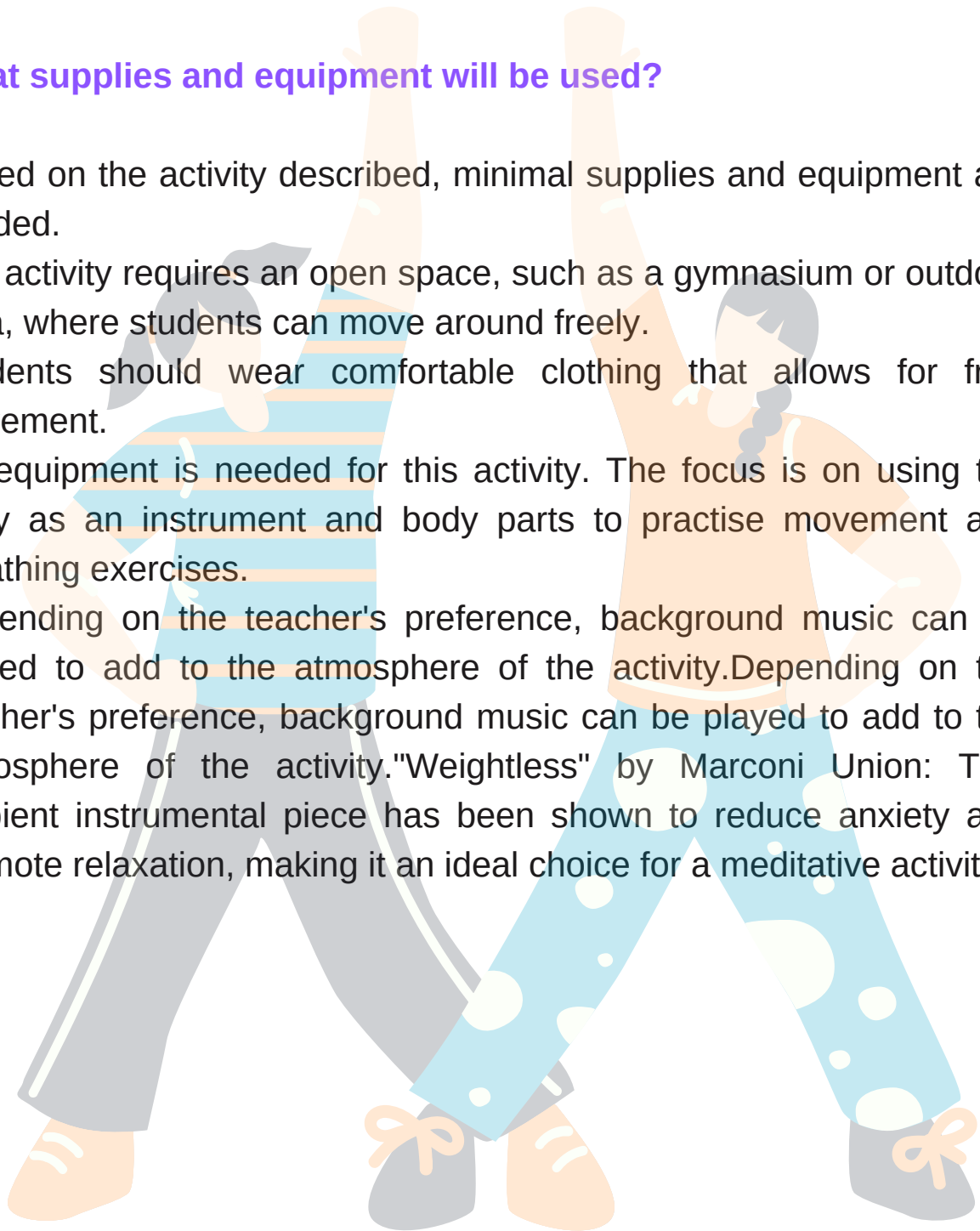
Unit 2:''Practice makes perfect''

**Examples applicable to students with special needs**

When adapting the activity for students with special needs, it's important to consider their individual abilities and limitations. Here are a few examples of modifications that could be made:
For students with physical disabilities or mobility limitations, you can adapt the movements to be performed in a seated position. For example, they can turn their upper body to the right and left, or raise their arms up and down while seated.
For students with visual impairments, you can use verbal cues or tactile feedback to guide their movements. For example, you can use a bell or drum to indicate when it's time to change direction, or gently guide their arms or legs through the movements.
For students with sensory processing difficulties, you can modify the intensity of the movements or the environment. For example, you can adjust the volume of the music or use calming sensory input like weighted blankets or fidget toys to help them regulate their sensory input.
For students with cognitive or attention difficulties, you can simplify the movements and break them down into smaller steps. You can also use visual aids, like pictures or videos, to help them understand the movements and instructions.
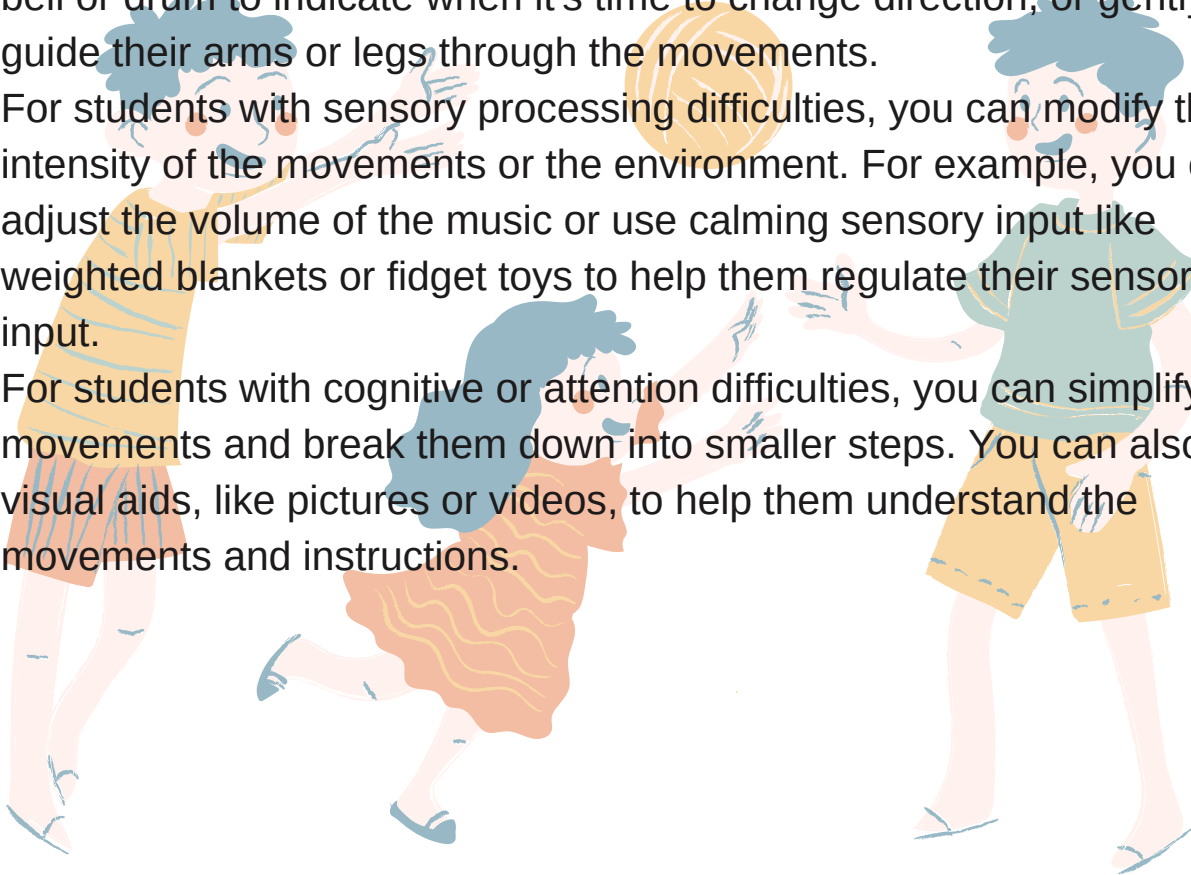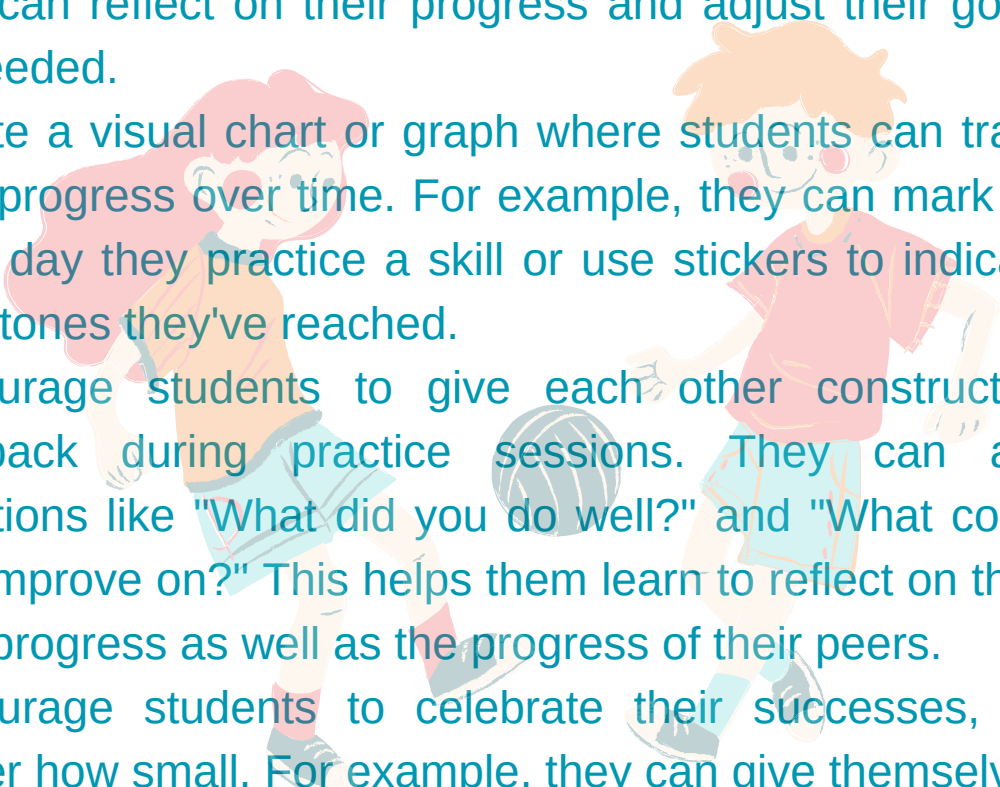
Unit 2:''Practice makes perfect''

Here are some examples of how younger students (age 6-10) can reflect on their learning from the subject "Practice makes perfect" and track their progress:

Encourage students to set specific, achievable goals for themselves in relation to the subject. For example, they could set a goal to practice a particular skill for 10 minutes every day for a week. At the end of the week, they can reflect on their progress and adjust their goals as needed.

Create a visual chart or graph where students can track their progress over time. For example, they can mark off each day they practice a skill or use stickers to indicate milestones they've reached.

Encourage students to give each other constructive feedback during practice sessions. They can ask questions like "What did you do well?" and "What could you improve on?" This helps them learn to reflect on their own progress as well as the progress of their peers.

Encourage students to celebrate their successes, no matter how small. For example, they can give themselves a pat on the back for completing a difficult task or mastering a new skill. This helps build confidence and encourages them to continue practicing.

Unit 2:''Practice makes perfect''

Examples include self-reflection, research, questionnaires, games, tests, and reflection in pairs or a circle.

Here are some game ideas for the "Practice makes perfect" concept for students age 6-10 that enhance physical intelligence:

Simon Says: In this classic game, the leader (or "Simon") gives commands for players to follow. For example, "Simon says touch your toes," "Simon says hop on one foot," "Simon says clap your hands." Players must only follow commands that begin with "Simon says." This game helps develop body awareness and coordination.

Obstacle Course: Set up an obstacle course with items such as cones, hula hoops, and jump ropes. Challenge students to complete the course as quickly as possible while following specific rules, such as hopping on one foot through the hula hoops or crawling under the cones. This game helps develop motor skills and agility.

Dance:Put on some upbeat music and encourage students to dance freely, using their whole body. You can also teach them specific dance moves and challenge them to follow along. This game helps develop rhythm, balance, and coordination.

Red Light, Green Light: In this game, one player acts as the "stoplight" and calls out "green light" (meaning go) and "red light" (meaning stop). Players must run or stop according to the commands. This game helps develop body control and listening skills.

Balancing Act: Challenge students to balance objects on their bodies, such as bean bags on their heads or a ball on their nose. You can also have them balance on one foot or on a balance board. This game helps develop balance and core strength.

Unit 2:''Practice makes perfect''

Reflection in pairs for the "Practice makes perfect" concept enhance physical intelligence:

-Have students work in pairs and take turns performing a skill or movement. After each turn, the partner can provide feedback on what they did well and offer suggestions for improvement. This helps students develop self-awareness and the ability to give and receive feedback.

-Have students stand facing their partner and mirror each other's movements. They can take turns being the leader and the follower. After each round, have them reflect on what they learned about their own body awareness and the importance of clear communication.

-Have students work together to achieve a common goal or overcome a challenge. For example, they can work together to balance a ball on a racket or complete an obstacle course. After each attempt, they can reflect on what they learned about teamwork and how they can use their physical intelligence to support each other.

-Have students work in pairs to create a short dance or movement sequence. After each round, they can reflect on what they learned about creative expression and the importance of physical coordination.

- Have students work in pairs to create a visual representation of a movement or skill they are practicing. For example, they can use drawing materials to create a picture of themselves performing a cartwheel or jumping over a hurdle. After each round, they can reflect on what they learned about the importance of visualization and how it can help improve physical performance.

Unit 2:''Practice makes perfect''

Conclusion of the unit

The "Practice makes perfect" concept is a crucial component of developing physical intelligence in students age 6-10. Conclusion of the unit if we want to be understandable for students this age, we suggest:

Congratulations, students! You have completed our unit "Practice makes perfect"! We hope you have enjoyed learning about how practice can help you improve your physical abilities, and how setting goals, staying motivated, and reflecting on your progress can help you become even better.

Throughout this unit, you have practised various physical activities, such as turning to the right and left, breathing deeply, and standing on one leg, and you have learned how to use your body as an instrument to improve your readiness and concentration. You have also worked in pairs and groups, practising teamwork and communication skills.

In addition, you have learned how to reflect on your learning and track your progress using questions like "What did you learn?" and "What can you do to continue improving?". These skills will help you not only in physical activities but in all areas of your life, as reflection and goal-setting are important for personal growth and development.

Remember, practice makes perfect, but it's not about being perfect! It's about doing your best and improving over time. Keep practicing, stay motivated, and believe in yourself, and you will achieve great things!

Unit 3 : ''Moving with purpose''

Unit Introduction

Unit concept "Moving with purpose" is rooted in the idea that physical activity, when done with a purpose, can be more rewarding for students 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 students in physical activity. Additionaly is important for the physical, mental, and emotional health of students and can even help to reduce stress and anxiety.

