PSSMILE *GUIDE TO*

SOCIO-EMOTIONAL CAPACITY BUILDING IN PRIMARY EDUCATION

METHODOLOGICAL MATERIAL

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Preliminary Abbreviations' List

CASEL	Collaborative for Academic, Social, and Emotional Learning
CULPEER	Cultural peer-to-peer learning project
EAP_SEL	European Assessment protocol for Children's SEL Skills
EBE-EUSMOSI	Evidence-based education: European strategic model for school inclusion
EU	European Union
GPS	Global Positioning System
HOF	How one Feel
ICTs	Information and Communication Technologies
OECD	Organization for Economic Co-operation and Development
PYD	Positive Youth Development
RESCUR	Resilience Curriculum Project
SECs	Social and Emotional Competencies
SEL	Social and emotional learning
UDL	Universal Design for Learning
WEF	World Economic Forum
WHO	World Health Organization
WISE	Web-based Inquiry Science Environment

INTRODUCTION

The methodological guide proposed here is the main result from the intellectual output 1 of the Erasmus+ project PSsmile.
The inspiring sources and drivers in its development are numerous and of different origin. It is based on the national and transnational reports delivered in the intellectual outputs O1 where the analysis of current situation in partners' countries highlighted the experience, needs and challenges in the different countries. It is also based on main results from recent programs developed in the European countries on Social and Emotional Learning. But it also considers recent theoretical developments and directions, both in research studies and international guidelines
The project then aims to develop teachers' knowledge and ability to understand and incorporate the socio-emotional education in their school curricula, to develop children skills they need to integrate into society and be successful in any area of their future life.

In this methodological guide the readers find three main part. The first part addresses the theoretical foundations from both positive psychology, social-emotional intelligence and development as well as on inclusive community- based education and in recent goals proposed by the 2030 Agenda.

In the second part drivers guiding the actions are described both as standards and strategies supporting development of social and emotional competences choices, but also as teaching and learning strategies, with suggestions for an effective practice. Drivers guiding innovation and use of technology in educational context are also provided.

In all the topics addressed a specific references is made to "Our lenses" that is to the way we declined the principles, the recommendations and the suggestions from valuable sources in our project. And in this action, we had in mind the final main users of our guide, that is teachers and educators.
The third part of the guide describes how the knowledge and the principles described in part 1 and 2, inform the development of the curriculum framework, the goals of the activities, the tools developed to support teachers, and the learning assessment. To support and encourage teachers in deeply understanding the proposal and implementing the curriculum, full examples of activities are provided for the four domains in the framework proposed.
Finally, a space is given to tips suggested from pilots implemented in the partners countries.

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PART ONE

Theoretical Background

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1.1. POSITIVE YOUTH DEVELOPMENT:

a process of competence growth for building a bright future

Traditionally approaches to development and related research have focused for years on problems that children and young people may encounter while growing up, such as learning difficulties, antisocial conducts, affective disorders. The interest for positive resources and strengths is more recent. Known as Positive Youth Development (PYD), this perspective introduces a more affirmative and welcome vision of young people (Damon, 2004) and of their development. Accordingly, while acknowledging the existence of adversities and developmental challenges that may affect children in various ways, it resists conceiving of the developmental process mainly as an effort to overcome deficits and risk. In adopting this perspective, we begin with a vision of a fully able child eager to explore the world, gain competence, and acquire the capacity to contribute importantly to the world.

THE ROOTS

The emergence of what has come to be generally termed as PYD has many roots: the documented potential for systematic change, for plasticity, in the course of development shown by research in comparative psychology and evolutionary biology (e.g., Gottlieb, 1997); the possibility of optimizing individual and group change by altering bidirectional relations between individuals and their ecologies to capitalize on this plasticity from research in life-span developmental psychology (Baltes, Lindenberger, & Staudinger, 1998), bioecological developmental psychology (Bronfenbrenner, 2005), and life course sociology (Elder, 1998); the focus on primary prevention (i.e., developing strengths and building competencies) rather than treating later stages of pathology suggested by community psychology (Trickett, Barone, & Buchanan, 1996).

The foundations of the approach rely on three basic changes: the nature of the child; the interaction between the child and the community, and the moral growth (Damon, 2004).

the nature of the child Every child has talents, strengths, and interests that offer the child potentials for a bright future.

A positive perspective of development recognizes that all children have strengths and that they will develop in positive ways when these strengths are aligned with resources for healthy development. It emphasizes the manifest potentialities rather than the supposed incapacities of young people including those with vulnerability, the most disadvantaged backgrounds, and troubled histories. It aims at understanding, educating, and engaging children in productive activities rather than at correcting, curing, or treating them for maladaptive tendencies or so-called disabilities.

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the interaction with the community the child is a full partner in the community-child relation, bearing a full share of rights and responsibilities.

This perspective is consciously holistic, considering the whole community in relation to the whole child rather than privileging any interaction or capacity.

For all children to bring themselves to the academic task of acquiring intellectual competencies, children need encouragement from parents, from other adults, from peers, indeed from all the important people in their lives. Multiple positive social influences are required for an optimal learning environment.

The moral growt The PYD perspective sees the child as a full partner in the community-child relation, bearing a full share of rights and responsibilities.

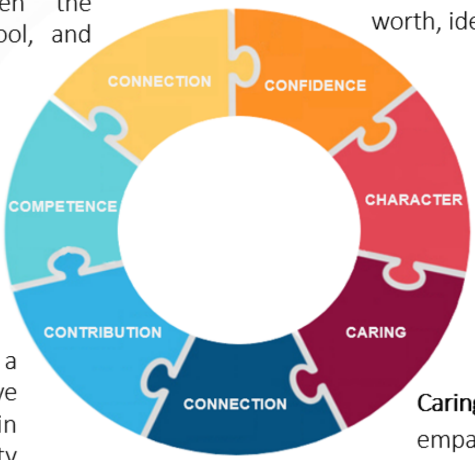
The vision portrayed is that of a child able to explore the world, gain competence, and acquire the capacity to contribute importantly to the world. Acquiring a positive, responsible identity is seen as an essential part of their positive development as future citizens.

In summarising the main message of this perspective, PYD is an approach with strong defining assumptions about what is important to look at if we are to accurately capture the full potential of all young people to learn and thrive in the diverse settings where they live.

A GUIDING MODEL: THE PRACTICE OF POSITIVE YOUTH DEVELOPMENT

There is a general agreement that the model of PYD with the most extensive empirical support is the *Five Cs Model* (Figure 1).

Based on the Developmental System's Theory (Lerner, 2004; Overton, 2013), this model identifies in the competence, confidence, connection, caring/compassion, and character, the five core founding elements of a positive development (Heck & Subramaniam, 2009; Lerner et al., 2013).



Connection: positive bonds with people and institutions that are reflected in bidirectional and mutual exchanges between the individual and peers, family, school, and community, a sense of belonging.

Competence: the positive view of one's skills and abilities in domain-specific areas including social, academic, cognitive, and vocational and in the ability to effectively use them.

Contribution, is attained when a person has more fully realized the five C's and refers to active participation in family, school and community activities and issues, develop and use leadership skills

Confidence: an internal sense of overall positive self-worth and self-efficacy, overall positive self-worth, identity, and sense of the future.

Character, the recognition and respect for societal and cultural rules, having standards for correct behaviours, a sense of right and wrong (morality), a sense of responsibility for one's actions, personal values and principles, spirituality, and integrity.

Caring and Compassion, the sense of sympathy and empathy for others, tolerance, and acceptance-Caring and character) represent general socio-emotional functioning (Geldhof et al., 2014).

Figure 1. Components of a positive development (Learner, 2007)

Despite operational d e a common focus on building young people's positive personal competencies, social skills, and attitudes (i.e., asset development) through increased positive relationships, social supports, and opportunities that strengthen assets and help youth flourish within their environments.

According to the PYD perspective, when there is alignment between individual strengths and ecological assets that promote healthy development, the Five Cs positively evolve across the course of an individual's development. Additionally, when these 5C are expressed in synergy, individuals are more likely to develop trajectories to contribute to the growth of family, community, and civil society.

The positive trajectories over the life are the result of mutual relations between the person and the context features which support and promote the growth, and all this comprises benefits for both the person and social system.

RESEARCH STUDIES AND ACTIONS

Studies on PYD conducted by Lerner, Phelps and colleagues provide supporting evidence to this model (Lerner et al., 2005; Phelps et al., 2007, 2009): Preadolescents who showed high levels of PYD over time also showed poor outsourcing and insourcing behaviours; those who showed a decrease in the PYD levels were more likely to manifest more negative behaviours.
In addition, longitudinal data have shown that those who increased their PYD levels were more likely to manifest initially high internalization behaviours that decreased over time and maintained a low externalizing behaviour level. Additionally, Schmid and colleagues' work (2011) suggest that attitudes toward the future are important in the development of positive outcomes. Hopeful future, for instance, seems to be a strong predictor of higher PYD scores and membership in the most favourable trajectories.

These results suggest that promoting PYD requires to focus on enhancing young people's strengths, establishing engaging and supportive contexts, and providing opportunities for bidirectional, constructive person-context interactions (Larson, 2000; Lerner, Phelps, Forman, & Bowers, 2009; Snyder & Flay, 2012). Interventions that are grounded in the PYD framework, therefore, must move beyond a problem-oriented focus and address protective and risk factors across family, peer, school, and community environments that affect the successful completion of youths' developmental tasks (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2002)

The relevance of working with the context is testified by a systematic review of 25 PYD program evaluations that show PYD interventions operating in family, school, and community settings are effective in promoting positive development in a broad range of outcome domains (Catalano et al., 2002). For example, the authors found that PYD interventions were successful in improving young people's self-control, interpersonal skills, problem solving, the quality of their peer and adult relationships, commitment to schooling, and academic achievement.

Although these examples of asset development are the key outcomes of interest for PYD, some interventions have also decreased substance use, risk taking, and problem behaviours. PYD interventions, therefore, appear to foster positive outcomes and be able to protect against negative ones.

A variety of specific intervention strategies are compatible with the broad asset development and environmental enhancement orientation of PYD, such as service learning, mental health promotion, and social and emotional learning (SEL; Catalano et al., 2002; Tolan, Ross, Arkin, Godine, & Clark, 2016).

Like the goals of PYD, school based SEL involves implementing practices and policies that help students and adults acquire and apply knowledge, skills, and attitudes that enhance personal development, social relationships, ethical behaviours, and effective, productive work (Elias et al., 2015; Greenberg et al., 2003; Weissberg & O'Brien, 2004).

OUR LENSES: progressing in building a positive future

PYD studies have added both to our understanding of processes, the scope of change, and developmental benefits that intervention studies can make on young people's lives (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020; Wiium & Dimitrova, 2019). Some key points emerge, relevant for our project:

Need to focus on earlier ages. Previous work has focused on positive changes in adolescence, but the exploration on how PYD approach is showing benefits among younger children (Leman, Smith, Petersen, et al., 2017; Lerner, 2017), namely primary school children.

Relevance of an integrative approach. Recent studies incorporate not only children and youth responses but also their identity and culture, as they emerge in numerous cultural contexts (Wiium & Dimitrova, 2019). A challenge, within this broader perspective, is then to achieve a consolidation and integration of approaches to produce and drive growth in different contexts.

Attention to building the future. Adults of the future are expected to increasingly rely on their own internal resources and social networks to enter the larger societal systems, including work contexts. It is mandatory to act to support development of relevant attitudes and competencies during childhood, and during age range referring to primary education (Darling-Hammond, et al., 2020).

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1.2 FROM EMOTIONS AND FEELINGS TO SOCIO-EMOTIONAL SKILLS

Emotions have a fundamental role at the evolutionary level, they serve to protect us, to recognize dangers and to defend us from them. It is necessary for the teacher and parent to build some basic knowledge on emotions and feelings in the first place. This basic understanding is necessary to be able to communicate and understand children in a better way, to understand what triggers their responses to external and internal stimuli and to be able to support them and guide them in a better way in the process of understanding and managing their own reactions and social interactions with other people around them.

THE ROOTS

We can refer to emotion as a multi-componential term, including subjective feeling, appraisals, reactions in the service of action preparation and expressions, action tendencies, and regulation (Scherer, 2005; Frijda, 2007). For example, an appraisal of unfairness will result in anger, whereas appraisals of outcome uncertainty and outcome motive inconsistency will combine to produce a feeling of fear (Elfenbein & MacCann, 2017).

Although emotions and feelings are quite different, these terms are usually used interchangeably to explain how something, or someone makes us feel. However, it is better to think of emotions and feelings as closely related, but distinct instances – basically, they are two sides of the same coin.

When talking about emotions we must also consider their physiological side, the lower-level responses occurring in the subcortical regions of the brain (for example, the amygdala, which is part of the limbic system) (LaBar & Cabeza, 2006) and the neocortex (ventromedial prefrontal cortices, which deal with conscious thoughts, reasoning, and decision making) (Bechara, Damasio, & Damasio, 2000; Donoso, Collins, & Koechlin, 2014). Those responses create biochemical and electrical reactions in the body that alter its physical state. Emotions are physical and instinctive, instantly prompting bodily reactions to threat, reward, and everything in between. The bodily reactions can be measured objectively by physiological measurement and neuroimaging technology, the most common are pupil dilation, skin conductance, skin temperature, blood pressure, vasomotor, brain activity, and heart rate, and facial expressions.

While emotions are associated with body reactions that are activated through neurotransmitters and hormones, feelings are the conscious experience of emotional reactions. Originating in the neocortical regions of the brain, feelings are sparked by emotions and shaped by personal experiences, beliefs, memories, and thoughts that are linked to that particular emotion. Strictly speaking, a feeling is the side product of the brain perceiving an emotion and assigning a certain meaning to it (LeDoux, 2012).

A MODEL OF EMOTIONS AND FEELINGS

One of the first and most prominent researchers is Paul Ekman (2011) who has long supported the view that emotions are discrete, measurable, and physiologically distinct.

For many years Ekman, in his research on facial expression, examined six emotions he theorized to be universally recognized: anger, disgust, fear, happiness, sadness and surprise (Shiota & Michelle, 2016). His latest research and recent cross-cultural studies have expanded universal emotions and provided evidence for other 22 emotions: amusement, awe, contentment, desire, embarrassment, pain, relief, and sympathy in both facial and vocal expressions, boredom, confusion, interest, pride, and shame facial expressions, as well as contempt, interest, relief, and triumph vocal expressions (Cordaro, Sun, Keltner, Kamble, Huddar, McNeil, 2018).

Robert Plutchik, starting from Ekman's theory, developed the "wheel of emotions" (Figure 1), suggesting eight primary emotions grouped on a positive or negative basis: joy versus sadness; anger versus fear; trust versus disgust; and surprise versus anticipation (Plutchick, 2001). According to the author, basic emotions can change to form emotions, based on cultural conditioning or combined associations. Primary emotions could combine to form the entire spectrum of human emotional experience in a similar way to how primary colors combine. For example, anticipation and joy may combine to form Optimism, joy and trust may mix to form love, anger, and disgust to form contempt.

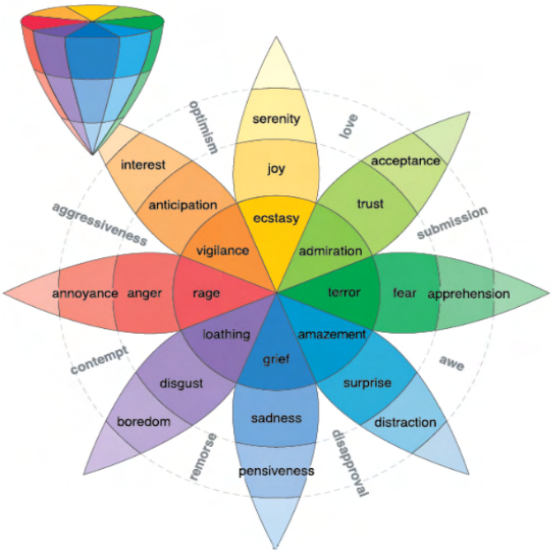
optimism
love
serenity
interest
joy
acceptance
anticipation
trust
aggressiveness
ecstasy
submission
vigilance
admiration
annoyance
anger
rage
terror
fear
apprehension
loathing
amazement
contempt
grief
awe
disgust
surprise
boredom
sadness
distraction
remorse
disapproval
pensiveness

Figure 1. Wheel of emotion, Plutchik (2001)

… FROM EMOTIONAL INTELLIGENCE TO SOCIAL and EMOTIONAL SKILLS

Altogether emotions are represented into the concept of Emotional Intelligence (EI). It has been presented as a complex integrative concept and linked to personality traits that contribute to define the emotional intelligence itself. Furnam and Petrides' model proposes 15 specific personality traits. With this concept some authors refer to a broad ability, equivalent to verbal or numerical ability except that the content domain is emotions rather than words or numbers (Mayer, Caruso, & Salovey, 2016).

Already in the nineties Salovey and Mayer's (1990) expanded the concept of EI opening to motivation and a social component. They proposed a conceptualization of EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions".

Later studies came up with an umbrella description of EI (Elfenbein & MacCann, 2017; Mayer et al., 2016) that includes:

- *Perceive emotions*: the ability to make judgments of another person's emotional state based on verbal and nonverbal expressions (e.g., tone of voice, facial expression, and posture)
- *Express emotions*: the ability to accurately convey or express an emotional state so that it is easily recognized by others
- *Understand emotions*: knowledge of how emotions progress over time, how they link to situational factors, and how they blend
- *Regulate own emotions*: the ability to regulate one's own emotions, up-regulating positive emotions, and down-regulating negative ones (and occasionally vice versa)
- *Regulate others' emotions*: the ability to regulate other people's emotions, up-regulating positive emotions, and down-regulating negative emotions (and occasionally vice versa)
- *Regulate Emotion attention*: the ability to regulate one's attention toward or away from emotional information

Within a real-life, practice-oriented, comprehensive framework based on research literature (Jones & Bailey, 2016; Jones & Bouffard, 2012), social and emotional skills are grouped into three conceptual categories:

- *Emotional processes* include emotional knowledge and expression, emotional and behavioral regulation, and empathy.
- *Social/interpersonal skills* include understanding social cues, interpreting others' behaviors and perspective-taking, navigating social situations, interacting positively with peers and adults, and behaving in a prosocial manner.
- *Cognitive regulation* includes basic executive functions such as attention control, response inhibition, working memory, and cognitive flexibility or set shifting.

The authors apply a developmental lens to this topic and suggest that skills are salient at different developmental moments, with early skills laying the foundation for those that come later. These developments emphasize the role of both a behavioral and an interpersonal component within the context of one's culture, neighborhood, and interpersonal situation where the interaction occurs (Elfenbein & MacCann, 2017), strengthening the link between the emotional and social component of human functioning and their development, and at the same time, orienting the attention to 'skills'. And a broad definition of social and emotional *skills* describes them as 'the kind of skills involved in achieving goals, working with others, and managing emotions' (OECD, 2015).

…and Social Emotional competence

Social emotional competence refers to the ability to use social and emotional skills and knowledge to be resourceful, adapt to, respect, and work well with others, and take personal and collective responsibility. Furthermore, Social-Emotional competence involves an individual's ability to express, receive and manage emotions as well as their effectiveness in forming and maintaining relationships, and in general interactions.