Introduction example:

Have you ever been asked to help clean up your room or do some chores around the house? Sometimes these tasks may seem boring or unimportant, but did you know that they can actually be a great opportunity to get some exercise and move your body with purpose?

Moving with purpose means that you are doing physical activity for a specific reason or goal, like cleaning up your room or helping with household tasks. When you move with purpose, you are not just exercising your body, but also your mind, because you are focusing on achieving a specific task or goal.

Physical activity is important for our overall health and well-being, and moving with purpose can make it more enjoyable and engaging. When you have a purpose for your physical activity, you are more likely to be motivated to participate and to stay engaged in the activity for longer periods of time.

So, the next time you are asked to help with chores around the house, think of it as an opportunity to move your body with purpose. You can put on some music and dance while you clean, or challenge yourself to finish the task as quickly as possible. Not only will you be helping out your family, but you will also be getting some exercise and having fun at the same time!

Remember, moving with purpose is a great way to stay active and healthy, and it can be as simple as helping out around the house. So, don't be afraid to get up and get moving!

Unit 3 : ''Moving with purpose''

Energizer

Students can be in classroom, gym, garden or do the online activity at their home.

Teacher himself/herself or through virtual character/avatar can start energizer activity and following discussion related to "Moving with Purpose" that students aged 6-10 may enjoy:

Clean Up Relay Race

Divide students into teams, and provide each team with a small area to clean up. Set a timer for a designated amount of time and instruct the teams to clean up their area as quickly and effectively as possible. Each student must complete at least one task (such as picking up toys, wiping surfaces, or putting away books). When the time is up, each team must present their clean area to the teacher for inspection. The team with the cleanest area wins the race!

This energizer not only gets students moving and engaged in physical activity, but it also teaches them the importance of working together towards a common goal and completing tasks with a purpose.

-After the energizer teacher can ask:

What are some activities that you do every day that you can turn into a purposeful physical activity?

How does cleaning and tiding make you feel?

Do you think it's more enjoyable than just moving without a purpose?

Can you think of any tasks around the house, classroom, garden etc.. that you can turn into a fun and purposeful physical activity?

How can moving with purpose benefit your health and well-being?

These questions can help students reflect on the importance of moving with purpose and how it can positively impact their daily lives. Encourage students to share their ideas and experiences with each other to promote collaboration and learning.

Unit 3 : ''Moving with purpose''

Energizer

Here are some possible results you might see:

Increased motivation- The competitive nature of the game can motivate students to move quickly and efficiently while cleaning up.

Better time management- The time limit of the game encourages students to use their time wisely and work efficiently to complete their task.

Cleaner space-Since the goal of the game is to clean up the room, classroom, space, garden, you should see a noticeable improvement in the cleanliness and organization of the space.

Fun and engaging activity-Because the game is designed to be fun and engaging, students are more likely to enjoy participating in the activity and feel more positive about cleaning up in general.
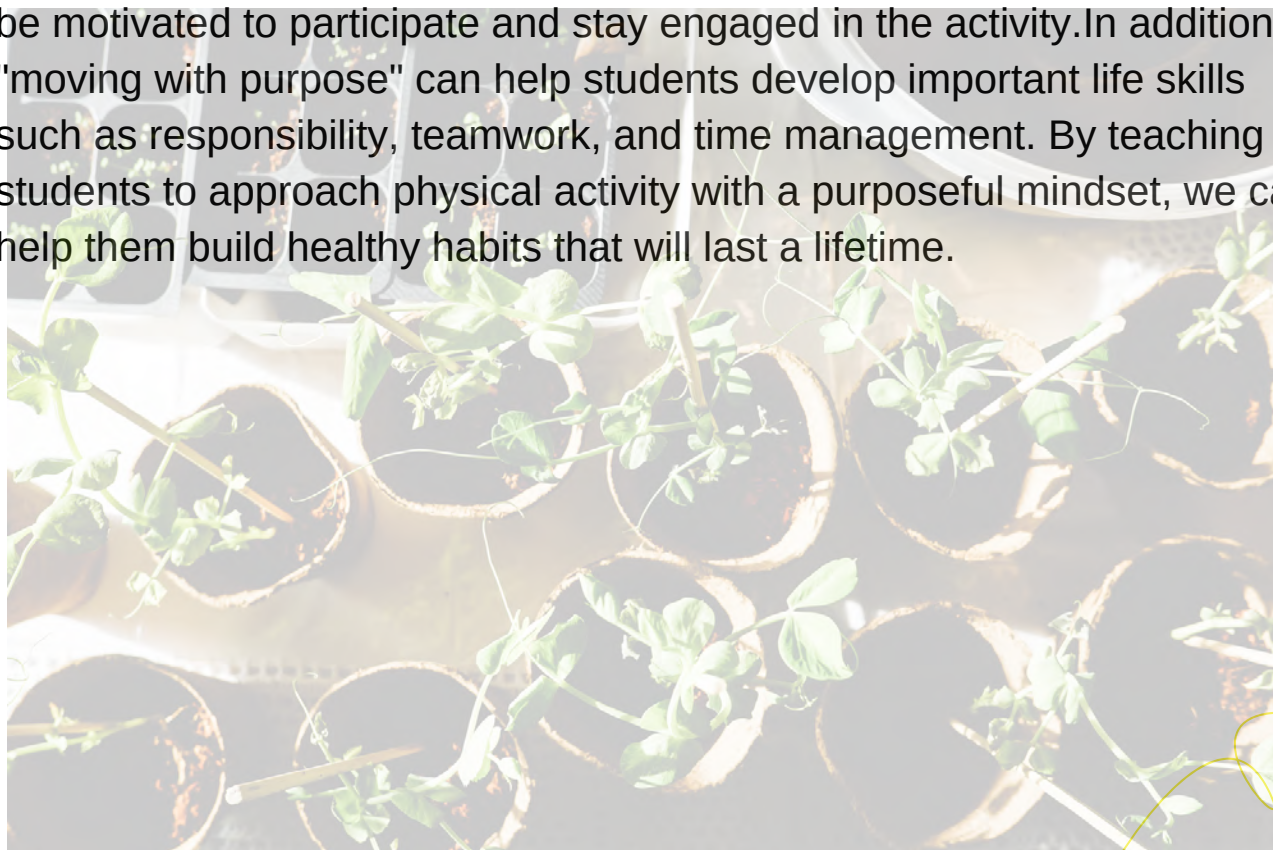
Unit 3 : ''Moving with purpose''

Unit content/Theoretical background

For students aged 6-10, physical activity is particularly important as it helps them develop gross motor skills, improve coordination, and build strong bones and muscles. Regular physical activity is also associated with improved academic performance, social skills, and self-esteem in this age group.

However, getting students to engage in physical activity can sometimes be a challenge.

That's where the concept of "moving with purpose" comes in. By giving physical activity a specific goal or purpose, such as cleaning up the classroom or helping with household chores, students are more likely to be motivated to participate and stay engaged in the activity.In addition, "moving with purpose" can help students develop important life skills such as responsibility, teamwork, and time management. By teaching students to approach physical activity with a purposeful mindset, we can help them build healthy habits that will last a lifetime.

Unit 3 : ''Moving with purpose''
Training Content including tools and approaches for live and online training

- visual aids: To help students understand the concept of "moving with purpose," use visual aids such as posters, infographics, or videos that demonstrate the benefits of purposeful movement. These can be used both in live and online training.

-games and activities: Games and activities that involve purposeful movement can be a great way to engage students and teach them about the concept of "moving with purpose." Examples include the energizer mentioned earlier, as well as other activities such as relay races, scavenger hunts, or dance parties.

-awards: To motivate students to participate in purposeful movement, consider providing incentives such as stickers, certificates, or small prizes. These can be awarded for things like completing a certain number of purposeful movements, showing teamwork, or demonstrating responsibility.

-positive reinforcement: Encourage students to continue purposeful movement by using positive reinforcement. Praise and acknowledge their efforts, and provide specific feedback on what they did well. This can help build their confidence and motivation to continue moving with purpose.

-engagement of parents:To reinforce the importance of purposeful movement outside of the classroom, engage parents and caregivers by providing resources and information on how to encourage purposeful movement at home. This can be done through newsletters, handouts, or online resources.

- technology: Online training can utilize technology (Avatar) to engage students in purposeful movement. There are many resources available, such as videos or interactive games, that can be used to teach students about the benefits of purposeful movement and how to incorporate it into their daily routine.

Unit 3 : ''Moving with purpose''

Approach to online education

When it comes to online education for the unit "Moving with Purpose" to students aged 6-10, it's important to keep in mind that young students may have a shorter attention span and may struggle with prolonged screen time. Therefore, it's important to use a variety of methods to keep them engaged and motivated throughout the online learning experience. Here are some approaches to consider:

We can easily incorporate avatar in all of these activities

Use visual aids- As mentioned earlier, visual aids such as videos, posters, and infographics can help students understand the concept of "moving with purpose" and its benefits.

Incorporate games and interactive activities-Online games and interactive activities can be a fun and engaging way to teach students about purposeful movement. These can include virtual scavenger hunts, dance parties, or interactive quizzes.

Use short video lessons- Short video lessons can be an effective way to teach students about purposeful movement without overwhelming them with too much information at once. Consider breaking the lessons down into shorter segments and using animations and graphics to keep students engaged.

Encourage parental involvement- Encourage parents to participate in the online learning experience by providing resources and tips on how to incorporate purposeful movement into their child's daily routine. This can help reinforce the lessons learned during the online education sessions.

Provide feedback and positive reinforcement- Online education can feel impersonal, but it's important to provide feedback and positive reinforcement to students throughout the learning experience. Consider using virtual stickers or certificates to acknowledge their progress and efforts.

Emphasize the importance of physical activity- It's important to emphasize the importance of physical activity and its benefits to students throughout the online learning experience. Encourage them to find ways to incorporate purposeful movement into their daily lives, even if they're spending more time indoors

Unit 3 : ''Moving with purpose''

Activities

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. 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.

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.

Unit 3 : ''Moving with purpose''

How will students interact with it?

Students aged 6-10 are likely to interact positively with this approach to combining sports games and taking care of the environment. Younger students are often eager to learn about the world around them and enjoy hands-on activities, so taking care of the school yard and engaging in environmental activities can be both fun and educational for them.

By combining movement with environmental awareness, students are likely to become more engaged and motivated in their activities. The movement scheme created by the teacher provides a clear structure for students to follow, which can help them focus and stay on task. The physical activity involved in cleaning up the school yard and sorting waste can also be enjoyable for younger students, as they get to move around and work together as a team.

In addition, incorporating activities such as watering plants and sorting recycling can help students develop a sense of responsibility and ownership for their environment. They may feel proud of their efforts to take care of the school yard and may be motivated to continue these

Unit 3 : ''Moving with purpose''

How will students interact and work together?

By respecting the proper growth and development of each individual student, teachers can create a positive learning environment that is both safe and challenging. Students may feel supported and encouraged to try new things and push themselves to improve their skills and abilities. Additionally, working together in these activities can help students develop social skills and foster a sense of community within the classroom or school.
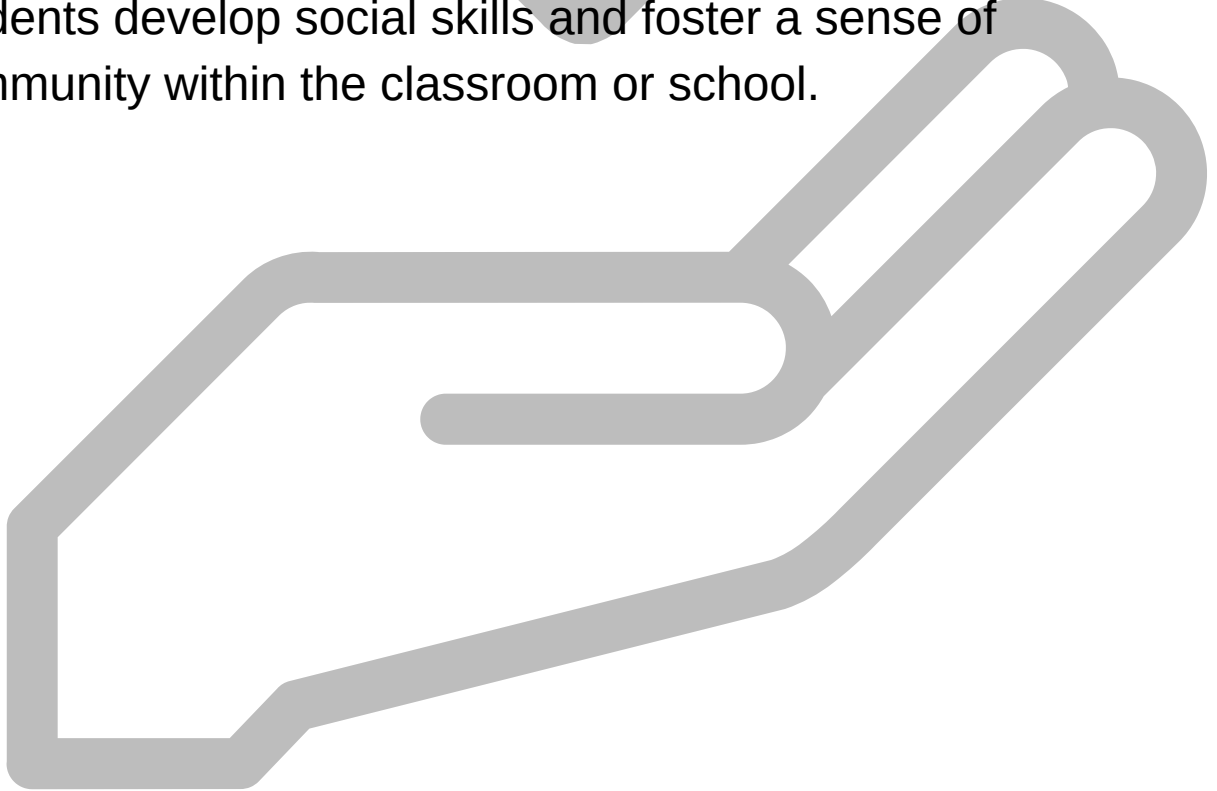
Unit 3 : ''Moving with purpose''

What supplies and equipment will be used?

The supplies and equipment needed for Activity 1 (Collecting Waste) could include gloves, garbage bags, composting bins or designated garbage areas, and possibly a wheelbarrow or other tool to transport heavier waste. For Activity 2 (Fruit Picking), the supplies needed would depend on the type of fruit being picked but could include baskets or bags for collecting, ladders or other tools for reaching high fruit, and possibly gloves or other protective gear. For Activity 3 (Treasure Hunt), the supplies needed would depend on the specific game being played but could include cards or clues, markers to indicate the location of "treasures," and sports equipment if incorporating sports games. For all activities, appropriate clothing and footwear for physical activity and outdoor conditions should be worn.
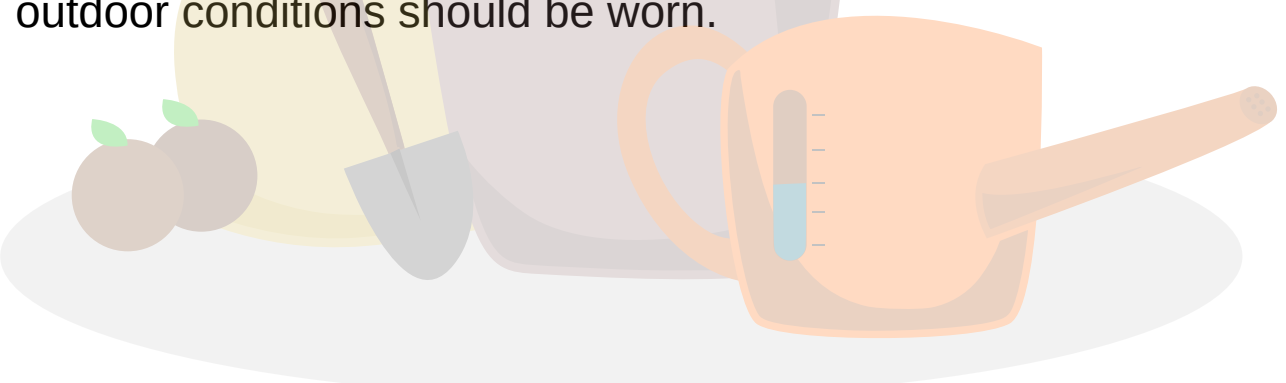
Unit 3 : ''Moving with purpose''

Examples applicable to students with special needs

For students with special needs, adaptations may need to be made to ensure that they can participate fully in the activities. For example, if a student has mobility issues, the treasure hunt game could be adapted to include objects that are within their reach, or they could participate by directing their peers on where to go to find the treasure. If a student has sensory issues, the teacher could modify the activity by using different textures or sounds to engage their senses. It is important to individualize the activities to meet the unique needs of each student, and to provide support and accommodations as needed to ensure their success and enjoyment in the activities.
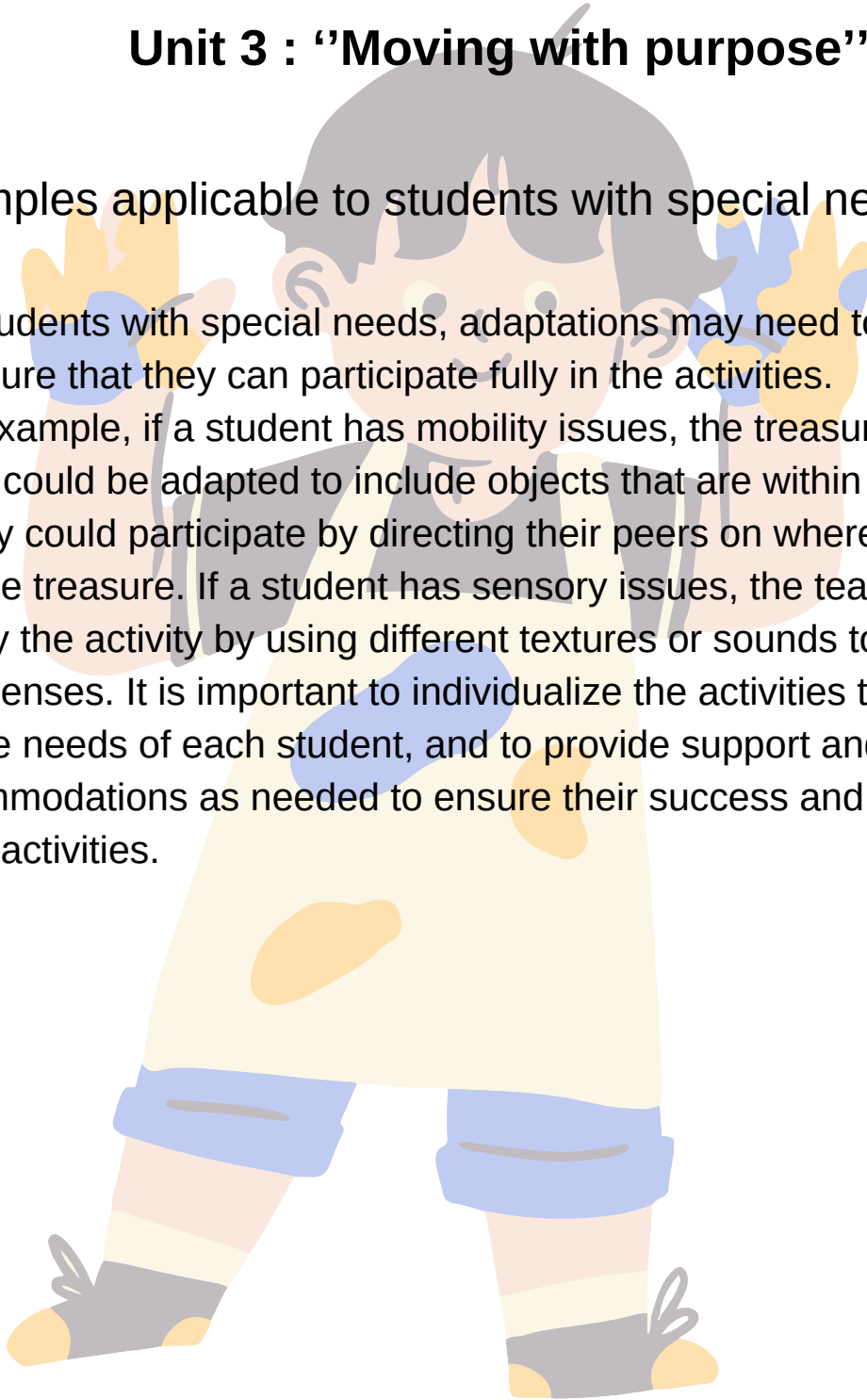
Unit 3 : ''Moving with purpose''

Examples of how students can and should reflect on their learning from this subject and track their progress.

Reflection and tracking progress are important aspects of learning, and students age 6-10 can engage in simple yet effective ways to do so. Here are some examples:

-Students can keep a journal where they write about their experiences, thoughts, and feelings related to the unit "Moving with Purpose." They can reflect on the activities they did, what they learned, and how they felt during the activities.

-Students can assess their own progress by using a simple rating system, such as smiley faces or stars. After each activity, they can rate themselves based on how well they did, how much effort they put in, and how much they enjoyed the activity.

-Students can set goals for themselves related to the unit "Moving with Purpose." For example, they can set a goal to improve their flexibility, stamina, or coordination. They can track their progress by regularly checking in on their goals and adjusting them as needed.

-Students can give each other feedback on their performance during activities. They can offer constructive criticism, encouragement, and support to help each other improve.

-The teacher can facilitate class discussions where students can share their thoughts and experiences related to the unit "Moving with Purpose." This can help students learn from each other and gain new perspectives.

Unit 4 : ''Concentration and motion''

Unit Introduction

You may have noticed that when you are physically active, your mind feels more alert and focused. This is because movement can help improve your ability to concentrate and pay attention. We will be exploring various physical activities and mindfulness practices that will help us to develop better concentration skills.

Throughout this unit, we will be engaging in fun and interactive activities that involve movement and mindfulness. We will be exploring how our breath, body, and mind are all connected, and how we can use this connection to enhance our ability to concentrate. By the end of this unit, you will have learned how to use movement and mindfulness practices to improve your focus and concentration in different areas of your life.

We encourage you to approach this unit with an open mind and a willingness to learn new things. Let's get ready to explore the connection between concentration and motion!

By the end of this unit, you will have a better understanding of concentration and motion and how they are related. You will have learned new skills to improve your concentration and will have had fun exploring the different types of motion. So, get ready to concentrate and move with us in this exciting unit!

Unit 4 : ''Concentration and motion''

Energizer / Discussion

Location

Students can be in classroom, in garden or gym.

Energizer "Concentration Freeze Dance" -

Play some music and have students dance around. When the music stops, they have to freeze in a specific pose and hold it for a few seconds. The catch is that you will call out a specific object or animal and the students will have to freeze in a pose that represents that object or animal. This energizer will not only get students moving, but also improve their listening skills and ability to concentrate on following instructions.

'Stretch and Concentrate'

Ask students to stand up and stretch their arms as high as they can.

Instruct them to take a deep breath and hold it for a few seconds.

As they exhale, ask them to bring their arms down and touch their toes.

Then, ask them to stand up and raise their arms again, but this time, with their eyes closed.

As they hold this position, ask them to concentrate on their breathing and the sensation of stretching.

After a few seconds, instruct them to open their eyes and slowly release their arms.

This energizer helps students to stretch their bodies, improve blood flow, and focus their minds on their breathing and physical sensations, which can help improve their concentration skills.

Unit 4 : ''Concentration and motion''

Unit content/Theoretical background

Physical activity promotes the growth and development of new neural connections in the brain. Exercise increases blood flow and oxygenation, which enhances the delivery of nutrients and the removal of waste products, including toxins that can negatively impact cognitive function. Exercise also stimulates the production of hormones and proteins that support the growth and maintenance of brain cells and connections. This can lead to an improved ability to concentrate and focus. Incorporating both physical activity and mindfulness practices into our daily routines can provide a powerful combination for improving concentration skills. By combining the benefits of increased blood flow, enhanced neural connections, improved mood, and reduced stress with the focus and clarity of mindfulness practices, we can optimize our ability to concentrate and improve our overall cognitive performance.

Unit 4 : ''Concentration and motion''

Training Content including tools and approaches for live and online training

Attention and concentration are essential skills for students of all ages. Sitting still and paying attention for long periods can be challenging, especially for students. This training content will provide tools and approaches for live and online training to help students improve their ability to concentrate and pay attention.

Tools:

-Yoga mats can be used to provide a comfortable and safe space for students to move around.

-Exercise balls can be used as a seat during class or as a tool for movement breaks.

-Resistance bands can be used to add resistance to exercises and stretches, making movement more challenging.

- Balance boards can be used to improve balance and core strength, both of which are important for concentration.

- Fidget toys can be used to provide a tactile distraction for students who have difficulty sitting still.
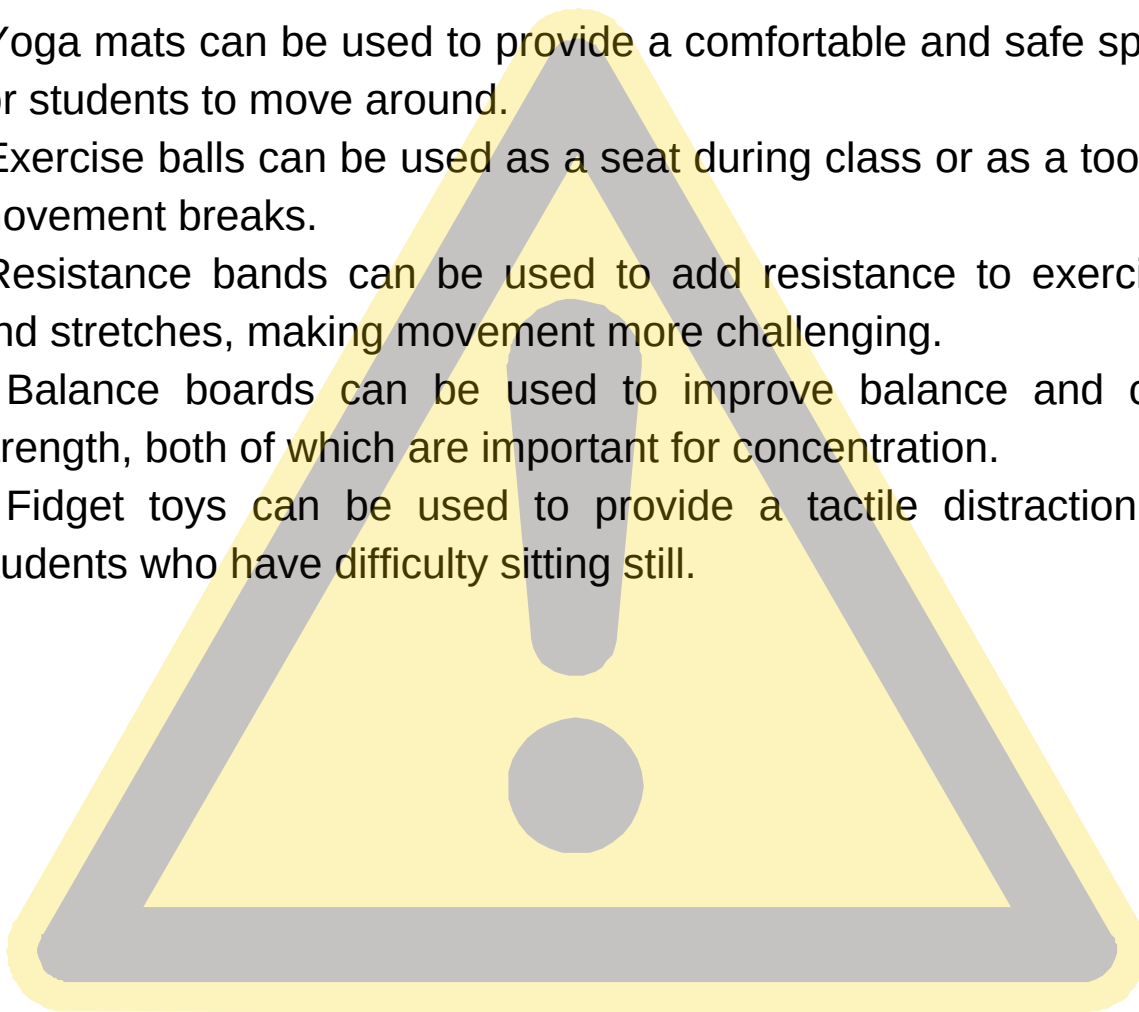
Unit 4 : ''Concentration and motion''

Approach to online education

-Incorporate physical activity breaks such as a quick dance or stretching session.

-Incorporating videos or interactive visuals can help keep young students engaged and motivated. Use animated videos or visuals that illustrate the benefits of physical movement on attention and concentration and Avatar can be one of the tools.

-Turn the learning experience into a game to encourage participation and excitement. Use online games or interactive quizzes to make learning more fun and engaging.

-Use relatable examples from the real world for example, talk about how athletes often use movement and exercise to help them focus during games or competitions.

-Give students opportunities to participate in physical activities throughout the lesson, such as mimicking certain movements or playing interactive games that require physical motion.

Unit 4 : ''Concentration and motion''

Activities

One approach to developing concentration skills is to use Sudoku activities in combination with directed movement exercises. Sudoku encourages creative thinking, using the few rules to your advantage, sometimes with new tactics. Sudoku also develops focus and concentration, mentally performing a series of steps necessary to solve each "problem". And it requires discipline and perseverance, working to complete the puzzle. This develops longer attention spans in students. Successfully completing a puzzle brings feelings of satisfaction, producing self-esteem, intrinsically motivating the person solving the puzzle. Sudoku also makes the case that sometimes the journey is more interesting and valuable than the destination.

 a pencil. Anybody who can count to 9 can learn Sudoku. It's low tech but high value.

To begin, students can play Sudoku using paper games, with the teacher helping them understand the rules and providing support when they encounter challenges. During the game, the teacher can guide the child's gaze and movement, including directing eye movement, movement of the upper body (trunk and arms), and movement of the lower body (knees, legs, and feet).