Denham (2019) describes emotional competence into these core aspects:

- *emotional expressiveness*: refers to specific emotions shown, with varying purposefulness, by children (e.g., happiness, sadness, anger, fear, and empathy/love), and the overall rate of such expressiveness, across emotions
  e.g., positive affect is important in the initiation and regulation of social exchanges; sharing positive affect may facilitate the formation of friendships, and render one more likable
- *understanding of emotions*: refers to children's knowledge about the emotions of themselves and others, including comprehension of basic emotions, their expressions, situations, causes, and consequences; and discernment of display rule usage, mixed emotions, and more complex emotions (e.g., guilt and shame)
  e.g., if a preschooler sees one peer bickering with another, and correctly deduces that the peer suddenly experiences sadness or fear rather than intensified anger, she may comfort her friend rather than retreat or enter the fray
- *regulation of emotion and behavior*: when its experience is too much or too little for themselves, or when its expression is too much or too little to fit with others' expectations, by using physical, cognitive, and/or behavioral strategies to dampen or amplify internal emotional experience and/or external emotional expression.
  e.g., play with peers is replete with conflict, this developmental focus demands emotion regulation; initiating, maintaining, and negotiating play, and earning acceptance, all require preschoolers to "keep the lid on"

Since it is in the continuous interaction between individual and context that the child learns to regulate better their emotions and relate in a competent way (Denham, 2006), the mentioned emotional skills contribute to social competence (Denham, 1998; Saarni, 1999). Numerous research studies show that a relationship with a consistent, caring adult who actively promotes the development of these dimensions is essential for healthy social-emotional outcomes in young children. In general, positive emotion in the family is associated with children's own positive emotions, with the converse true for negative emotion or lack of emotion (Denham, 2019). For example, family positive expressiveness also promotes emotion knowledge, perhaps because positive feelings render children more open to learning and problem solving (Denham, 2019).

Social and emotional skills influence many important life outcomes, but also the development and use of cognitive skills in people.
Social support is essential to facilitate the development of socio-emotional skills, motivations, and behaviors.
Socio-emotional competence does not reside in a child, it is based on the individual's ability to meet their own needs, while positive relationships (Krasnor & Denham, 2009).

OUR LENSES:

The components of social-emotional competence do not evolve naturally. The course of social-emotional development—whether healthy or unhealthy—depends on the quality of relationships that a child has the possibility to experience.
Actively promoting social-emotional competence requires, then, choices and activities that:

Adopt a perspective where both emotional and social are considered. In the continuous interaction between individual and context it is mandatory to encourage and reinforce social skills such as greeting others, taking turns, cooperation and resolving conflicts. Devoting a specific space to emotions and behaviors, to knowledge and action level, to awareness and management skills, it means creating the bases for these levels to interact and allow children to experience more well-being and maintain satisfying relationships with others.

Care for the significant adults, both teachers and parents. Creating an environment where adult take care of their Social and Emotional Wellbeing and in which children feel safe to express their emotions with the contribution of teachers and family is essential for healthy social-emotional outcomes in young children.

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1.3 SOCIAL AND EMOTIONAL LEARNING:

basic choices

Social and emotional learning is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors (Donoso, Collins, & Koechlin, 2014). It is the learning that unites all areas of human life: social, emotional, academic, cognitive, physical, etc. It begins in the first year of life and lasts a lifetime. School may play a specific role in its dvelopment

THE ROOTS

For centuries, social and emotional learning has taken place in small groups such as the family, the neighborhood, and the classes. In these small groups, societies had the opportunity of transferring to children their social norms and values, skills, and habits of prosocial behaviour with low level of modification.

The fast and often unpredictable changes and complexities of actual societies highly impacted the status quo. Traditional values and vision are challenges so much that in some cases the liquid modernity is depicted as a crisis of social principles, ethical values, moral directions (LaBar & Cabeza, 2006). Difficulties in adult life could negatively impact the construction of a trust and healthy relationship with children and reduce the opportunity of learning adequate social and emotional skills. Positive child development is, in fact, threatened by unsupportive and unmeaningful relationships with adults. In extreme cases they could experience so negative feelings and emotions that they could arrive to think to have nothing to lose and take dramatic decisions.

What is highlighted by international warning is that mental health problems are arising: anxiety, depression, propensity to use addictive substances, breaking the rules, or criminal behavior. Providing opportunities for social and emotional learning is targeted as a crucial for coping with a variety of life situations since the consequences of social and emotional incompetence limit the future lives of young people. Consequently, adults and educators need to become aware of the importance of social and emotional learning and make all the efforts for providing environments where children and adolescents can experience care and acquire social and emotional competencies.

The school is of course a prominent place where social and emotional learning can be carried out. Educators are requested to be aware of children challenges, understand how complex it is growing in actual societies and become a protective factor that outweighs all these risks.

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A GUIDING MODEL

Social and emotional development is a lifelong process, and its success is revealed by the expression of social and emotional competencies. This competence could be conceptualized as the ability to understand, manage, and express the social and emotional aspects of one’s life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development (LaBar & Cabeza, 2006).

The effort carried out in the United States by the Collaborative for Academic, Social, and Emotional Learning (CASEL), in the last twenty years has spread research on socioemotional learning (SEL) defined as a process through which children and adults effectively acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, to establish and achieve goals, to try and show empathy for others, to establish and maintain relationships positive, and to take decisions responsibly (Schonert-Reichl, 2017). More specifically, there are five skills that are expected to become an essential - and not ancillary - part of the school curriculum, starting from early ages, to ensure a positive growth of the new generations.

The provision proposed by CASEL is widely followed:

- **Self-Awareness** (Identifying and recognizing emotions; Accurate self-perception; Recognizing strengths, needs, and values; Self-efficacy; Spirituality);
- **Social Awareness** (Perspective taking; Empathy; Appreciating diversity; Respect for others);
- **Responsible Decision Making** (Problem identification and situation analysis; Problem solving; Evaluation and reflection; Personal, moral, and ethical responsibility);
- **Self-Management** (Impulse control and stress management; Self-motivation and discipline; Goal setting and organizational skills);
- **Relationship Management** (Communication, social engagement, and building relationships; Working cooperatively; Negotiation, refusal, and conflict management; Help seeking and providing).
- perform tasks that require subject knowledge, but successful completion of the task requires the demonstration of social and emotional competencies.
- A **positive school climate** that allows the student to feel a constant care for his or her well-being. In the atmosphere of care and consideration students are motivated to transfer the knowledge gained in the classroom environment and apply it in a variety of activities and settings. Without feeling stressed and emotionally vulnerable, students feel free to demonstrate social and emotional competencies. Only by feeling safe students transfer the social and emotional competencies acquired during lessons outside the classroom and develop appropriate behavioral skills.
- **School - community collaboration**. The level of engagement in local community, the leaders of the community, determines whether the student will apply social and emotional competencies after school. Social and emotional learning outside school takes place only when the school, families and informal community leaders are united by the same philosophy of the importance of social and emotional learning.

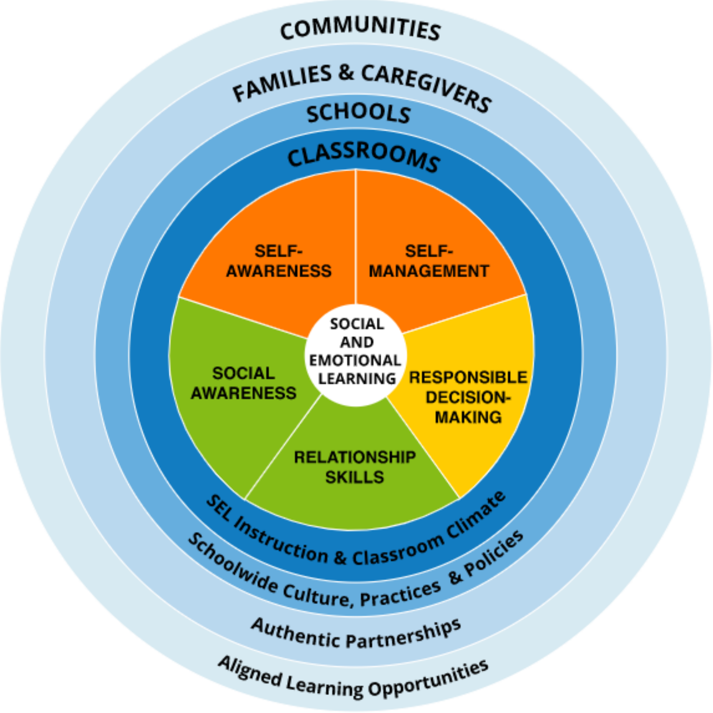
COMMUNITIES
FAMILIES & CAREGIVERS
SCHOOLS
CLASSROOMS
SELF-AWARENESS
SELF-MANAGEMENT
SOCIAL AND EMOTIONAL LEARNING
SOCIAL AWARENESS
RESPONSIBLE DECISION-MAKING
RELATIONSHIP SKILLS
SEL Instruction & Classroom Climate
Schoolwide Culture, Practices & Policies
Authentic Partnerships
Aligned Learning Opportunities

Figure 1. CASEL framework (casel.org)

The CASEL framework promotes a series of skills that allow the development of resources and strengths while preventing counterproductive behavior and unsatisfactory results (Damon, Lerner, Renninger, Sigel, 2006).

Socio-emotional competence is a fundamental factor to be considered in interventions conducted in schools, because it allows us to build in the direction of different aspects:

- promotes positive, behavioral, and academic results that are important for healthy development;
- predicts important results related to the future;
- can be improved with feasible and cost-effective interventions;
- plays a critical role in the behavior change process.