It is important to encourage students to develop problem-solving strategies and to persist even when faced with difficult tasks. After playing Sudoku, students can take on different roles and simulate various solutions, using facial expressions and gestures to communicate their thought processes.

By combining Sudoku activities with directed movement exercises, teachers can help students develop their concentration skills while also encouraging intellectual engagement and physical activity.

Unit 4 : ''Concentration and motion''

Activities

Sudoku is very practical. It's cheap, in almost every newspaper and many magazines. There are paper back books full of puzzles of varying difficulty. Sudoku works with every language and is done alone; no need for a partner. It's becoming popular in many countries. It travels easily, taking up negligible space, and requires no electricity or batteries. It can be done almost anywhere, with only a pencil. Anybody who can count to 9 can learn Sudoku. It's low tech but high value.

To begin, students can play Sudoku using paper games, with the teacher helping them understand the rules and providing support when they encounter challenges. During the game, the teacher can guide the child's gaze and movement, including directing eye movement, movement of the upper body (trunk and arms), and movement of the lower body (knees, legs, and feet).

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 By combining Sudoku activities with directed movement exercises, teachers can help students develop their concentration skills while also encouraging intellectual engagement and physical activity.

Unit 4 : ''Concentration and motion''

How will students interact with it?
Students will have the opportunity to take on different roles and simulate various solutions, using facial expressions and gestures to communicate their thought processes. This encourages intellectual engagement and critical thinking while also promoting physical activity.

How will students interact and work together?
 In this approach, students will primarily work individually to solve Sudoku puzzles while receiving guidance and support from the teacher. However, during directed movement exercises, they may have opportunities to interact and work together, such as when simulating different solutions and communicating their thought processes through facial expressions and gestures.
 Additionally, the teacher may encourage students to share their problem-solving strategies and offer support and encouragement to their peers when faced with challenging tasks. This can foster a sense of community and collaboration among the students.

Unit 4 : ''Concentration and motion''

What supplies and equipment will be used?

-Paper Sudoku games: These can be purchased or printed out from online sources.

- Pencils or pens to fill in the Sudoku grids.

-A teacher or adult to guide the child's gaze and movement during the Sudoku game.

Open space: A room or outdoor area with open space for directed movement exercises.

-Props such as cones or mats may be used to provide visual cues or targets for movement exercises.

Role-playing materials: Materials such as costumes or props may be used for role-playing exercises.

-A timer or clock may be used to set time limits for completing Sudoku puzzles or movement exercises.

Unit 4 : ''Concentration and motion''

Examples applicable to students with special needs

Here are a few examples of how to adapt activities for students with special needs:

-For students with visual impairment, provide them with large-print Sudoku puzzles or tactile versions that they can feel and manipulate. Use contrasting colors to make the numbers stand out and provide verbal cues to help them understand the puzzle.

-For students with motor impairment, simplify the physical movements.

-For students with autism, provide clear instructions and guidelines for the game. Use visual aids such as pictures or symbols to help them understand the rules. You can also create a visual schedule to help them understand the steps involved in playing Sudoku.

-For students with ADHD, use timed activities to help them focus on the task at hand. You can also break down the Sudoku puzzle into smaller sections and provide positive feedback and rewards for completing each section.

-For students with cognitive impairment, use simplified Sudoku puzzles with fewer numbers and larger spaces. You can also provide verbal cues and use repetition to help them understand the rules and the puzzle itself.
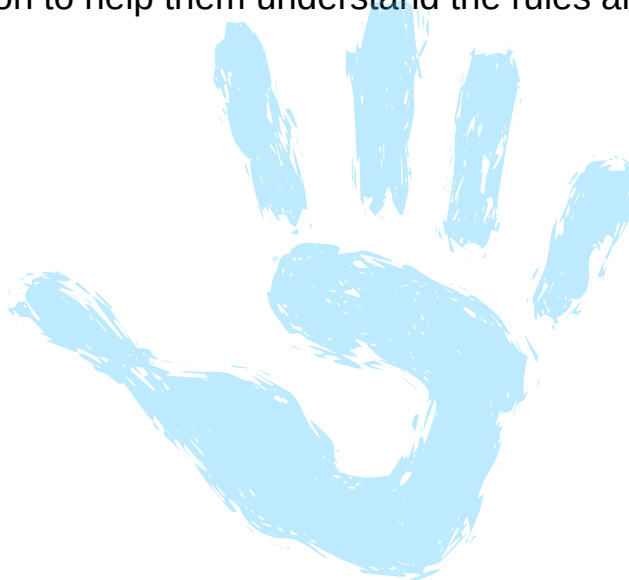
Unit 4 : ''Concentration and motion''

Different Ways to Deepen Your Knowledge Further

Encourage movement throughout the day by incorporating physical activities into daily routines. For example, have students do jumping jacks during a transition between activities, or have them take a walk or stretch break between lessons.

Use games and activities that involve movement to help students learn and retain information. For example, use hopscotch to teach math facts or use a scavenger hunt to teach vocabulary words.

Incorporate mindfulness practices into movement activities to help students develop their ability to concentrate and pay attention. For example, have them focus on their breath while doing yoga or have them practice deep breathing exercises while doing jumping jacks.

Provide positive reinforcement and feedback when students engage in physical activity and demonstrate improved concentration and attention. Celebrate their successes and encourage them to continue to incorporate movement into their daily routines.

Examples of self-reflection

After participating in the Sudoku activity with directed movement exercises, I found myself feeling more focused and alert. The physical movements helped me to engage my body while my mind was working on solving the puzzle.

I also noticed that as I encountered challenges in the game, I became more persistent and determined to find a solution. The teacher's support and guidance helped me to develop problem-solving strategies and encouraged me to keep trying even when things got difficult.

Overall, I feel that this activity was a great way to combine intellectual engagement and physical activity, and I look forward to participating in more activities that challenge both my mind and body.

Unit 4 : ''Concentration and motion''
Conclusion of the unit

Incorporating both physical activity and mindfulness practices can be a great way to improve concentration skills for students aged 6-10. By engaging in physical activities like Sudoku, students can improve their problem-solving abilities and focus.

Adding mindfulness practices like deep breathing and visualization exercises can also help students calm their minds and reduce stress, leading to improved concentration.
During physical activities, it is important to pay attention to your body's movements and focus on the task at hand

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This can help improve concentration and mental focus. Mindfulness practices can also help students stay present in the moment, and reduce distractions and negative thoughts.
By combining physical activity and mindfulness practices, students can develop important concentration skills that can benefit them in many aspects of their lives. So, keep playing games like Sudoku and incorporating mindfulness practices to improve your concentration skills and lead a happier and healthier life!

Module 8 - Goal Setting and Persistence

INTRODUCTION OF THE MODULE

Welcome to the "Goal Setting and Persistence" module! This module is designed to help teachers of students aged 6-10 years support them in developing the skills and mindset needed to lay the foundations of learning how to set goals and be persistent in the face of obstacles.

Throughout this module, as their teachers you will learn how to guide your students in:

• Building focus and persistence: You will learn strategies for helping your students stay focused and motivated, even in the face of challenges and setbacks.

• Overcoming obstacles: You will learn how to help your students identify and overcome common obstacles to success, such as fear of failure or lack of resources.

• Celebrating progress: You will learn the importance of celebrating small wins and using positive self-talk to stay motivated.

Unit 1: Potential and Talent

Introduction

This module is designed to help learners understand and interpret social cues to foster healthy relationships and build strong interpersonal skills. Through interactive activities, learners will develop an understanding of facial expressions, body language, verbal expressions, and cultural norms related to expressing gratitude.

By gaining a better experience of social awareness, learners will be able to recognize signs of agreement or disagreement, approval or disapproval, and other emotions expressed through non-verbal communication. In addition, the module will assess learners' ability to express appreciation appropriately for those around them.

Ultimately, this module aims to equip learners with the necessary tools for successful social interaction in any setting.

Unit 1: Potential and Talent

Energizer / Discussion:

Get your students excited and energized about exploring their talents and potential with this fun activity:

Start by asking your students to stand up and form a circle. Next, instruct them to take turns sharing one thing they are good at. Encourage them to be creative and think outside the box - it could be anything from singing to playing soccer to being a great listener.

After each student shares their talent, have the rest of the class cheer and give them a round of applause. Then, move on to the next student in the circle.
If a student cannot think of something, then ask others to say what they think they are good at. If necessary - you help with a suggestion and have everyone applaud this child again.

This activity not only helps your students recognize and appreciate their own talents and potential, but it also promotes a positive and supportive classroom environment where everyone can feel valued and celebrated.

Unit 1: Potential and Talent

Result:

- Students will be more engaged and energised about exploring their talents and potential.
- Students will be encouraged to think creatively and outside the box when considering their own talents and potential.
- Students will develop a sense of community and support within the classroom as they cheer each other on and celebrate each other's talents and potential.
- You, as a teacher, will gain insight into your student's talents and potential, which can help you in preparing future lesson plans and activities.

Unit 1: Potential and Talent

Unit content/Theoretical background:

Potential refers to a student's innate abilities and capacity to learn and grow. Every student has unique potential, and it's up to teachers to help them discover and develop it. However, potential alone is not enough. Talent is the result of developing that potential through hard work, practice, and dedication. It's important for teachers to understand that talent is not just innate, but can also be nurtured and developed through effort and persistence.

Another important aspect of talent is that it can manifest in different ways. Howard Gardner's theory of multiple intelligences proposes that there are many different types of intelligence, including musical, bodily-kinesthetic, spatial, linguistic, logical-mathematical, interpersonal, and intrapersonal. Teachers should strive to recognize and celebrate the diversity of talents and intelligence within their classroom and provide opportunities for students to develop and showcase their unique abilities.

It's also important to help students understand that everyone has strengths and weaknesses and that it's okay to struggle and make mistakes. Teachers can encourage a growth mindset in their students by emphasising the importance of effort and persistence, rather than just natural ability. When students believe that their abilities can be developed through hard work and dedication, they are more likely to take on challenges and persevere through difficulties.

Unit 1: Potential and Talent

Unit content/Theoretical background:

Online education can provide opportunities for students to explore their potential and talents in new and innovative ways. With the use of technology, students can access a wide range of resources and materials, connect with experts in various fields, and collaborate with peers from different parts of the world. Online platforms can also allow for personalised learning experiences that cater to individual student needs and strengths, providing opportunities for students to develop their talents in their own unique ways.

However, it is important to note that online learning should not replace the value of face-to-face interactions and hands-on experiences, especially for younger students who benefit greatly from social and emotional learning opportunities in the classroom.

Unit 1: Potential and Talent

Activities / Exercises:

Additional instructions to the Unit including modifications for students with special needs and for teaching in an online environment:

Preparation: Gather materials that represent each of the eight areas of intelligence (music smart, picture smart, body smart, people smart, word smart, logic smart, nature smart, and self smart) and place them in designated sections of the room.

Split into Teams: Divide the class into eight different teams and invite each team to start at a specific section of the room. Ensure that each team has a designated starting point and has enough space to explore and play.

Exploration Time: Explain to the students that they will have three minutes to freely explore the items and play at each section. Encourage them to use their senses and be creative during this time. Set a timer for three minutes and let the students explore.

Switching Teams: After three minutes, signal the end of the exploration time and instruct each team to move to the next section of the room. Repeat this process until each team has visited all eight sections.

Unit 1: Potential and Talent

Activities / Exercises:

Discussion Time: Once all teams have gone to all sections, invite the students to sit back in a circle. Label each section as follows: music smart, picture smart, body smart, people smart, word smart, logic smart, nature smart, and self smart. Explain that these eight areas of intelligence were first introduced by Howard Gardner, a famous scientist who believed that people can be good at different things.

Emphasize the Diversity of Abilities: Emphasize the fact that the world is a colorful place thanks to all the different abilities people have. Explain that everyone has their unique talents and strengths and that they should be celebrated. Remind students that if they are good at something, this also means that they might not be as good at something else.

Activities for Students with Special Needs:
For students with special needs, modifications can be made to ensure that they can fully participate in the activity. For example, if a student has mobility issues, the teacher can provide assistance or adapt the activity to make it more accessible. For students with hearing impairments, the teacher can use visual aids such as pictures or written instructions to accompany the verbal instructions.

Unit 1: Potential and Talent

Activities / Exercises:

You can also:
Use sensory materials that cater to different learning styles and abilities, such as tactile materials for students with visual impairments or movement-based activities for students with physical disabilities. Allow more time for exploration and switching teams if needed. Use visual aids, such as pictures or diagrams, to help students understand the different areas of intelligence.

Activities for Online Learning:

For online learning, the activity can be adapted to make use of virtual tools. The teacher can create a digital platform where students can access the different sections and explore the items virtually. The teacher can also use breakout rooms in a video conferencing tool to simulate the experience of being in different sections of the room. The teacher can share screens and use visual aids such as images or videos to accompany the verbal instructions.
Use virtual platforms to create different rooms or sections for each area of intelligence.
Encourage students to share their unique talents and abilities through multimedia presentations or group discussions.
Use online quizzes or games to help students identify their strengths and areas of interest.

Unit 1: Potential and Talent

Activities / Exercises:

Here are some additional activities that can be used for online learning:

Talent showcase
Ask each student to share a talent or skill they have. They can either demonstrate it through a video or a live presentation. Encourage students to celebrate their differences and acknowledge that everyone has their own unique talents.

Guess my talent
Assign each student a talent or skill and ask them to describe it without revealing what it is. The other students have to guess what talent or skill is being described. This activity encourages students to think creatively and develop their communication skills.

Talent hunt
Ask students to find examples of people who are successful in a field related to their talents or interests. They can create a presentation or a collage to showcase what they have found. This activity encourages students to explore different careers and helps them develop their research skills.

Unit 1: Potential and Talent

Result:

For students these activities result in:

- Increased awareness of their own strengths and talents
- Greater appreciation for the diversity of talents in their peers
- Opportunities to develop social-emotional skills, such as empathy and self-awareness, as they discuss and reflect on their own and others' strengths and talents
- Inclusive learning environment where students with different learning styles and abilities can feel valued and supported

Unit 1: Potential and Talent

Different Ways to Deepen Your Knowledge Further:

Below you can find some useful links for teachers to expand their knowledge on potential and talent:

- "The Psychology of High Ability and Talent" by Dr. Rena F. Subotnik
- "Differentiating Instruction for Gifted students" by Dr. Carol Ann Tomlinson
- "Nurturing and Developing Talent in Children" from Verywell Family

Activities:

"Strengths Scavenger Hunt" from Big Life Journal

"My Special Talents" worksheet from Therapist Aid

"Talent Show" activity from Education.com

Unit 1: Potential and Talent

Conclusion of the unit:

In conclusion, understanding and developing the potential and talents of young students is crucial to their personal growth and academic success. By recognizing and nurturing individual strengths, teachers can help their students to build confidence, motivation, and a positive attitude towards learning. By using a variety of teaching strategies and activities that cater to diverse learning styles, teachers can create an inclusive and engaging learning environment for all students, including those with special needs. It is important for teachers to continue to learn and grow in their understanding of potential and talent, so that they can better support and empower their students to reach their full potential. With the right mindset, resources, and support, every student can succeed and thrive.

Recommendations for parental involvement in order to support children's online activities:

Encourage children to explore their interests online: Parents can guide their children to explore various online resources related to their interests and talents. This can include educational websites, online tutorials, and videos that can help develop their skills.

Monitor their online activities: It is important for parents to monitor their children's online activities to ensure that they are safe and secure. This can involve setting up parental controls, monitoring their online communications, and supervising their internet usage.

Engage in online activities with children: Parents can also engage in online activities with their children by playing educational games, watching videos, or exploring different topics related to their interests. This can help build a strong bond and promote learning..

By following these recommendations, parents can help their children develop their talents and potential in a safe and productive online environment.

Unit 2: Growth Mindset and Grit

Introduction

This module is designed to help learners understand and interpret social cues to foster healthy relationships and build strong interpersonal skills. Through interactive activities, learners will develop an understanding of facial expressions, body language, verbal expressions, and cultural norms related to expressing gratitude.

By gaining a better experience of social awareness, learners will be able to recognize signs of agreement or disagreement, approval or disapproval, and other emotions expressed through non-verbal communication. In addition, the module will assess learners' ability to express appreciation appropriately for those around them.

Ultimately, this module aims to equip learners with the necessary tools for successful social interaction in any setting.

Unit 2: Growth Mindset and Grit

Energizer / Discussion:

Try this energizer activity:

Ask your students to stand up and form a circle.
Explain to the students that you are going to play a game called "I Can Do It!"
To play the game, you will call out a physical challenge, such as "touch your toes" or "do a jumping jack."
After you call out the challenge, all the students will try to complete it.
However, there's a catch! Before they attempt the challenge, they must say to themselves, "I can do it!"
Encourage the students to keep trying and saying "I can do it!" even if they don't succeed on the first try.
After each challenge, ask the students how they felt when they were able to complete it. Did saying "I can do it!" help them?
You can continue playing the game with different challenges until the students are ready to move on to the next activity.

This energizer activity is a great way to introduce the concepts of grit and growth mindset to your young students in a fun and interactive way. By encouraging them to keep trying and believing in themselves, you can help them develop a positive attitude towards challenges and setbacks.

Unit 2: Growth Mindset and Grit

Energizer / Discussion:

.Modify the physical demands: For students who may have physical disabilities or limitations, the star jump exercise can be modified to better suit their abilities. For example, they could do seated star jumps, or use assistive devices like resistance bands.

Adjust the difficulty level: For students with cognitive disabilities, the activity can be adjusted to be more or less challenging depending on their abilities. For example, you could adjust the number of star jumps required, or use visual aids to help them understand the concept of grit and growth mindset.

Result:

This energizer activity can:

- Help students develop a growth mindset by encouraging them to view challenges as opportunities for growth and improvement.
- Foster a sense of perseverance and determination in students by showing them that success often requires effort and persistence.
- Promote physical activity and coordination, which can benefit students' overall health and well-being.

Unit 2: Growth Mindset and Grit

Unit content/Theoretical background:

Grit and growth mindset are two essential concepts that teachers of young students should be familiar with. Grit refers to the ability to persevere and persist in the face of challenges and obstacles. This involves maintaining a long-term goal despite setbacks, and continuing to work towards it through effort, determination, and resilience. On the other hand, growth mindset is the belief that one's abilities and intelligence can be developed through hard work, dedication, and a willingness to learn from mistakes.

In the context of online education for young students, it is important for teachers to cultivate an environment that promotes grit and growth mindset. This can involve setting achievable goals, providing feedback and encouragement, and teaching students how to learn from mistakes. Additionally, incorporating interactive and engaging activities into the online learning experience can help students develop a sense of perseverance and a belief in their ability to improve.

It is also important for teachers to recognize and accommodate the unique challenges that online learning can present for some students, such as distractions and difficulty with time management. By being attentive to these challenges and providing support and resources, teachers can help students develop the grit and growth mindset necessary to succeed in online education.

Unit 2: Growth Mindset and Grit

Activities / Exercises:

Multiple Intelligence Activity

Begin by asking students to list the different types of "smart" such as music smart, picture smart, body smart, people smart, word smart, logic smart, nature smart and self smart. Encourage them to give one example for each profession of each "smart" type and write everything on a flipchart or on the board. Then, ask the students what they 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? Prompt students to think of an example of themselves becoming better at something over time. If they cannot think of something, prompt them about reading or writing, etc.

Warmup Game
Invite students to stand up and 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. Don't give too many directions, but ask directing questions. At the end of the game, ask the pupils if they got better by the end and if they answer yes - ask them what they think helped. If they say "no", ask again what the group thinks they need to succeed.

Unit 2: Growth Mindset and Grit

Activities / Exercises:

Storytime
Invite students to sit in a circle and listen to a short story. The story needs help to be told, so ask students to help with sounds and movement. Start telling Aesop's fable of the Hare and the Tortoise. The students are invited to make sounds and demonstrate the actions in the story as they are being told.

Practice
Invite students to draw the part of the story they liked best. While students draw, tell them about the important quality of grit and not giving up. Ask them why they think grit is important for life and how it could help them.

Activities for Students with Special Needs:

Allow students to express their thoughts and ideas in a way that suits them best. This could be through drawing, writing, or verbalising.
Provide visual aids to support understanding of concepts and instructions.
Modify the game and story activities to suit individual needs and abilities.
Activities for Online Learning:

Use a virtual whiteboard to list the different types of "smart".
Replace the warmup game with a virtual group activity, such as an online quiz or puzzle.
Share a digital version of the story and ask students to make sound effects or movements through the camera.
Use digital drawing tools or worksheets for the practice activity.

Unit 2: Growth Mindset and Grit

Result:

These activities help students:

- Develop their understanding of the different types of intelligence and how different professions require different types of "smart"

- Recognize that success and skill development require time, effort, and practice, and that natural talent alone is not always enough

- Develop their physical coordination and teamwork skills through the rope jumping activity

- Develop their listening and storytelling skills, as well as their creativity and imagination through the storytime activity

Unit 2: Growth Mindset and Grit

Different Ways to Deepen Your Knowledge Further:

Growth Mindset Activities for Kids:
https://biglifejournal.com/blogs/blog/growth-mindset-activities-for-kids

Developing a Growth Mindset in Your Students:
https://www.edutopia.org/article/developing-growth-mindset-your-students

Grit: A Key Ingredient to Success:
https://www.edutopia.org/article/grit-key-ingredient-success

Cultivating Grit and Growth Mindset in Students with Disabilities:
https://www.speechandlanguagekids.com/cultivating-grit-and-growth-mindset-in-students-with-disabilities/

10 Simple Ways to Develop a Growth Mindset in Your Classroom:
https://www.teachthought.com/learning/10-simple-ways-develop-growth-mindset-classroom/

Unit 2: Growth Mindset and Grit

Conclusion of the unit:

In conclusion, this unit on growth mindset and grit has been designed to help you as a teacher support your young students in developing a growth mindset and grit, and to encourage them to persevere through challenges and failures. By promoting the idea that intelligence and talent can be developed through hard work and perseverance, you can help your students become more confident, resilient, and successful students. Through a variety of activities, you can teach your students the importance of effort, persistence, and determination, and inspire them to set and achieve challenging goals. Remember, with a growth mindset and grit, your students can overcome any obstacle and achieve their full potential.

Recommendations for parental involvement in order to support children's online activities:

Parents can encourage children to set achievable goals and support them in tracking their progress using online applications. This can help children build a growth mindset and develop grit as they work towards their goals.

There are many online resources available for parents to help support their child's growth mindset and grit development. These can include videos, articles, and activities that parents can use to spark discussions and reinforce positive habits such as Khan Academy in the local language or GoNoodle videos.

Unit 3: Focus

Introduction

Developing focus is a crucial aspect of a child's academic and personal growth. It is a skill that can help them stay engaged in their learning, manage their time efficiently, and achieve their goals.

As a teacher, you play a vital role in helping your students develop focus and attention skills. By providing a supportive learning environment and incorporating activities that promote focus, you can help your students develop the skills they need to succeed in the classroom and beyond.

In this unit, we will explore various strategies and techniques that you can use to help your students aged 6-10 to develop focus and attention skills. Together, we will create a fun and engaging learning environment that fosters the development of focus skills and helps your students achieve their full potential.

Unit 3: Focus

Energizer / Discussion:

For this energizer activity, you will need to inflate a balloon and have the students form two lines facing each other. Start by explaining the objective of the game: to hit the balloon over the other team's heads, and have it hit the ground behind them. The catch is, they can only use one hand to hit the balloon.

To begin, have one student from each line step forward and face each other. They will hit the balloon back and forth using only one hand. After a few seconds, have the rest of the students in the lines take turns hitting the balloon. Encourage them to stay focused on the balloon and use their hand-eye coordination to hit it over the other team's heads.

As the game progresses, you can increase the difficulty level by having students move farther apart or hit the balloon with their non-dominant hand. This game is a fun and active way to help students develop their focus and hand-eye coordination while also promoting teamwork and healthy competition.

Result:

This energiser helps students:
- Develop their focus and concentration skills
- Improve their hand-eye coordination
- Enhance their teamwork and communication skills
- Boost their physical activity and overall energy levels
- Practise healthy competition in a positive and fun way

Unit 3: Focus

Unit content/Theoretical background:

Concentration and focus are important skills for young students to develop. Concentration is the ability to direct one's attention towards a specific task or activity for a sustained period of time. Focus is the ability to maintain that attention and ignore distractions.

There are many factors that can impact a child's ability to concentrate and focus, including their level of interest in the task, the environment they are in, and their emotional state. Teachers can help their students develop these skills by providing a structured and engaging learning environment, reducing distractions, and using techniques such as positive reinforcement to encourage and reward focused behaviour.

Research has shown that activities such as mindfulness and meditation can also be effective in improving concentration and focus in young children. These activities can help students become more aware of their thoughts and feelings, and learn how to manage them in a way that supports their ability to focus.

Overall, developing concentration and focus skills in young students is important for their academic success and personal growth. As teachers, it is our responsibility to create a supportive environment and provide opportunities for our students to develop and strengthen these skills.

Unit 3: Focus

Activities / Exercises:

Revision:
Before starting the activity, the teacher should make sure that all students understand the topic of discussion. It may be helpful to explain why it is important to read about characters who believe in self-improvement, and how it can inspire students to develop a growth mindset.

For students with special needs: The teacher can use visual aids such as pictures or videos to illustrate the importance of self-improvement and growth mindset. They can also simplify the discussion and use simple language to ensure that all students understand.

For online learning: The teacher can use a virtual whiteboard or shared document to facilitate the discussion. They can also use breakout rooms for small group discussions.

Warm-up:
The teacher should give clear instructions for each action and encourage students to use their imagination and creativity. They can also ask follow-up questions after each action to promote communication and socialisation among students.
For students with special needs: The teacher can provide physical cues or prompts to help students understand and follow the instructions. They can also adjust the actions to suit the students' physical abilities.

Unit 3: Focus

Activities / Exercises:

For online learning: The teacher can use a video conference platform with a virtual background and encourage students to use the chat function to share their thoughts and reactions.

Game - A Picture of the Class:
The teacher should provide clear instructions for the game and emphasise the importance of focus and concentration. They can also encourage students to be creative and use their imagination when drawing the different body parts.
For students with special needs: The teacher can provide individualised support and adjust the game according to the students' abilities. They can also use tactile materials such as clay or play-doh for students who have difficulty drawing.

For online learning: The teacher can use a virtual whiteboard or drawing app and encourage students to share their drawings using the screen share function.

Solo Time:
The teacher should explain the purpose of solo time and give clear instructions for how to use the time. They can also provide options for students who may have difficulty sitting in silence, such as quiet music or a fidget toy.
For students with special needs: The teacher can provide individualised support and accommodations, such as allowing students to move around the room during solo time or providing a quiet space for students who are sensitive to noise.

Unit 3: Focus

Activities / Exercises:

For online learning: The teacher can use breakout rooms for individualised support and provide visual or auditory cues to help students stay focused during solo time.

Game - A Time to Remember:
The teacher should provide clear instructions for the game and emphasise the importance of concentration and memory skills. They can also encourage students to work together as a team and support each other.
For students with special needs: The teacher can provide individualised support and adjust the game according to the students' abilities. They can also use visual aids or manipulatives to help students remember the items.

For online learning: The teacher can use a virtual whiteboard or shared document to display the items and encourage students to work together in breakout rooms. They can also use online memory games to reinforce the concept of concentration and memory.

Result:

These activities:
- Promote active listening and class participation
- Encourage creativity and imagination.
- Reinforce the importance of concentration and focus.
- Provide an opportunity for self-reflection and introspection.
- Encourage memory and recall skills.

Unit 3: Focus

Different Ways to Deepen Your Knowledge Further:

"Activities to Improve Attention and Concentration in Children" from Verywell Family: This article provides several activities and tips for parents and teachers to help improve attention and concentration in children.
https://www.verywellfamily.com/activities-to-improve-attention-and-concentration-in-kids-2162106

"Teaching Strategies to Build a Child's Focus and Attention Span" from Edutopia: This article discusses various teaching strategies that can help build a child's focus and attention span, including movement, mindfulness, and classroom organisation.
https://www.edutopia.org/article/teaching-strategies-build-childs-focus-and-attention-span

"10 Simple Strategies to Boost Your Child's Attention" from Understood: This article provides ten strategies that parents and teachers can use to help boost a child's attention and focus, including using timers, incorporating movement breaks, and providing clear instructions.
https://www.understood.org/articles/en/10-simple-strategies-to-boost-your-childs-attention

Unit 3: Focus

Conclusion of the unit:

You have completed a unit on improving focus in young students. By implementing the activities and strategies we have discussed, you are helping your students develop important skills that will benefit them throughout their lives. Remember, building focus and concentration takes time and practice, so be patient with your students and yourself. Keep in mind that each child is unique and may require different approaches, so don't be afraid to experiment and try new things. With your guidance and support, your students can become more focused, engaged students who are better prepared for success in school and beyond. Keep up the great work.

Recommendations for parental involvement in order to support children's online activities:

Below there are some online activities that parents can use to support the development of focus and concentration in their children:

Brain teasers and puzzles: Websites like Brain Teasers and Puzzles offer a wide range of challenging activities that require focus and concentration. They also offer various levels of difficulty so that parents can choose the appropriate one for their child's age and ability.

Unit 3: Focus

Recommendations for parental involvement in order to support children's online activities:

Memory games: Websites like Memory Games provide various games that challenge a child's memory and concentration. They also offer different themes and difficulty levels to keep children engaged and motivated.

Focus-building apps: Apps like Focus@Will and Headspace offer meditation and mindfulness exercises that can help improve a child's focus and concentration. These apps are specifically designed to help children calm their minds and focus on a single task.

Online reading programs: Programs like Reading Eggs offer interactive reading activities that require children to read and focus on comprehension. These programs can help improve a child's reading skills while also developing their focus and concentration.

Online educational games: Educational games like ABCmouse and Funbrain offer fun and interactive activities that require children to concentrate and focus. These games cover various subjects like maths, science, and literacy and are designed to be engaging and challenging.