(Domitrovich, Durlak, Staley & Weissberg, 2017)

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RESEARCH STUDIES AND ACTIONS

At the initiative of CASEL and other organizations, many social and emotional education programs have been developed for schools. The impact of these programs on student development and academic success has been analyzed according to the most rigorous research methodologies. Decades of research have revealed that effective social and emotional education programs cover three areas:

Specific social and emotional **learning curriculum delivered in the classroom**. Using student-centered teaching methodology specific SEL methods are developed and used. Students are involved in activities where they practice engagement, communication, collaboration, etc. They demonstrate social and emotional competencies in a classroom setting. These methods can be presented in two ways. The first way is to dedicate a lesson to the topic of developing social and emotional competencies. Learning time is allocated on a regular basis each week, during which students deepen and practice social and emotional competencies in the classroom. The second way is to integrate the content of social and emotional education and the content of the subject. In this case, students perform tasks that require subject knowledge, but successful completion of the task requires the demonstration of social and emotional competencies.

A positive school climate that allows the student to feel a constant care for his or her well-being. In the atmosphere of care and consideration students are motivated to transfer the knowledge gained in the classroom environment and apply it in a variety of activities and settings. Without feeling stressed and emotionally vulnerable, students feel free to demonstrate social and emotional competencies. Only by feeling safe students transfer the social and emotional competencies acquired during lessons outside the classroom and develop appropriate behavioral skills.

School - community collaboration. The level of engagement in local community, the leaders of the community, determines whether the student will apply social and emotional competencies after school. Social and emotional learning outside school takes place only when the school, families and informal community leaders are united by the same philosophy of the importance of social and emotional learning.

Social and emotional learning for many students nowadays begins in the classroom and provides answers to many concerns. For children and adolescents, relationships are extremely important, so curricula focusing on how to build respectful and meaningful relationships are also very important. On the other hand, the end results of social and emotional learning are determined by the environment. Effective social and emotional learning occurs when the school and community environment supports and affirms the expression of the student's social and emotional competencies.

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Social and emotional education includes coordinated efforts to teach children self-awareness, social cognition, the ability to make responsible decisions, self-management, and relationship management skills. It is closely related to the improvement of academic results and, together with the teaching methodology and the quality of school management, is one of the three key factors determining the success of a school.

Pillars in this process are then:

- *Providing opportunities for learning and fostering social and emotional skills.* It has multiple benefits for actual and future life of children and their life contexts. The dialogue between personal aspects with social aspects emerge as crucial in thinking about training program that aim to foster a positive development.
- *Becoming more skilled in making good decision assumes a preventive meaning.* It shows its relevance both in personal and social dimensions of actual and future life. Children should in fact be offered opportunities for learning skills that allow them to process the present with a glance to the future in a co-construction effort that joint schools as well as families.

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1.4 BUILDING A POSITIVE EDUCATIONAL COMMUNITY

Children learn in many different settings, including their families, schools, and communities, with each context playing an important role throughout childhood and adolescence.

The aim of the psSMILE project is to contribute to building emotionally stable, inclusive, and healthy communities where significant adults, namely parents and teachers, take care of their own socio-emotional functioning and support its development in children.

THE ROOTS

Research shows that children have considerable potential to develop social and emotional skills throughout life by their environment (Srivastava et al., 2003).

Most proximal environment as family, teachers and schools have numerous opportunities to provide learning environments where skills can be developed, enhanced, and reinforced through practice and daily experiences. Parents shape the child's first values, familiarize them with societal rules and norms of behavior, communication skills, and the world of feelings.

As Goleman argues (Goleman, 1996) family life is the first gym where children play and develop social-emotional skills. He asserts that here children learn how to know their feelings and what to do with them, as well as how other people will react to others' feelings and choices people make in expressing their feelings. Children come to school with different experiences and different levels of social and emotional skills development. Therefore, for some children it is easier to adapt to the new environment, to meet different requirements, to communicate with peers and to learn, and for other children it is more difficult. Thus, to enhance the development of social and emotional skills, parents should be involved in the educational process.

Researchers have been revealing the importance of parental involvement in children's learning, children showing relevant forms of social behavior (i.e., prosocial behavior refrain from forms of disruptive and antisocial behavior) are positively related to acceptance by peers, motivation to achievement and academic success (Wentzel, 2009) and the lack of these skills often hinders the educational process of students (Sheridan, Kim, Beretvas & Park, 2019)

We can teach the student how to manage anger, how to listen to another person, or how to express what you do not like. However, if the child does not have someone to share these skills with when he or she returns home and no one will support or encourage him or her, he or she will use old and not necessarily appropriate methods.

A GUIDING MODEL

Foundations to family-school-parent connections supporting children's learning and development can be found in Bronfenbrenner ecological systems theory (Bronfenbrenner, 1979) and later developments (Sheridan, Smith, Moorman, Beretvas & Park, 2019).

Children's learning and development are influenced by events occurring within and across multiple systems and the interactions between them.

Microsystems such as family and classroom are most proximal to the child and have an immediate impact on development. The interactions, experience, and relationships between microsystems, such as communication between parents and teachers, represent the mesosystem.

Influence on the child's development is also indirectly coming from the exosystem (e.g., events in the parents' workplace) and from the macrosystem (cultural norms and values) and from the effect of the chronosystem (interactions and influences change over time).

Direct influences (the home and school microsystems) and relational influences (the home-school mesosystem) can be seen as the basis of family-school interventions (Sheridan et al., 2019).

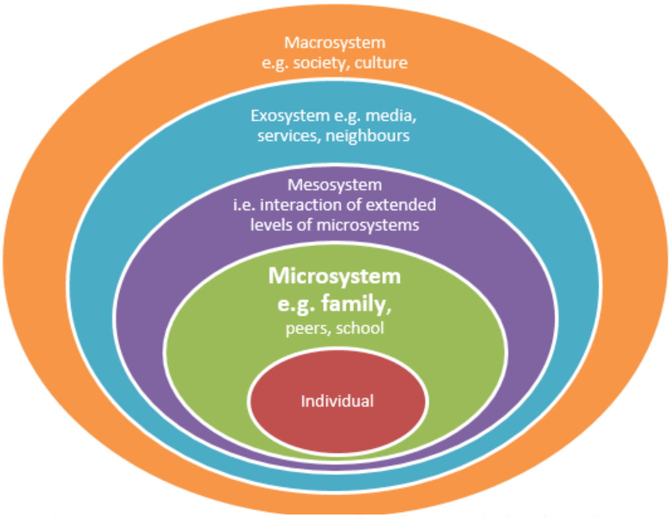


Figure 1. Bronfenbrenner ecological model (1979)

…Participation as a key concept for a positive educational community

Within the systems mentioned, the family-school partnership aims at promoting the participation of significant caregivers (e.g., parents, grandparents, stepparents, foster parents) in the educational process (Fishel & Ramirez, 2005). Participation can be characterized by the quality of the learning experience from the learner perspective, and therefore it must incorporate the views of the learners themselves (Ainscow, 2016). In addition, school-level process factors contribute facilitating or hindering a sense of belonging and a sense of autonomy to the learner, as well as a sense of a meaningful participation with peers of the same age.

For a full participation of all to the educational process, the involvement of both the meso (family, school, or classroom) and micro (individual learner) levels should be then considered (Ramberg & Watkins, 2020). Evidence exists, in fact, that positive parenting roles and practices support children's efforts in school and lead to academic achievement and social skills improvement (Sheridan, Witte, Holmes, Wu, Bhatia, Angell, 2017a; Smith, Reinke, Herman & Huang, 2019). An effective school-family partnership has been shown to be responsible for supporting and improving children's learning opportunities and experiences: when the development of these interactions is regularly part of the education process, benefits for children, teachers and families are achieved through positive changes in social skills and adaptive children's behaviors, through the use of effective strategies for teachers and through the positive and effective practices of parents to help their child succeed in school (Sheridan et al. 219).

Participation for all is also a core concept of inclusive education, that is the "struggle to ensure access to meaningful and equitable education". Besides contextualizing inclusive education within local systems and variable in terms of socio-historical context and school organization (Slee & Allan, 2001; Waitoller & Kozleski, 2013), recent studies underline other key factors responsible for creating an inclusive environment. Attitudes and beliefs of teachers, for instance, play a key role (Oluremi, 2015). It is worth mentioning here, in particular, their self-efficacy and agency that is their ability to be effective in impacting and changing the contexts where they work (Ferrari & Sgaramella, 2020).

CURRENT AND FUTURE DIRECTIONS

Working for assuring education to all, promoting participation, and fostering the inclusiveness of life contexts align with the recommendation of the Agenda 2030 for Sustainable Development.

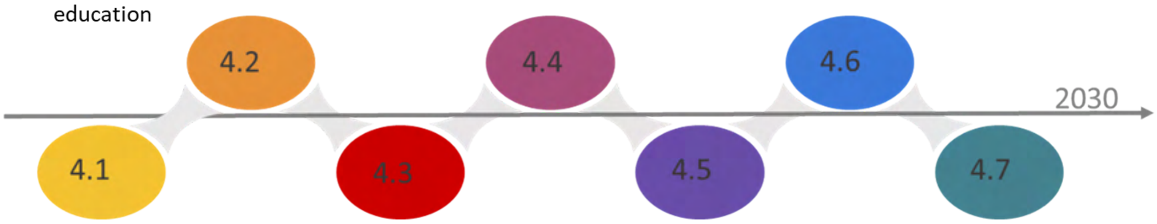
Published in 2015 by the United Nations General Assembly it includes 17 global and interlinked goals (SDGs), to be a "model for achieving a better and more sustainable future for all". Goal 4 of the Education SDG promotes education for sustainable development (ESD).