Unit 4: Goal Setting

Introduction

As educators, we all want to help our students develop essential life skills that will enable them to achieve success and happiness in the future. One of these skills is goal-setting - the ability to identify what we want to achieve and work towards it step by step.

But how can we teach this skill effectively to young children? In this unit, we will explore age-appropriate ways for teachers to introduce goal-setting within their classrooms. Through fun and engaging activities, we will help students become more aware of the concept of goal-setting, improve their teamwork skills, and engage in actions that are beneficial for themselves and their community.

By the end of this unit, we hope to empower our students to slowly start learning how to set meaningful goals and work towards achieving them with confidence and determination.

Unit 4: Goal Setting

Energizer / Discussion:

Activity name: Goal Hopscotch
Duration: 10-15 minutes

Materials needed: Chalk, Coloured paper or stickers, Music (optional)

Instructions:
Draw a hopscotch grid on the floor using chalk. Keep the squares big and the numbers written inside each square in large font.
Inside each square, place a coloured paper or a sticker with a picture of something that represents a goal that children can relate to. For example, a picture of a bicycle, a book, a toy, a pet, etc.
Play some upbeat music (optional).
When the music stops, the students must jump onto the hopscotch grid, starting from square 1, and stop on each square, saying out loud what goal is represented by the picture or sticker in that square.
If a student lands on a square with a goal that they would like to achieve, they can hop again on that square and say "This is my goal!".
Continue playing until every student has had a turn and have identified at least one goal that they would like to achieve.

This activity not only gets students up and moving, but it also introduces them to the concept of setting goals in a fun and engaging way. By identifying their goals, students can start to visualise what they want to achieve, which is the first step towards achieving their goals.

Result:

This energizer helps young students to understand and engage with the concept of goal setting in a fun and age-appropriate way. It also promotes physical activity and teamwork skills. Additionally, it helps develop their listening and following directions skills.

Unit 4: Goal Setting

Unit content/Theoretical background:

Goal setting is a life skill that can benefit individuals of all ages, including young students. It involves identifying what one wants to achieve, and then taking action to accomplish it. The process of setting goals allows individuals to focus their efforts, track their progress, and ultimately experience the satisfaction of achieving their objectives.

For young students, goal setting can be taught through age-appropriate means, usually by making it into a fun and engaging game. This approach helps students learn best while enjoying themselves. By introducing goal setting in primary school, students can begin to develop skills that will help them succeed throughout their lives.

Teaching goal setting to students can be done explicitly or implicitly during classwork in each subject, as well as through extracurricular activities and school counselling.
Setting goals can also help students develop important life skills, such as critical thinking, problem-solving, and decision-making. By setting goals and working towards them, students can learn how to prioritise, plan, and manage their time effectively. Additionally, goal setting can help students build self-confidence and resilience, as they learn to overcome obstacles and achieve success.

It's important for teachers of young students to introduce goal setting in a way that is engaging and fun, as well as age-appropriate. By making goal setting into a game, teachers can help students learn important life skills while enjoying the learning process. Additionally, teachers can provide guidance and support to help students set and achieve their goals, which can help them build self-confidence and develop a positive attitude towards learning and growth.

Unit 4: Goal Setting

Activities / Exercises:

These are the expanded instructions for teachers and activities for students with special needs and for online learning:

Revision

This activity is designed to help students remember and review the concepts of talent, perseverance, and concentration. To make it more engaging, the teacher can split the class into three groups and give each group a task to think of a way to act out their code phrase. The phrases should be kept secret and only shown 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 can then guess each other's phrases. For students with special needs, the teacher can modify the activity by allowing more time for them to act out their phrase or provide visual aids such as pictures or props.

For online learning, the teacher can use breakout rooms or virtual whiteboards to allow students to work in smaller groups and collaborate on their code phrases.

Unit 4: Goal Setting

Activities / Exercises:

Game - Design a Maze
This activity is designed to help students develop their problem-solving skills and teamwork. The teacher can divide the class into three groups and provide each group with a small ball (the size of a table tennis ball), play-dough, and 30 wooden sticks. The groups are then asked 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.
For students with special needs, the teacher can modify the activity by providing larger objects and using simple shapes for the maze design. The teacher can also provide additional support or assistance as needed.

For online learning, the teacher can use virtual building blocks or online mazes for students to design and navigate. They can also use video conferencing to demonstrate their maze design to other groups.

The Two Class Goals
This activity is designed to help students set goals and work towards achieving them. The teacher can explain to the class that they are now grown-up and know enough about becoming better at something and working together that they are ready for their final task - to think of two goals they will 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.

Unit 4: Goal Setting

Activities / Exercises:

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.

For students with special needs, the teacher can modify the activity by using pictures or simple language to explain the goals. They can also provide additional support or guidance in setting the goals.

For online learning, the teacher can use virtual goal-setting templates or collaborative online documents for students to set and track their goals. They can also use video conferencing or messaging to provide encouragement and support throughout the month.

Result:

- Revision activity helps students warm-up and improve their communication skills by guessing each other's secret phrases related to goal setting.
- Design a Maze game encourages collaboration and problem-solving skills among students as they work in teams to create a maze for a ball to pass through.
- The Two Class Goals task allows students to set achievable goals, develop a sense of responsibility, and work on their planning and time management skills. The activity also encourages them to reflect on their progress and learn from their mistakes.

Unit 4: Goal Setting

Different Ways to Deepen Your Knowledge Further:

"Goal Setting for Students: 5 Tips to Help Them Achieve Their Goals": This article provides some practical tips for teachers to help their students set and achieve goals. https://www.prodigygame.com/main-en/blog/goal-setting-for-students/

"Teaching Goal Setting in Elementary School": This article offers a step-by-step guide for teaching goal setting to elementary school students, including sample activities and worksheets. https://www.thoughtco.com/teaching-goal-setting-in-elementary-school-2081489

"The Power of Goal Setting for Elementary Students": https://www.brooksidetutoring.com/the-power-of-goal-setting-for-elementary-students/

"Goal Setting Activities for Elementary Students": https://www.teacherspayteachers.com/Product/Goal-Setting-Activities-for-Elementary-Students-3575754

"Goal Setting for Special Education Students": https://www.thinkinclusive.us/goal-setting-for-special-education-students/

Unit 4: Goal Setting

Conclusion of the unit:

In conclusion, by teaching goal setting to your students, you're not only helping them develop important life skills, but you're also setting them up for success both in and out of the classroom. Goal setting can help students to become more motivated, more focused, and more determined in their pursuits. By breaking down larger goals into smaller, more achievable ones, they can build confidence and a sense of accomplishment. Furthermore, when students work collaboratively to achieve goals, they learn important teamwork and communication skills that will serve them well throughout their lives.

Remember to tailor your approach to your students' age and abilities. Keep the goals realistic, attainable, and appropriate for their developmental stage. Encourage them to take ownership of their goals and to use their own creativity to plan out how they'll achieve them. Celebrate their successes along the way, and be there to provide support and encouragement when they face setbacks or challenges. By implementing goal setting into your teaching practice, you'll be giving your students the tools they need to succeed not just in the short term, but for years to come.

Unit 4: Goal Setting

Recommendations for parental involvement in order to support children's online activities:

Goal-Setting Worksheet: Use a goal-setting worksheet designed for young children that includes space for them to draw or write about their goals. Parents can help children think about what they want to achieve and break it down into small, achievable steps.

Virtual Vision Board: Help your child create a virtual vision board using online tools like Canva or Google Slides. This can be a fun and creative way to help children visualize their goals and aspirations.

Virtual Goal-Setting Session: Schedule a virtual goal-setting session with your child. Take turns discussing goals and brainstorming ways to achieve them. Encourage your child to set specific, measurable, achievable, relevant, and time-bound (SMART) goals.

Online Goal-Tracking Tool: Use an online goal-tracking tool like Habitica or Todoist to help your child track their progress towards their goals. This can help children stay motivated and see the progress they are making towards their goals.

Online Learning Platforms: There are many online learning platforms that offer courses on goal setting and personal development for children. Parents can use these platforms to help their children learn more about goal setting and develop new skills.

Module 9 - Critical Thinking

INTRODUCTION OF THE MODULE

Welcome to the Critical Thinking module! In today's fast-paced and complex world, being able to think critically is a valuable skill that will help you make better decisions, solve problems more effectively, and navigate the challenges of everyday life.

This module is designed to teach teachers how to help their students become more effective problem solvers and decision makers by fostering their critical thinking skills. Through a series of engaging activities, students will learn how to solve problems in a more creative, open-minded, and reflective manner, and to develop their ability to analyse information, evaluate arguments, and consider different perspectives.

The objectives of this module are to equip you, as a teacher, to help your students to:

- Understand the concept of critical thinking and its relevance to academic and everyday life
- Learn how to analyze problems and develop valid solutions using various tools and frameworks
- Evaluate arguments, evidence, and other information more clearly
- Objectively consider different perspectives when making decisions
- Apply risk management tactics to decision-making under pressure and uncertainty
- Use creative problem-solving techniques such as brainstorming, lateral thinking, and reframing ideas
- Develop ideas into meaningful concepts through planning, designing, and prototyping activities

Module 9 - Critical Thinking

INTRODUCTION OF THE MODULE

In today's society, we are constantly bombarded with information from multiple sources, and it can be challenging to distinguish between fact and fiction, truth and bias. Critical thinking is essential in helping us to make sense of the world around us and to make informed decisions based on evidence and reason rather than emotion or prejudice. As teachers of 6-10 year old students, you have an important role to play in fostering critical thinking skills in your students, and this module aims to equip you with the tools and strategies to do so effectively.

By the end of this module, you should feel motivated to use the necessary tools and techniques with your students to approach problems with more open-mindedness and reflection and to be able to apply these critical thinking skills both academically and in their everyday lives.

Unit 1: Critical Thinking and Creativity

Introduction

Welcome to the Creativity topic in the Critical Thinking module! Creativity is a vital component of critical thinking, as it allows us to generate new ideas, explore different possibilities, and find innovative solutions to problems. By developing our creative thinking skills, we can approach challenges with a fresh perspective and find novel ways to overcome them.

Motivational Quotes:

"Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world." - Albert Einstein

"The important thing is not to stop questioning. Curiosity has its own reason for existing."—Albert Einstein

Unit 1: Critical Thinking and Creativity

Energizer / Discussion:

Charades & Guess Who? Game (15 minutes):

Students take turns acting out words or phrases without speaking while the others try to guess what it is they're trying to say.

Step-by-Step Instructions:
- Divide students into two teams;
- Each team chooses one member who will act out the word/phrase while the others guess what it is;
- When someone guesses correctly, that student then becomes the new actor for their team;
- The goal is first team finish all of its given words/phrases wins!

Result:

Building vocabulary words, encouraging abstract thinking processes and developing collaborative skills as different players work together in order to come up with correct guesses.

Unit 1: Critical Thinking and Creativity

Unit content/Theoretical background:

Creativity is the ability to generate original ideas or solutions that are both useful and meaningful. It involves divergent thinking, which is the ability to explore multiple perspectives, break free from established patterns, and discover new possibilities. Creativity is not limited to the arts or creative fields but is essential in all aspects of life, including problem-solving, decision-making, and innovation. students aged 6-10 can benefit from developing their critical and creative thinking skills. These skills help them to be better problem solvers, enabling them to approach a problem with an open and inquisitive mind.

They learn to analyze a situation in various ways, seeking out more information and examining different angles. By evaluating arguments, evidence, and other information more clearly, they are able to make more informed decisions. With the ability to objectively consider different perspectives, they can come up with solutions that are better suited for the particular circumstance. Developing these skills also enhances their capacity for original thought, fostering creativity and new ways of looking at the world.

Through practice – such as working on puzzles or engaging in conversations about various topics – students aged 6-10 can strengthen their critical thinking and creative problem solving skills.

Unit 1: Critical Thinking and Creativity

Unit content/Theoretical background:

Tools and Approaches for Live Training:
In a live training setting, creativity can be fostered through various activities and exercises that encourage divergent thinking, such as brainstorming, mind mapping, and role-playing. These activities can be used to help students generate new ideas and explore different perspectives. Additionally, creating a supportive and collaborative learning environment can help students feel comfortable sharing their ideas and taking risks.

Tools and Approaches for Online Training:
In an online training setting, creativity can be fostered through various digital tools and platforms that facilitate collaboration and idea-sharing, such as virtual whiteboards, online brainstorming tools, and collaborative documents. These tools can be used to help students generate new ideas and explore different perspectives, even when physically separated.

Additionally, creating a structured and engaging online learning environment can help students stay motivated and focused on the task at hand. Creativity is an essential component of critical thinking and problem-solving. By providing students with tools and approaches that encourage divergent thinking, we can help them develop their creativity and become more effective problem-solvers and decision-makers, both in their academic and personal lives. Whether in a live or online training setting, fostering creativity can help students unlock their full potential and find innovative solutions to the challenges they face.

Unit 1: Critical Thinking and Creativity

Activitites / Exercises

Activity 1: Building Challenges (20 minutes):
Students will work together as teams to use provided materials to build objects or structures with specific requirements.

Supplies and Equipment: Legos, blocks or cardboard boxes

Activity Goals:
- Improving problem-solving skills
- Practicing communication and collaboration
- Enhancing logical thought processes and encouraging creative thinking.

Step-by-step instructions:
1. Divide students into groups of 4-5 people;
2. Provide each group with materials to build an object or structure such as Legos, blocks or cardboard boxes;
3. Give each team a challenge such as building something that moves, has a certain shape or hold something specific;
4. Encourage teams to brainstorm ideas as they work together towards creating their challenge piece;
5. After construction is complete, allow time for discussions about the process and results amongst each team.

Unit 1: Critical Thinking and Creativity

Activitites / Exercises

Activity 2: Picture This (20 minutes)
Students will work in pairs and collaborate with another pair during the activity.

Supplies and Equipment: Blank sheets of paper, pens.

Activity Goals:
- To encourage creativity and imagination
- To practice communication and teamwork skills.

Step-by-step instructions:
1. Divide students into pairs.
2. Give each pair a blank sheet of paper and a pen.
3. Set a timer for 3 minutes and have each pair draw a simple line or shape on their paper.
4. When the timer goes off, have the pairs swap papers with another pair.
5. Set the timer for another 3 minutes and have each pair add onto the drawing they received, using the existing lines or shapes as a starting point.
6. Repeat steps 4-5 for several rounds, with each pair building on the drawing they received from the previous round.
7. Once the drawings are complete, have each pair share their final creation with the rest of the class.

Unit 1: Critical Thinking and Creativity

Activitites / Exercises

Activity 3: Create Your Own Invention (30 minutes)
Students will work individually

Supplies and Equipment: Paper and drawing materials; Optional: building materials such as play-doh or cardboard

Activity Goals:
- Encourage creativity and imagination
- Develop problem-solving skills
- Promote critical thinking

Step-by-step instructions:
1. Begin by asking students to think about a problem they would like to solve or something they wish existed.
2. Have them draw a picture or write a description of what their invention would look like and how it would work.
3. Encourage them to be as creative as possible and think outside the box.
4. Once everyone has completed their invention, have them share with the group and explain how it would solve the problem or fill a need.
5. As a group, discuss the inventions and evaluate their effectiveness, discussing potential flaws or areas for improvement.

After the activity, you can ask students to reflect on what they learned about creativity and critical thinking.

Unit 1: Critical Thinking and Creativity

Different Ways to Deepen Your Knowledge Further

A short quiz for students to reflect on their learning about creativity:

What is creativity?
a) A way of thinking that involves being curious and coming up with new ideas
b) A type of drawing that uses bright colors
c) A way of playing sports where you do unexpected moves

Which of these is an example of being creative?
a) Painting a picture using only black and white colors
b) Following the instructions exactly when building a Lego set
c) Inventing a new game to play with friends

What is brainstorming?
a) A way of thinking creatively by coming up with as many ideas as possible
b) A type of math problem with only one correct answer
c) A way of organizing your school notes

How can you use creativity in your everyday life?
a) By trying new things and thinking of different ways to solve problems
b) By always following the rules and doing what you're told
c) By only using your imagination during playtime

Unit 1: Critical Thinking and Creativity

Different Ways to Deepen Your Knowledge Further

Why is it important to be creative?
a) Because it helps us come up with new ideas and solve problems
b) Because it makes us popular with our friends
c) Because it helps us win at games

Answers: 1-a, 2-c, 3-a, 4-a, 5-a

Reflection questions:

- Did you find any activities challenging or easy?
- Did you collaborate with your classmates during the activities?
- Can you give an example of a time when you used critical thinking in your everyday life outside of school?
- What do you think is the most important thing/word you learned during the unit? Why?

Unit 1: Critical Thinking and Creativity

Conclusion of the UNit

Developing skills in creativity and critical thinking is a key ingredient to success in today's world. By fostering these skills in students aged 6 to 10, we can set them up for future success. There are many creative tools, books and videos available that can help students learn these important skills. With the right approach, students of this age can begin to uncover their creative potential and develop their critical thinking abilities.

Books:
"The Most Magnificent Thing" by Ashley Spires
"Rosie Revere, Engineer" by Andrea Beaty

Recommendations for parental involvement in order to support students' online activities

Here are some recommendations for parental involvement to support children's online activities related to creativity and critical thinking:

1. Encourage exploration and experimentation: Encourage your child to explore and experiment with different online resources and tools to foster their creativity and critical thinking skills.
2. Promote active engagement: Encourage your child to actively engage with online resources by asking questions, sharing their thoughts, and participating in discussions or activities.
3. Foster collaboration and communication: Encourage your child to work with others online to solve problems, share ideas, and build on each other's creativity.
4. Monitor online activity: It is important to monitor your child's online activity to ensure their safety and to help them.

Unit 2: Problem-Solving

Introduction

By the end of this unit on problem-solving, students aged 6-10 will be able to develop critical thinking skills to identify, analyze and solve problems in various contexts. They will learn how to gather information from various sources, brainstorm ideas, evaluate solutions, choose the best option, and implement it effectively. Through group work, discussions, and hands-on activities, students will learn how to think creatively, open-mindedly, and reflectively, enabling them to make sound academic and everyday decisions.

"Logic will get you from A to B. Imagination will take you everywhere." - Albert Einstein

This quote emphasizes the importance of relying on logic and conventional thinking when solving problems and using our imagination and creativity to find innovative solutions. It encourages us to think outside the box and consider new perspectives to tackle complex problems.

Unit 2: Problem-Solving

Introduction

Question for reflection:
"Think of a time when you had to solve a problem. What steps did you take to solve the problem? How did you feel when you solved the problem?

This reflection question encourages students to reflect on their past experiences of problem-solving and to think about the steps they took to solve the problem. It also prompts them to consider their feelings during and after the problem-solving process, which can help them understand how they approach problem-solving and how it affects their emotions.

Additionally, the question encourages students to think about how they can apply what they learned from their past experiences to future problem-solving situations, which can help them develop their problem-solving skills further.

Unit 2: Problem-Solving

Energizer / Discussion:

"Problem-Solving Challenge"

Materials:
- A variety of small items (such as paper clips, rubber bands, toothpicks, etc.)
- A timer

Step-by-step instructions:

1. Gather students into small groups of 2-4 people.
2. Give each group a selection of small items.
3. Set the timer for 5-10 minutes.
4. Explain to the students that their challenge is to use the items to create a structure that can hold a small object (such as a small toy or a pencil).
5. Encourage students to work together to brainstorm ideas and to try different approaches.
6. After the time is up, have each group present their structure to the rest of the class.
7. Encourage the class to discuss the different approaches and problem-solving strategies used by each group.

Result:

This activity encourages students to work together in small groups to solve a problem, while also fostering creativity and critical thinking skills. It can help them understand the importance of working collaboratively, brainstorming ideas, and trying different approaches when solving problems.

Unit 2: Problem-Solving

Unit content/Theoretical background:

Problem-solving is the process of identifying, analyzing, and resolving problems or issues. It involves the use of various cognitive and critical thinking skills, such as analysis, evaluation, and creativity, to develop effective solutions. The ability to solve problems is essential in both academic and everyday life, as it enables individuals to make informed decisions and take appropriate action.

Problem-solving can be defined as a cognitive process that involves identifying and analyzing a problem, generating alternative solutions, evaluating the potential outcomes of each solution, and selecting and implementing the best solution. The problem-solving process can be broken down into several steps, including:

1. Identifying and defining the problem: This involves recognizing that a problem exists and defining the problem clearly and specifically.
2. Analyzing the problem: This involves gathering information, analyzing data, and identifying possible causes of the problem.
3. Generating alternative solutions: This involves brainstorming a range of potential solutions to the problem.
4. Evaluating the solutions: This involves assessing the potential outcomes and risks of each solution and selecting the best option.
5. Implementing the solution: This involves putting the chosen solution into action and monitoring the results.

Unit 2: Problem-Solving

Unit content/Theoretical background:

Tools and Approaches for Live and Online Training:

There are various tools and approaches that can be used for live and online training to develop problem-solving skills. These include:

- Collaborative problem-solving: This involves working in groups to solve complex problems, fostering teamwork, communication, and cooperation.
- Case studies: This involves analysing real-life scenarios and situations, providing practical examples and developing analytical skills.
- Mind mapping: This involves creating visual diagrams to organise and analyse information, promoting creativity and critical thinking.
- Simulation exercises: This involves creating simulated scenarios that replicate real-world situations, allowing individuals to practise problem-solving skills in a safe and controlled environment.

In online training, these approaches can be adapted to a virtual environment by using tools such as video conferencing, online collaboration tools, and interactive simulations. These can be used to create engaging and interactive training sessions that promote problem-solving skills development.

Unit 2: Problem-Solving

Activitites / Exercises

Activity 1: "Build a Tower" (30 minutes)

Materials: A variety of building materials (such as wooden blocks, Lego bricks, cardboard tubes, etc.); A timer

Activity Goals:
- Encourage students to use their problem-solving skills in a fun and engaging way
- Promote teamwork, creativity, and critical thinking.

Step-by-step instructions:

1. Divide students into small groups and give each group a selection of building materials.
2. Explain to them that their challenge is to build the tallest tower possible using only the materials provided.
3. Set the timer for 10-15 minutes and encourage the students to use their problem-solving skills to come up with a stable and tall tower design.
4. After the time is up, have each group present their tower to the rest of the class and discuss the different approaches and problem-solving strategies used by each group.

Unit 2: Problem-Solving

Activitites / Exercises

Activity 2: Math Operations Game (30 minutes)

Materials: NA

Activity Goals:
- Stimulating the ability to concentrate and active listening in a group through mathematical calculation
- Encourage students to collaborate, communicate and think critically to solve the problem within the given time frame.

Step-by-step instructions:

1. Using positive integers up to 5, addition, subtraction, multiplication, division and result operations.
2. Each element must think of and state an operation which results in a given number.
3. The first number can be given by the teacher, and it is up to the student who starts the exercise to calculate the result.
4. However, when it is found, the student must use it to develop another calculation that results in a new number of his or her choice. In turn, this new result must be taken up by the next student, who will also use it for a new mathematical operation.
5. This is done successively, and in order, to ensure that all pupils are aware of the number being transposed.

=5 5-3=2 2+3+2=7 7-3+2:3=2

e can be made more difficult by increasing the

Unit 2: Problem-Solving

Activitites / Exercises

Activity 2: Math Operations Game (30 minutes)

6. Introduce the "Challenge round"
7. Students must work together to come up with a series of operations that result in a specific number within a certain time limit (10 minutes)
8. For example, the teacher could announce that the target number is 20 and the students must work together to find a series of operations that result in 20.
9. During the 10 minutes, students should use at least 15 mathematical operations
10. The teacher warns students when there are 15 seconds left until the end of the activity that the last operation will result in the number 20.

Unit 2: Problem-Solving

Different Ways to Deepen Your Knowledge Further

To check and reflect on what has been learned, the teacher draws on the board the spaces corresponding to a word analysed during the session. A maximum number of attempts is set for each student, or group, to get it right.

Each attempt corresponds to a letter and the final goal is to form the word. If the letter is correct, it is added. If you miss, part of a picture is drawn. The game ends with the figure hanging or with the victory for the word discovered.
Suggestion: This dynamic can be used in every class as a ritual at the beginning or the end of the class.

Reflection questions:

- What is a problem you have solved recently? How did you solve it? Did it work?
- How do you feel when you encounter a problem? Are you excited to solve it or do you feel overwhelmed?
- Have you ever worked with a group to solve a problem? How did you contribute to the group's problem-solving efforts?
- What do you think is the most important thing to keep in mind when trying to solve a problem?

Unit 2: Problem-Solving

Conclusion of the Unit

In this unit, we have learned how to approach problems in a more creative, open-minded, and reflective manner. We have explored various assumptions and theories that come into play when deciding or solving a problem. Through instruction and practice, we have learned to collect relevant information from multiple sources, organize data into meaningful patterns or insights, and apply various problem-solving strategies to arrive at a solution.

Remember, problem-solving is an essential skill that can be applied both academically and in everyday life. By developing these skills at a young age, we can make sound decisions, overcome obstacles, and achieve our goals.

Youtube Videos;
"The Most Magnificent Thing" by Ashley Spires
"What Do You Do With a Problem?" by Kobi Yamada

Unit 2: Problem-Solving

Conclusion of the Unit

Recommendations for parental involvement in order to support students' online activities

1. **E**ncourage your child to seek help when needed: Remind your child that it's okay to ask for help when they encounter a problem they don't know how to solve. Encourage them to reach out to their teacher or peers if they need assistance.
2. Create a supportive learning environment: Provide a quiet and distraction-free space for your child to work on their online activities. Make sure they have all the necessary tools and resources.
3. Emphasize the importance of perseverance: Encourage your child to keep trying even when they encounter setbacks or obstacles. Remind them that problem-solving often requires trial and error, and that mistakes are an important part of the learning process.
4. Help your child set goals: Work with your child to identify specific goals they want to achieve through their online activities. Encourage them to break these goals down into smaller, manageable steps, and to track their progress over time.
5. Model problem-solving skills: Show your child how you approach problems in your own life. Share examples of how you identify problems, gather information, and develop solutions. This can help your child see problem-solving as a valuable and relevant skill.
6. Provide opportunities for real-world problem-solving: Look for opportunities in your daily life for your child to practice their problem-solving skills.

Unit 3: Decision Making

Introduction

In life, we are constantly faced with decisions. Sometimes they are small decisions, like what to eat for breakfast or which book to read next. Other times, they are bigger decisions that can have a significant impact on our lives, like choosing where to go to school or what career path to pursue. Making good decisions is important because it can help us achieve our goals and live fulfilling lives. In this unit, we will learn about the different types of decisions we make, tools and frameworks to help us make sound decisions, and strategies for making decisions under pressure and uncertainty.

"Nothing is more difficult, and therefore so precious, than being able to decide". Napoleão Bonaparte. It highlights the difficulty of decision-making and the value of being able to make good decisions.

"We can try to avoid making choices by doing nothing, but even that is a decision." - Gary Collins

It emphasizes the idea that not making a decision is still a decision in itself. It highlights the importance of being mindful of the decisions we make, both big and small, and recognizing that inaction can have consequences just as much as action can.

Question for Reflection: What is a decision you have made this morning (for example, Wearing the blue or red coat or just milk or milk with cereal?) How did you go about making that decision?

Unit 3: Decision-Making

Energizer / Discussion:

Activity: "Yes or No"

Instructions:
1. Have all the students stand up and form a circle.
2. Explain that you are going to ask a series of questions, and they have to answer "Yes" or "No" by raising their right hand for "Yes" and their left hand for "No."
3. The catch is that they must answer as quickly as possible, so they have to be paying close attention to the questions.
4. If someone hesitates or gives the wrong answer, they are out and have to sit down. The last person standing wins.

Example Questions:
- Is your favourite colour blue?
- Have you ever ridden on a roller coaster?
- Do you like pizza?
- Have you ever been to the beach?

Result:

This activity can be a fun way to get students to practice making quick decisions and reacting to different prompts. We can see that some questions prompted more discussion and debate among the students than others, which shows that they are able to consider different perspectives and think critically about their answers.

Unit 3: Decision-Making

Unit content/Theoretical background:

Decision making is the process of making choices between different options. It involves evaluating information, considering various perspectives, and weighing the potential outcomes of different decisions. In order to make good decisions, it's important to approach problems in a creative, open-minded, and reflective manner.

Decision-making is the process of determining the best course of action among multiple alternatives. It is an essential skill that enables us to problem-solve and assess risk, allowing us to make sound decisions both academically and in our everyday lives.

Tools and Approaches:

There are a variety of tools and approaches that can be used to help foster critical thinking and decision-making skills, both in live and online training environments. Some of these tools and approaches include:

- Brainstorming: A group discussion technique that encourages participants to generate a large number of ideas in a short amount of time.
- Lateral thinking: A problem-solving technique that involves looking at a problem from a different perspective and considering new possibilities.
- Reframing: A technique that involves changing the way a problem is presented in order to gain new insights or solutions.

Unit 3: Decision-Making

Unit content/Theoretical background:

- Risk management tactics: Strategies for managing potential risks or uncertainties when making decisions.
- Gathering evidence: The process of collecting and analyzing relevant information to inform decision-making.
- Testing out ideas: The process of trying out different solutions or approaches to a problem in order to determine what works best.

In both live and online training environments, these tools and approaches can be used to help students develop their critical thinking and decision-making skills. By providing opportunities for students to practice making decisions and problem-solving in a supportive environment, they can gain confidence and develop the skills they need to make sound decisions both academically and in their everyday lives.

Unit 3: Decision-Making

Activitites / Exercises

Activity 1: Decision Game (30 minutes)

Supplies and Equipment: Deck of cards with scenarios and multiple-choice questions

Activity goals:
Encourage critical thinking and decision-making skills
Practice considering different perspectives and consequences
Develop reasoning and problem-solving abilities
Foster open discussion and collaboration within the group.