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all Targets are:

ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education

substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy



ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Figure 2: Sustainable development goals (SDGs) 2030, Colglazier, (2015)

Education plays, then a key role in addressing the development challenges promoted by the 2030 Agenda. This is particularly relevant for the most marginalized individuals when it comes to the right to quality basic education (Educate A Child October, EAC, 2016) .

Social and emotional skills and educational priorities Fostering social and emotional skills is also connected with equality for all. Equality in education means that personal or social circumstances (gender, ethnic origin, or family background) but also lack of opportunities for social and emotional skills development, should not obstacle the achievement of educational potential.

These skills, in fact, have the potential to compensate for the effects of socioeconomic disparities on academic performance (Steinmayr, Dinger & Spinath, 2012; Suárez-Álvarez, Fernández-Alonso & Muñiz, 2014; Tucker-Drob & Harden, 2012). By ensuring that all students, besides cognitive skills, develop socio-emotional skills, schools and education systems can be at the forefront of creating more inclusive communities and fair societies.

Agency within schools/ sustainable Implementing the concept of inclusion in schools suggests that schools can learn and engage in collaborative problem solving, develop the capacity within the organization to support and apply generic problem-solving strategies. Schools, under this lens, are dynamic and fluid organizations with a common goal of sustaining each other by bringing people together to share experiences and find common ground as a basis for action (Shaw, 2016). The idea of working together to achieve common goals, building a collective agency that has greater strength in claiming the right to participation of marginalized people (Burns et al. 2015) and in which there is a greater sense of belonging.

OUR LENSES

When we promote social and emotional skills, we build skills that can offset the effects of differences, promote participation and social inclusion. Social and Emotional Capacity Building contributes to Social Inclusion, to the process that develops "along the domain of participation, connection and citizenship (Cordier, 2017).

Social and Emotional Capacity Building contributes to Social Inclusion by supporting:

- *Participation* conceived both as economic participation (employment, development of autonomous enterprises, education, and training) and social and spiritual participation.
- *Connection*, that is the sense of belonging and relationships within social groups, feelings of attachment to family, friends, neighbors, and the wider community.
- *Citizenship*, when inclusion extends to community engagement and access to community services.

Teachers' agency supports effective participation. Within this scenario leads them cultivate student learning and improve education (student-centered strategies, differentiation, flexible grouping, curricular supports); collaborate with school personnel; foster family-school-community connections. These are concrete actions that represent a significant departure point from which teachers can use their agency to support effective participation for all students (Miller, Wilt, Allcock, Kurth, Morningstar & Ruppar, 2020).

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PART TWO

Methodological Background

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2.1 DRIVERS FOR EFFECTIVE ACTIONS:

Standards, Learning Principles and Strategies

To set up goals that were adequate for our age group of students, cross culturally adequate for our countries and aligned with the work done internationally about our topic we decided to take into consideration the suggestions from our national and the transnational reports and integrate them two sets of standards:

Learning standards present the goals and benchmarks for student learning in each subject area, they create uniformity and coherence in education by establishing and communicating priorities and providing a common language and structure for instruction within subject areas. They can be considered as an attempt to raise the educational level by providing examples of high-quality standards in different areas of the curriculum (Dusenbury, Zadrazil, Mart, Weissberg, 2011).

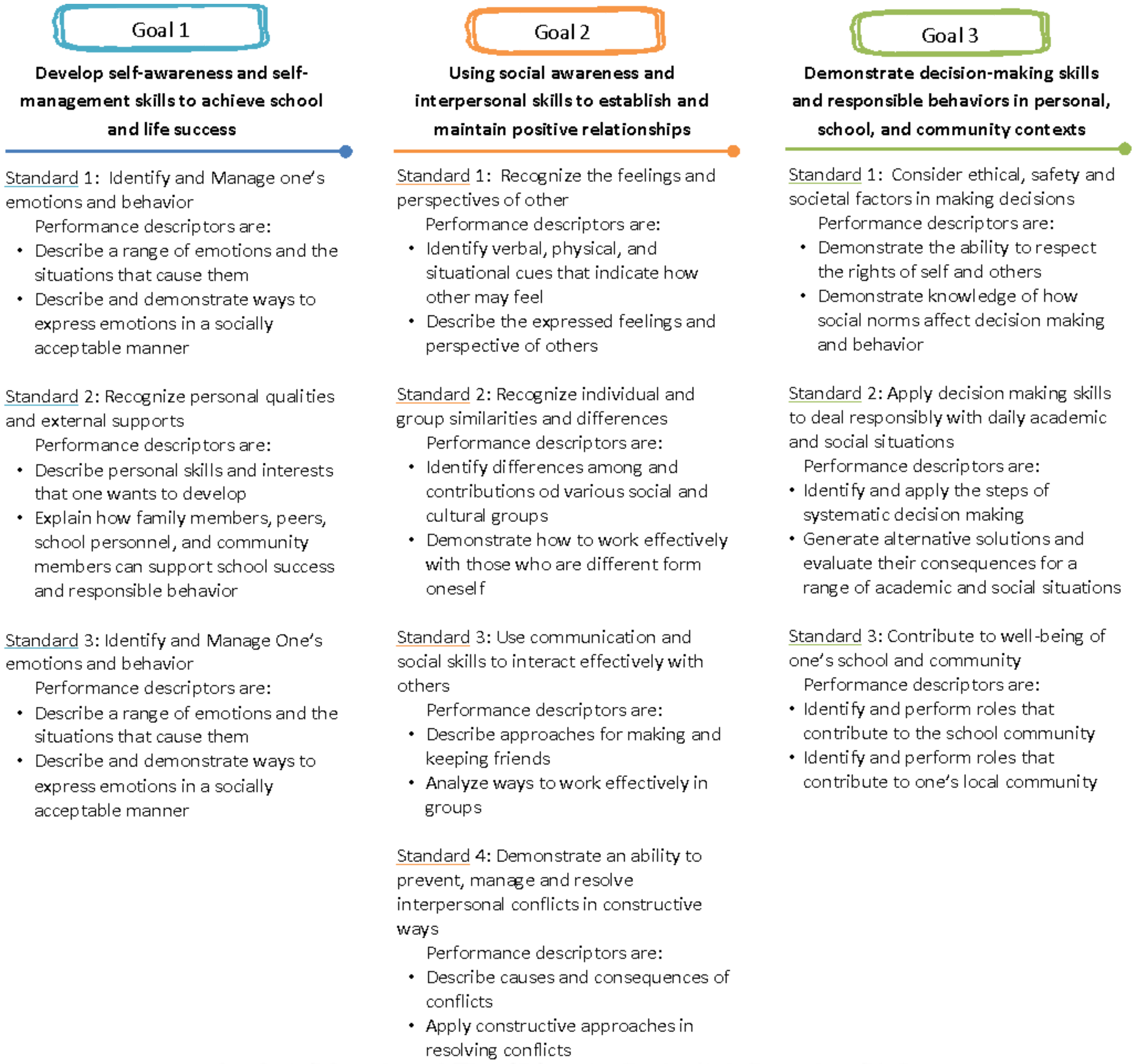
DRIVER 1: STANDARDS IN SE LEARNING AND FUTURE CONSTRUCTION

The Illinois SEL standard model (Illinois State Board of Education, 2006) and The Australian Blueprint for Career Development (Ministerial Council for Education, Early Childhood Development, and Youth Affairs, 2010) are two model that developed free-standing and comprehensive standards to supporting a positive development a clear priority.

The guiding principles: The Illinois SEL standard model

It is known that CASEL offers a general model of SEL competences to be implement. The work done until now under the Common Core State Standards initiative across 42 states have not produced a unique SEL standard model. As Dusenbury and colleagues highlight in their examination of the states' SEL standard (Dusenbury, Calin, Domitrovich, Weissberg, 2015), the Illinois is the first state that started to develop a model, and this is now considered one of the most comprehensive for K-12 (Illinois State Board of Education, 2006).

The Illinois SEL standard model is organized for each school grade, from pre-school to high school, in 3 main goals. For upper elementary each goal includes three to four standards for a total of 10 and two performance descriptors for each standard for a total of 20 (Figure 1).



Goal 1

Develop self-awareness and self-management skills to achieve school and life success

Standard 1: Identify and Manage one's emotions and behavior

Performance descriptors are:

- Describe a range of emotions and the situations that cause them
- Describe and demonstrate ways to express emotions in a socially acceptable manner

Standard 2: Recognize personal qualities and external supports

Performance descriptors are:

- Describe personal skills and interests that one wants to develop
- Explain how family members, peers, school personnel, and community members can support school success and responsible behavior

Standard 3: Identify and Manage One's emotions and behavior

Performance descriptors are:

- Describe a range of emotions and the situations that cause them
- Describe and demonstrate ways to express emotions in a socially acceptable manner

Goal 2

Using social awareness and interpersonal skills to establish and maintain positive relationships

Standard 1: Recognize the feelings and perspectives of other

Performance descriptors are:

- Identify verbal, physical, and situational cues that indicate how other may feel
- Describe the expressed feelings and perspective of others

Standard 2: Recognize individual and group similarities and differences

Performance descriptors are:

- Identify differences among and contributions od various social and cultural groups
- Demonstrate how to work effectively with those who are different form oneself

Standard 3: Use communication and social skills to interact effectively with others

Performance descriptors are:

- Describe approaches for making and keeping friends
- Analyze ways to work effectively in groups

Standard 4: Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways

Performance descriptors are:

- Describe causes and consequences of conflicts
- Apply constructive approaches in resolving conflicts

Goal 3

Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

Standard 1: Consider ethical, safety and societal factors in making decisions

Performance descriptors are:

- Demonstrate the ability to respect the rights of self and others
- Demonstrate knowledge of how social norms affect decision making and behavior

Standard 2: Apply decision making skills to deal responsibly with daily academic and social situations

Performance descriptors are:

- Identify and apply the steps of systematic decision making
- Generate alternative solutions and evaluate their consequences for a range of academic and social situations

Standard 3: Contribute to well-being of one's school and community

Performance descriptors are:

- Identify and perform roles that contribute to the school community
- Identify and perform roles that contribute to one's local community

Figure 1. Upper elementary goals, Illinois State Board of Education (2006)

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The guiding principles: Australian Blue Print for Career Development

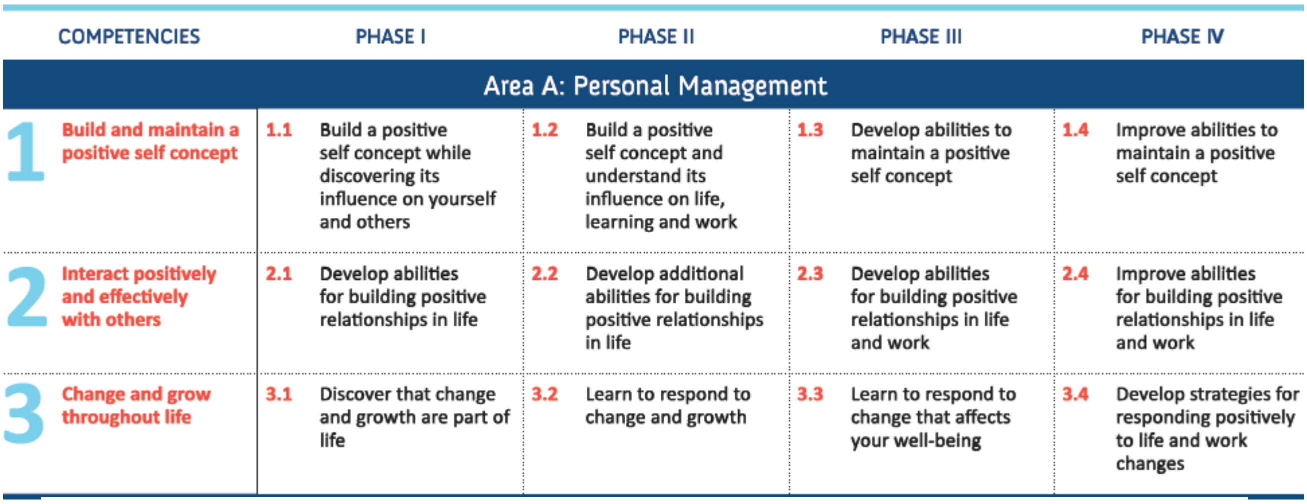
A second set of standards we decided to refer to comes from the Australian blueprint, a document that includes a set of competences useful for supporting a positive development and readiness for working and adult life.
The competences are organized in three main areas:

Personal Management

Learning and Work Exploration

Life-Work Building/Career Building

Competences appropriate for elementary children are described at Level 1 (Figure 2). Competencies ascribed to Personal Management are particularly appropriate for the PSsmile goals. They, in fact, focus on the development of self-awareness and including understanding attributes and attitudes, building positive interpersonal relationships, understanding growth and change is part of human life.



COMPETENCIES	PHASE I	PHASE II	PHASE III	PHASE IV
Area A: Personal Management				
1 **Build and maintain a positive self concept**	1.1 Build a positive self concept while discovering its influence on yourself and others	1.2 Build a positive self concept and understand its influence on life, learning and work	1.3 Develop abilities to maintain a positive self concept	1.4 Improve abilities to maintain a positive self concept
2 **Interact positively and effectively with others**	2.1 Develop abilities for building positive relationships in life	2.2 Develop additional abilities for building positive relationships in life	2.3 Develop abilities for building positive relationships in life and work	2.4 Improve abilities for building positive relationships in life and work
3 **Change and grow throughout life**	3.1 Discover that change and growth are part of life	3.2 Learn to respond to change and growth	3.3 Learn to respond to change that affects your well-being	3.4 Develop strategies for responding positively to life and work changes

Figure 2. Level 1, Australian Blue Print for Career Development, Ministerial Council for Education (2010)

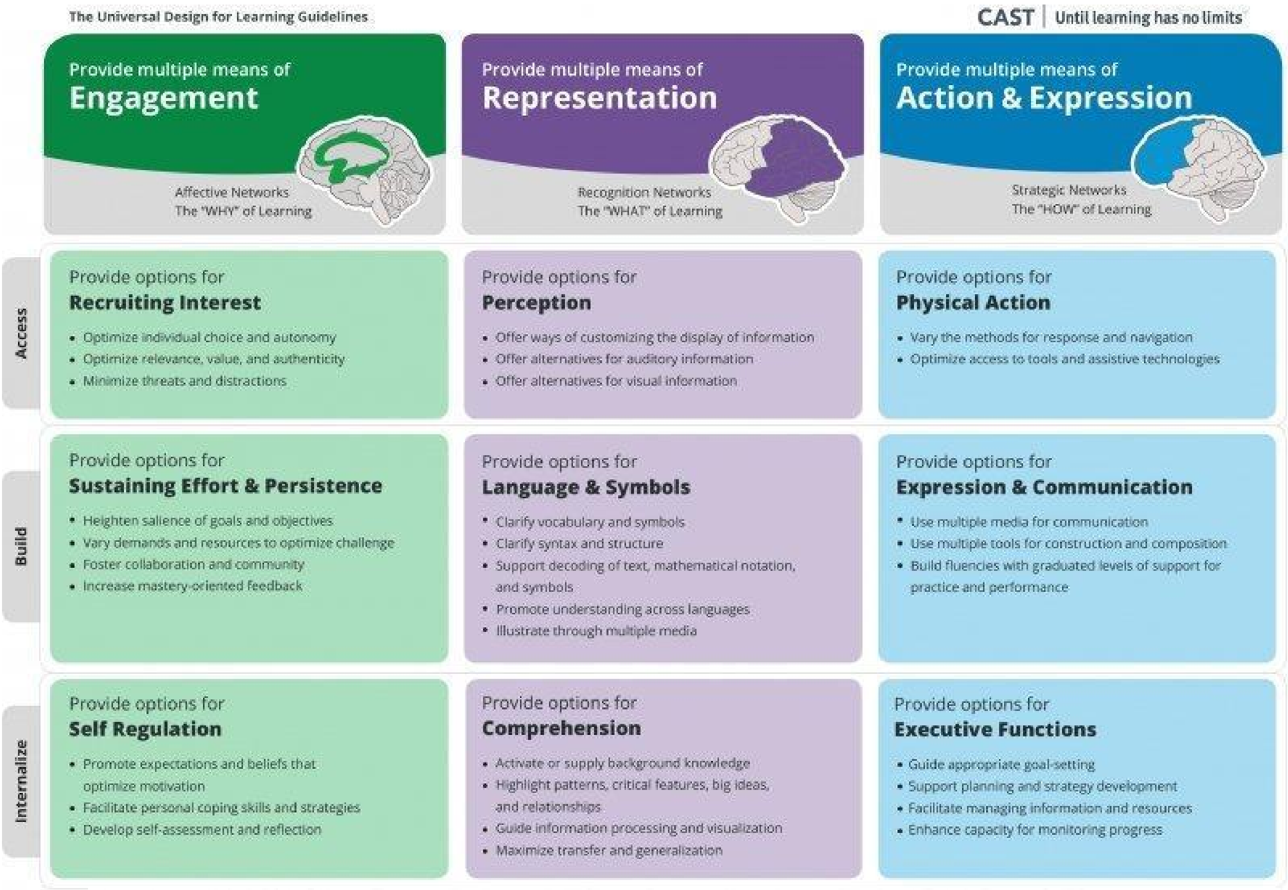
Learning standards are statements about what students should know and be able to do because of educational route. Both standard models develop an important framework for teaching and practice, with the aim to "integrate thought and feeling to live more effectively" (Australian Blue Print for Career Development,2010) underlining how the integration between the different domains supports the opening towards future goals and choices.

DRIVER 2: TAKING DIVERSITY IN THE LEARNING CONTEXT

Universal Design for Learning (UDL) can be defined as an educational approach or philosophy with the goal of meeting the needs of diversity in learning environments, by suggesting flexible instructional materials, techniques, and strategies that empower educators. By using UDL, educators are proactively designing a curriculum that responds to the needs of the greatest variety of users from the start, reducing the need for costly, time-consuming, and after-the-fact changes and adaptations (Rose & Gravel, 2010).

The guiding principles: Universal Design for Learning

To specify the three main principles, CAST (2018a) published the *Universal design for learning (UDL) guidelines version 2.2*. The scheme presented below, provides a visual representation of the guidelines, and explores each topic with additional details.



The Universal Design for Learning Guidelines

CAST | Until learning has no limits

	Provide multiple means of **Engagement** Affective Networks The "WHY" of Learning	Provide multiple means of **Representation** Recognition Networks The "WHAT" of Learning	Provide multiple means of **Action & Expression** Strategic Networks The "HOW" of Learning
Access	Provide options for **Recruiting Interest** • Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions	Provide options for **Perception** • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information	Provide options for **Physical Action** • Vary the methods for response and navigation • Optimize access to tools and assistive technologies
Build	Provide options for **Sustaining Effort & Persistence** • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback	Provide options for **Language & Symbols** • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media	Provide options for **Expression & Communication** • Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance
Internalize	Provide options for **Self Regulation** • Promote expectations and beliefs that optimize motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection	Provide options for **Comprehension** • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization	Provide options for **Executive Functions** • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress

Figure 3: CAST (2018a). *Universal design for learning guidelines version 2.2.* Wakefield, MA

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The guiding principles:

In accordance with CAST's (2018b) definition of the approach, three general principles guide the implementation of UDL:

The WHY of Learning

Providing Multiple Means of Engagement

Because learners differ markedly in the ways in which they can be engaged or motivated to learn, it is necessary to provide multiple options for engagement; some students might be attracted to novelty, while others might prefer a predictable routine and structure. Ensuring multiple means of engagement will neurologically activate affective networks that may enhance the outcome of the learning experience.

In our program...

using real-life situations to reflect and enter into the dialogue is one of the strategies to increment engagement. Involving caregivers from different contexts is another key-element for engagement of diversity in the PS SMILE program.

The WHAT of Learning

Providing Multiple Means of Representation

Students may diverge in the ways they perceive and comprehend the information that is presented; some learners may have with sensory disabilities or preferences (e.g., blindness or deafness), others may present learning disabilities (e.g., dyslexia), language or cultural differences. No type of representation is optimal for a particular kind of content and there is no ideal means of representation that suits all the students or all types of learning. It is essential to provide options for the representation of content, as this will neurologically activate recognition networks that will take the learning experience further

In our program...

texts, comic strips, videos and music are some of the multiple ways used to represent and present the more relevant content, so that different needs, from different children, are addressed.

The HOW of Learning

Providing Multiple Means of Action Expression

Most likely, different students in the classroom will differ in the ways they can navigate a learning environment and experience and express what they know. For example, some individuals may struggle with expressing themselves by speaking (e.g., someone with a motor speech problem), while others may have difficulty with written expression (e.g., a person with a language disorder). There is not a means of expression that will be optimal for all the learners. Providing diverse options for action and expression is essential and will activate neurological strategic networks with positive impact on learning.

In our program...

children are allowed to express their learning in dialogues, with written texts and even by creating diverse art projects. All these options for engagement facilitate the participation of the diversity of learners in the classroom.

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When reflecting about the three principles of the UDL approach, it may be interesting to think of those as a GPS (meaning, the car's Global Positioning System) that supports the educator in understanding where the learner is and how to flexibly conduct him/her towards the intended destination. Rose and Gravel (2010) use this analogy and compare the learning process to a trip; at the end of the trip, the GPS narrator will announce: "You've arrived." Perhaps you did not take exactly the route you were expecting … Perhaps you had to wander around for a while until you found the right way … But in the end, you have reached the destination you intended, with just the right amount of support.

The UDL principles are supposed to be used in this flexible and dynamic way, supporting each learner with the appropriate strategies for him/her to find his/her way and co-create his/her learning.
… However, using the UDL approach does not mean that individual adaptations and pedagogical differentiation will no longer be needed or acceptable to better respond to the multiple needs of diverse learners; as will be explored further in the chapter, the UDL guidelines are a flexible way of implementing principles that will conduct to a more universal learning experience.

DRIVER 3: STRATEGIES FOR EFFECTIVE LEARNING

When planning a learning experience, using the UDL guidelines "from the start" will be useful to address the needs of diverse learners more effectively in the group; no group is homogenous or has one optimal learning method, therefore it is unrealistic to plan the learning process thinking of an average student or having a norm as reference.

The guiding principles

While implementing the learning activities, thinking more specifically about the strategies that will be used may be important. Weinstein and Sumeracki (2018) suggest six strategies for effective learning, supported by the Cognitive Psychology.

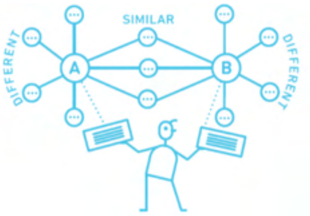
All the strategies below can be considered highly relevant because they have supporting evidence from cognitive psychology and from the science of learning, moreover they have converging evidence from controlled laboratory studies, classroom studies and practical use of the strategies in education (Pomerance, Greenberg & Walsh, 2016).

THE PRINCIPLES IN ACTION

As defined by the authors from The Learning Scientists Project (Weinstein & Sumeracki, 2018), these strategies are:

ELABORATION

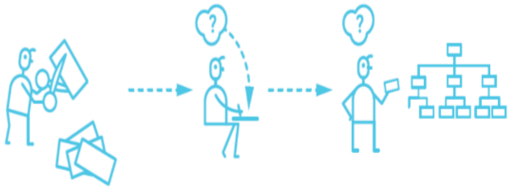
Describing and explaining ideas with detail, establishing relationships between different ideas, and connecting them to own experiences and memories.



While using the PSsmile activities you can …
… describe the skills and topics that are being explored thoroughly, making connection to specific situations from the student's or group's experiences.

RETRIEVAL PRACTICE

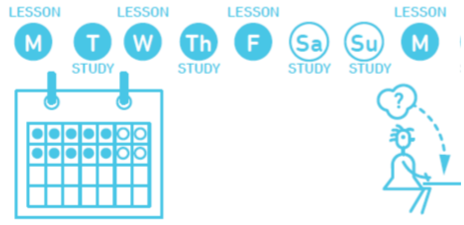
Making the effort of bringing the ideas and content learnt to mind, evoking specific information and details, and checking accuracy afterwards.



While using the PSsmile activities you can …
… use the suggested flash cards with the group, trying to recall detailed information gained from a previous activity and checking the accuracy of your notes afterwards.

SPACED PRACTICE

Planning the work spread along the time; it is better to work on a topic for five hours throughout a week, than to study it for five hours in the same day.



While using the PSsmile activities you can …
… spread the exploration of a specific content (e.g., identifying own emotions) in time, instead of intensively going through the whole content in one long session.

CONCRETE EXAMPLES

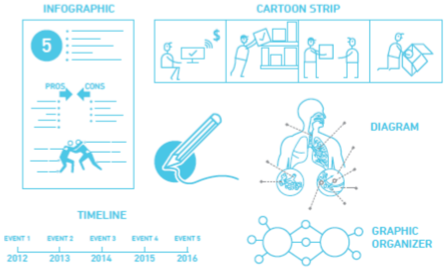
Using specific and concrete examples to explain the more abstract and complex ideas, making connections between ideas and examples, and asking for the learners to share their own examples.

eg
eg
eg
eg
eg

While using the PSsmile activities you can …
… Use the examples suggested in the manual, ask the students to think of examples, look for more examples on the internet …

DUAL CODING

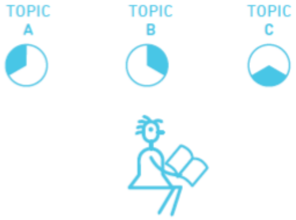
Combining words (verbal information) with visuals, such as infographics, diagrams, graphic organizers, or timelines. It can also be done in the reverse way; look at a visual and explain the content in own words.


INFOGRAPHIC
5
PROS
CONS
CARTOON STRIP
DIAGRAM
TIMELINE
EVENT 1
EVENT 2
EVENT 3
EVENT 4
EVENT 5
2012
2013
2014
2015
2016
GRAPHIC ORGANIZER

While using the PSsmile activities you can …
… draw a facial expression to facilitate learning the names of different emotions.

INTERLEAVING

Switching between topics while you explore contents, not studying the same idea for too long and going back over the ideas again to consolidate the learning and to make connections.


TOPIC A
TOPIC B
TOPIC C

While using the PSsmile activities you can …
… use activities from different domains when you implement the program, switching between topics.

The six key strategies are very flexible, meaning that they can be used in different ways and in diverse learning situations.

… However, this also means that they are not prescriptive, and it is not guaranteed that they will “always work.” A clear understanding of the strategies and how they work can help educators and learners; the first, will be able to use the strategies effectively in their classes and the later might learn to infuse them in their own study sessions and autonomous learning (Weinstein & Sumeracki, 2018)

OUR LENSES:

Recent approaches show a comprehensive vision of school and life success that encompasses multiple domains of students' development, including social and emotional development (Pomerance, Greenberg & Walsh, 2016), and how goals and choices can change when we take into consideration different dimensions.

- *The importance of a future oriented and integrated approach* is proposed in the Standard models presented, underlining the relevance of looking at present and future objectives and undertaking a positive approach, emphasizing the role of decision making in the domains and in all proposed activities.
- *Schools can be seen an ideal place to provide everyone learning activities* designed to help them achieve their best leadership chances, happy, healthy, and independent lives, reach their unique career potential. (Patton & McMahon, 2015).
- *Standards* are one element of a coordinated approach to effective education that includes: clear and appropriate educational goals and benchmarks, evidence-based curricula, and instruction to achieve those goals and professional development for teachers to support high-quality instruction (Dusenbury, Zadrazil, Mart, Weissberg, 2011).

What is interesting and relevant to bring in PSsmile, is that each competence is described in terms of: knowledge to acquire, skills to apply in numerous situations, personalization and reflection as well as act and practice new knowledge and skills.