Step by step Instructions:
1. Prepare a deck of cards with different scenarios written on them. Each scenario should have a multiple-choice question with three possible answers.
2. Shuffle the deck and distribute one card to each student.
3. Ask each student to read the scenario and choose one of the three options.
4. After all students have made their choice, discuss as a group which option they chose and why.
5. Encourage students to consider different perspectives and consequences of each choice.

Example Scenarios:

1. You find a wallet on the ground. Do you:
a) keep the money,
b) try to find the owner, or
c) leave it where it is?

Unit 3: Decision-Making

Activitites / Exercises

2. You're at a friend's house and they offer you a piece of cake, but you know you're allergic to nuts. Do you:
a) say yes and hope there are no nuts in it,
b) say no thank you, or
c) tell your friend you're allergic to nuts?

3. You see someone being bullied on the playground. Do you:
a) walk away,
b) tell a teacher, or
c) stand up for the person being bullied?

4. You're playing with a group of friends and you want to play a different game. Do you:
a) ask if you can play a different game,
b) go and play a different game by yourself, or
c) keep playing the same game even if you're not enjoying it?

5. You have some money to spend and you can either buy a toy or save it for later. Do you:
a) buy the toy now,
b) save the money for later, or
c) ask a parent for advice on what to do?

These scenarios and questions should help students consider different perspectives and consequences, while still being appropriate for their age and level of understanding.

Unit 3: Decision-Making

Activitites / Exercises

Activity 2: What's the Problem? (30 minutes)

Supplies and Equipment: List of everyday problems; Writing materials (paper, pens/pencils)

Activity Goals:
- To encourage critical thinking and problem-solving skills
- To promote creativity and open-mindedness in brainstorming solutions
- To develop an understanding of how to approach and solve everyday problems.

Step-by-step instructions:

1. Begin by introducing the activity to the students. Explain that they will be presented with a list of everyday problems and their task is to brainstorm possible solutions to each one.
2. Provide the students with a list of problems. This can be done by writing them on the board or providing a handout. Make sure that the problems are appropriate for their age group and relevant to their everyday lives. For example, "My toy broke", "I can't find my homework", "I forgot my lunch", etc.
3. Encourage the students to work in pairs or small groups. This will allow them to bounce ideas off of each other and come up with a wider variety of solutions.
4. Set a time limit for the brainstorming session, such as 10-15 minutes. Remind the students to focus on quantity over quality and to not worry about whether their ideas are good or not.

Unit 3: Decision-Making

Activitites / Exercises

Activity 2: What's the Problem? (30 minutes)

5. After the time is up, ask each group to share their list of solutions for each problem. Write their ideas on the board or a piece of paper so that everyone can see them.
6.Once all the groups have shared their ideas, discuss the solutions as a class. Ask questions such as "Which solution do you think would work best?", "Why do you think that solution would work?", and "Are there any other solutions that could work?".

Result:
https://www.overcomingobstacles.org/portal/es/curricula/middle-school/lesson-1-making-decisions-big-small

Unit 3: Decision-Making

Different Ways to Deepen Your Knowledge Further

Activity: Decision Diary

Activity Goals: To encourage students to reflect on their decision-making skills and strategies.

Step-by-step instructions:

1. Give each student a notebook or journal to use as their "Decision Diary".
2. Ask them to choose and write down one decision they made each week, and include the following information:
- What decision did they make?
- What options did they consider?
- What factors did they take into account when making their decision?
- What was the outcome of their decision?
3. Encourage them to use drawings or diagrams to help illustrate their decision-making process.
4. Set aside time each month to review their Decision Weeks with them, and discuss any interesting or challenging decisions they faced.
5. Use these discussions to help reinforce key concepts from the Making Decision session, and to provide additional guidance and support as needed.

Unit 3: Decision-Making

Different Ways to Deepen Your Knowledge Further

This task helps students to develop the habit of reflecting on their decisions and to identify ways to improve their decision-making skills over time. It also encourages parents and caregivers to engage in ongoing conversations with students about their decision-making process.

Reflection questions:
- What was the most important thing you learned about decision-making today?
- What is one decision that you have made recently?
- How do you feel about the decisions that you have made in the past? Are there any that you wish you had made differently?
- Have you ever made a decision that you regretted? What did you learn from that experience?
- What do you think are some of the most important things to keep in mind when making decisions?

Unit 3: Decision-Making

Conclusion of the Unit

By considering different perspectives, breaking down problems into smaller parts, and using creative problem-solving techniques, students can make better decisions and find innovative solutions to challenges you may face in the future.
Making decisions is a skill that students can continue to develop throughout their life, and the more they practice, the better they will become.

Books:
"What Should Danny Do?" by Ganit and Adir Levy
"The Juice Box Bully: Empowering Kids to Stand Up for Others" by Bob Sornson and Maria Dismondy

Videos:
https://www.youtube.com/watch?v=IaI0-ePvbxo

Unit 3: Decision-Making

Conclusion of the Unit

Recommendations for parental involvement in order to support students' online activities

1. Encourage your child to ask questions: Encourage your child to ask questions and think critically about the online content they encounter. This will help them develop their decision-making skills and better understand the potential consequences of their actions.
2. Help your child set boundaries: Set boundaries with your child around their online activities, such as limiting screen time and monitoring their use of social media. This will help your child make more informed decisions about their online behaviour.
3. Talk to your child about online safety: Discuss with your child the importance of online safety and how to protect themselves from potential risks, such as cyberbullying and online predators. This will help your child make informed decisions about their online interactions.
4. Model good decision-making behaviour: As a parent, model good decision-making behaviour by making informed choices and explaining your thought process to your child. This will help your child learn how to make decisions based on careful consideration and analysis.
5. Engage in decision-making activities together: Engage in decision-making activities together, such as playing board games or brainstorming solutions to everyday problems. This will provide opportunities for your child to practise their decision-making skills in a fun and interactive way.

Unit 4: Fairness

Introduction

Welcome to the unit on Fairness! By the end of this unit, your students will have a deeper understanding of fairness and its importance in critical thinking. They will be able to apply this knowledge to different scenarios and make more informed decisions, both academically and in their personal lives.

Through interactive activities and discussions, you can create a fun and engaging learning experience that will motivate and upskill our students. By incorporating the concept of fairness into our teaching, we can help your students learn to consider multiple perspectives, weigh evidence objectively, and come up with fair and just solutions to problems. You should be able to help your students become critical thinkers who value fairness and justice in all aspects of their lives.

"Fairness does not mean everyone gets the same. Fairness means everyone gets what they need." - Rick Riordan

Unit 4: Fairness

Energizer / Discussion:

"Fair or Unfair?"

- Divide the class into small groups.

- Give each group a set of scenarios that describe different situations in which fairness may or may not be present.

For example:
A teacher gives one student extra time to complete a test, but not others.
A group of friends take turns picking which game to play, but one friend is never allowed to choose.

- Instruct each group to discuss whether they think the scenario is fair or unfair, and to come up with reasons to support their answer.
- After a few minutes of group discussion, have each group share their thoughts with the rest of the class. Encourage other groups to provide counter-arguments or alternative perspectives.

Result:

This activity can be used to introduce the concept of fairness and to evaluate students' prior knowledge and understanding of the topic. It also encourages critical thinking and discussion skills.

Unit 4: Fairness

Unit content/Theoretical background:

Fairness can be defined as treating others with respect, equality, and without discrimination. It is an important value that helps us create a safe and harmonious society.
Through this unit, we will provide a clear and simple definition of fairness, and explain how it applies to our interactions with others online and offline. We will examine different scenarios and explore how we can apply the principles of fairness to solve problems and make sound decisions.

To help you deliver effective training, we have included various tools and approaches for both live and online training. We recognize the importance of adapting to the current digital landscape and have incorporated an approach to online education to ensure that the content is accessible to all students, regardless of their learning environment.

Tools and Approaches for Live Training:
- Role-playing: Students can engage in role-playing activities that simulate different scenarios where fairness is required. This helps students to understand the concept of fairness and apply it to real-life situations.
- Group discussions: Teachers can facilitate group discussions on topics related to fairness. This helps students to develop critical thinking skills and consider different perspectives.
- Collaborative activities: Teachers can design collaborative activities that require students to work together to achieve a common goal. This helps to foster teamwork and encourages students to consider the needs of others.

Unit 4: Fairness

Unit content/Theoretical background:

Tools and Approaches for Online Training:

- Online group discussions: Teachers can use online discussion boards or video conferencing tools to facilitate group discussions on topics related to fairness. This helps students to develop critical thinking skills and consider different perspectives.
- Online simulations: Teachers can use online simulations that simulate different scenarios where fairness is required. This helps students to understand the concept of fairness and apply it to real-life situations.
- Online collaborative activities: Teachers can design online collaborative activities that require students to work together to achieve a common goal. This helps to foster teamwork and encourages students to consider the needs of others in an online environment.

Unit 4: Fairness

Activitites / Exercises

Activity 1: Fairness Role Play

Materials Needed: None

Step-by-step instructions:

- Divide the class into groups of 3-4 students each.
- Ask each group to come up with a scenario where fairness is at stake. For example, it could be a situation where two friends are fighting over a toy, or a scenario where a student feels left out of a game.
- Once the groups have come up with their scenarios, have each group perform a role play of their scenario in front of the class.
- After each role-play, ask the class to discuss the different perspectives and opinions presented in the scenario. Encourage them to think critically about the situation and come up with fair and just solutions.
- Repeat this activity with different scenarios, and encourage students to take turns playing different roles and coming up with their own scenarios.

Unit 4: Fairness

Activitites / Exercises

Examples of solutions:

Scenario 1: Two friends are fighting over a toy.

- One solution could be to have the friends take turns playing with the toy for a set amount of time, such as 5 minutes each. This way, both friends get to enjoy the toy without feeling left out.
- Another solution could be to find a different toy or activity that both friends enjoy and can participate in together, so that they can play together without fighting over the same toy.

Scenario 2: A student feels left out of a game.

- One solution could be to invite the students to join the game and assign them a role or task that they enjoy, such as being the scorekeeper or a referee.
- Another solution could be to suggest a different game or activity that the student is interested in and can participate in with their classmates so that they feel included and engaged.

This activity helps students think critically about fairness and the different perspectives involved in a given situation. It also encourages them to work together and come up with creative solutions to problems.

Unit 4: Fairness

Activitites / Exercises

Activity 2: Fairness Debate

Materials Needed: Whiteboard or chalkboard, markers or chalk

Step-by-step Instructions:

- Divide the class into two groups: Pro and Con.
- Write a statement related to fairness on the whiteboard or chalkboard, such as: "All students should be required to wear school uniforms."; "Homework should be banned"; Teachers should listen to all students' ideas and opinions.
- Ask the Pro group to come up with arguments in favour of the statement, and ask the Con group to come up with arguments against the statement.
- Give each group time to prepare their arguments, and encourage them to think critically about the different perspectives involved.
- Once both groups have prepared their arguments, have them debate the statement in front of the class.
- After the debate, ask the class to vote on whether they agree or disagree with the statement, and encourage them to discuss the different arguments presented.

This activity helps students think critically about fairness and different perspectives and encourages them to develop strong arguments and listen to opposing viewpoints. It also helps students develop public speaking and debate skills.

Unit 4: Fairness

Different Ways to Deepen Your Knowledge Further

One way to deepen the theme of fairness and keep it present throughout the school year is through the creation of the "fairness journal".

Title: My Fairness Journal

Objective: To help students reflect on their own thoughts and behaviours related to fairness.

Instructions:

- Provide each student with a notebook or a piece of paper and ask them to write "My Fairness Journal" at the top of the page.
- Explain to the students that they will use this journal to reflect on their own thoughts and behaviours related to fairness. Encourage them to be honest and open in their reflections.
- Ask the students to write a reflection in their journal after each class or activity that focuses on fairness. The reflection should include the following prompts:

- What did I learn about fairness today?
- Did I treat others fairly today? Why or why not?
- How can I be more fair to others in the future?
- Encourage the students to use their journals as a tool for self-improvement. Remind them that reflection is an important part of personal growth.

Unit 4: Fairness

Different Ways to Deepen Your Knowledge Further

- Optional: Set aside time during class or after-school activities for students to share their reflections with each other. This can create a safe space for discussion and help students learn from each other's experiences.

Note: It is important to emphasize to the students that this journal is for their own personal reflection and growth. Encourage them to keep their reflections private and not to compare them with others.

Reflection questions:

- What does "fairness" mean to you?
- Can you give an example of a time when you experienced fairness or unfairness?
- How did that experience make you feel?
- Do you think it's important to be fair? Why or why not?
- How can you be fair to others?
- Can you think of a time when you were unfair to someone else? What happened?
- How do you think we can promote fairness in our school and community?
- Do you think fairness is important in online activities? Why or why not?
- How can we ensure that online activities are fair for everyone?
- What can you do if you see someone being treated unfairly online?

Unit 4: Fairness

Recommendations for parental involvement in order to support children's online activities

1. **H**elp children understand that online behaviour should be guided by the same principles of fairness and respect as offline behaviour.
2. Encourage children to consider the impact of their online actions on others, and to be mindful of how they communicate and interact with others online.
3. Monitor children's online activities to ensure that they are not engaging in cyberbullying or other forms of online harassment.
4. Help children develop critical thinking skills by encouraging them to evaluate the credibility and reliability of online sources and information.
5. Talk to children about the importance of respecting others' privacy online, and to be careful about sharing personal information.
6. Encourage children to report any incidents of online harassment or unfair treatment, and to seek help and support if needed.
7. Model fair and respectful behaviour in your own online interactions, including avoiding online arguments and treating others with respect.
8. Use parental controls and monitoring software to help ensure that children's online activities are safe and appropriate.
9. Talk to other parents and educators about strategies for promoting fairness and equity online.
10. Help children understand the potential consequences of their online actions, and to take responsibility for their behaviour online.

Unit 3: Decision-Making

Conclusion of the Unit

Recommendations for parental involvement in order to support students' online activities

1. Encourage your child to ask questions: Encourage your child to ask questions and think critically about the online content they encounter. This will help them develop their decision-making skills and better understand the potential consequences of their actions.
2. Help your child set boundaries: Set boundaries with your child around their online activities, such as limiting screen time and monitoring their use of social media. This will help your child make more informed decisions about their online behaviour.
3. Talk to your child about online safety: Discuss with your child the importance of online safety and how to protect themselves from potential risks, such as cyberbullying and online predators. This will help your child make informed decisions about their online interactions.
4. Model good decision-making behaviour: As a parent, model good decision-making behaviour by making informed choices and explaining your thought process to your child. This will help your child learn how to make decisions based on careful consideration and analysis.
5. Engage in decision-making activities together: Engage in decision-making activities together, such as playing board games or brainstorming solutions to everyday problems. This will provide opportunities for your child to practise their decision-making skills in a fun and interactive way.

Contributing Organisations

ESOP	**Elementary school Otetz Paisii**	**Bulgaria**
JUOS	**JU OŠ "Aleksa Šantić"**	**Bosnia And Herzegovina**
LSS	**Language school sky**	**Bulgaria**
ASPIRA	**Zavod Aspira**	**Slovenia**
SMART	**Smart Idea**	**Slovenia**
EDUKOPRO	**Edukopro**	**Bosnia And Herzegovina**
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