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2.2 INNOVATION AND TECHNOLOGY IN SOCIO-EMOTIONAL LEARNING

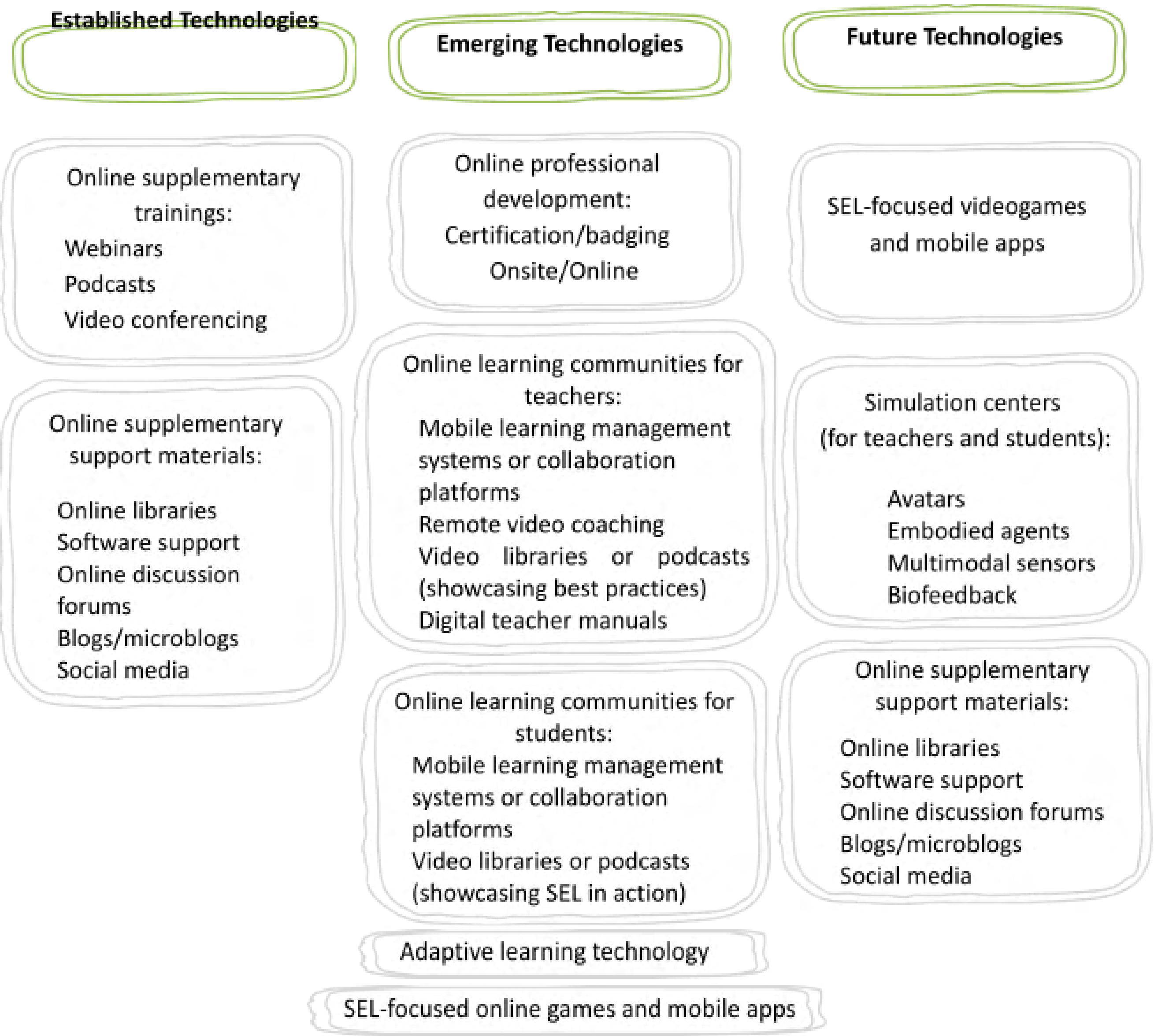
The numerous benefits of SEL (e.g., increased chance of academic and workplace success, reduced emotional distress, reduced risk of behavioral problems, improvement of scholastic environments, etc.) are starting to be recognized by more and more teachers (Fischer & Stacy, 2017; Bhalla, 2019). It may start from school, but it certainly does not end there!
Since it involves such a wide field of action, SEL curricula need new and specific tools to help them overcome those and other deficiencies. If applied wisely, technology can be a useful ally in designing those tools. Within this chapter, it will be shown some of the benefits that technology could provide to SEL, it will be presented some examples and some innovative solutions currently investigated, and it will be also briefly introduced the PSsmile Mobile App, its aim, functions, and components.

THE ROOTS and MAIN RESEARCH STUDIES AND ACTIONS

Stemmed from the recent interest and the recognition of the important role played by non-cognitive skills in the learning process of every age students (from preschool to higher education level), Socio-emotional Learning (SEL) curricula are now booming, as more and more countries are including social and emotional competencies (SECs) in their national education strategies (Cefai, Bartolo, Cavioni, Downes, 2018) , and international organizations, such as the Organization for Economic Cooperation and Development (OECD) and the World Economic Forum (WEF), are promoting their diffusion (OECD, 2015; WEF, 2016).

Although at an initial stage, research addressing the relation between SEL and technologies are not missing. This manifests a new trend in the use of educational technologies (ed-tech), aimed at enlarging their scope of action, provide more support to teachers and innovate the scholastic experience.

Regarding SEL, a lucid image of the current state of the art is provided by Stern and colleagues who, after presenting an historical account of the reflections that accompanied technological development and the emergence of SEL studies, divided technologies adopted for SEL in three categories: Established, Emerging, Future (Stern, Harding, Holzer, Elbertson, 2015).



Established Technologies

Online supplementary trainings:
- Webinars
- Podcasts
- Video conferencing

Online supplementary support materials:
- Online libraries
- Software support
- Online discussion forums
- Blogs/microblogs
- Social media

Emerging Technologies

Online professional development:
Certification/badging
Onsite/Online

Online learning communities for teachers:
- Mobile learning management systems or collaboration platforms
- Remote video coaching
- Video libraries or podcasts (showcasing best practices)
- Digital teacher manuals

Online learning communities for students:
- Mobile learning management systems or collaboration platforms
- Video libraries or podcasts (showcasing SEL in action)

Adaptive learning technology

SEL-focused online games and mobile apps

Future Technologies

SEL-focused videogames and mobile apps

Simulation centers (for teachers and students):
- Avatars
- Embodied agents
- Multimodal sensors
- Biofeedback

Online supplementary support materials:
- Online libraries
- Software support
- Online discussion forums
- Blogs/microblogs
- Social media

Figure 1. Established, Emerging and Future technologies for SEL applications. Table adapted from Stern et al. (2015)

Morganti and colleagues further developed on this tripartite division focusing on the actual field of applications for these technologies (Morganti, Pascoletti, Signorelli, 2016). They found 4 possible applications for the SEL domain:

- **Teachers training**

Teachers often struggle to find space in overcrowded curricula, lesson plans and scarce time, for them introducing specific training and including SEL in their classes may become a real challenge. Managing social and emotional skills for a teacher plays a key role in creating a safe and supportive class environment, setting the tone of the classroom through developing relationships with and among students, providing clear expectations of behavior and goals of learning, encouraging prosocial behaviors and being a good model of respectful and positive communication (Jennings & Greenberg, 2009). For this reason, todays' ICTs (Information and Communication Technologies) can provide a big help in delivering fast and easily accessible courses. There are numerous examples of SEL courses provided through webinars, video training, synchronous/asynchronous lessons, online resources, and many other tools. PSsmile's e-learning course can be regarded as an instance of the above cited possibilities.

- **Support of didactical implementation of SEL activities at school**

According to Morganti and colleagues, the CASEL's curriculum "RULER" provides an interesting example of technological support for the implementation of SEL activities at school, as it offers a web-based learning platform aimed to support and establish a community of teachers interested in the adoption of SEL (Morganti et al., 2016). Going through the "RULER" portal, teachers start by attending an introductory training and, after that, they are continuously supported by their trainers during the implementation of SEL's activities, providing valuable feedback both to the teachers and to the trainers themselves. In this way, technology can also help overcome the shared challenges across existing curricula, such as support for out session learning, parental engagement, and feedback for the curricula developers (Slovak, Bahrach, Fitzpatrick, 2015). Another interesting way in which technologies can foster the inclusion of SEL into scholastic activities is by incorporating in the same tool the teaching of "foundational skills" (e.g., literacy, science, mathematics, etc.) and SECs (WEF, 2016). One good example could be the Web-based Inquiry Science Environment (WISE -https://wiseeducation.org/), an online multidisciplinary framework which provides customizable curricula and includes the development of SECs, while enabling students to conduct science experiments.

- **Promotion of pupils' (and parents) SECs outside schools**

Other challenges sometimes evidenced in SEL's curricula is their hard applicability in real contexts (Slovak et al., 2015). What is perceived is that-SEL programs are more focused on knowledge transfer instead of skills' development. Socio-emotional exercises outside of school hours could be of great help and they could be provided by videogames and mobile apps. For instance, on the mobile stores, there are several examples of apps and games designed to teach self-management exercises (Gillespie, 2018). However, most of these applications do not cover the whole range of SEL categories (self-awareness, social awareness, self-management, relationship skills, responsible decision making) and leave outside parents, who, as we have seen before, need to be more included in the activities and educated about SEL and SECs together with students and teachers. PSsmile Mobile App aims exactly to face this issue.

- **Assessment of SECs**

The last field of application regards the assessment of the competencies acquired by students or other trainees. There are already some examples of protocols and guidelines on how to evaluate socio-emotional skills (EAP-SEL and *How one Feel [HOF]*) and their transfer from physical to digital format bears the potential to spread them further and speed up the same evaluation process by automatizing it.

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The World Economic Forum’s report (WEF), in 2016, included those cutting-edge technologies that might play an important role for SEL in the next future. They are the following: Wearable devices, Leading-edge apps, Virtual reality, Advanced analytics and machine learning, Affective computing.

PSSMILE MOBILE APP

Bearing in mind the above-mentioned deficiencies and the possibilities offered by the enormous versatility of technological devices, within the European project Socio-emotional Capacity Building in Primary Education (PSsmile – 2019-1-LT01-KA201-060710)

The app is freely available on the project's website (www.PSsmile.emundus.eu) and it provides 5 weeks program aimed to develop the target socio-emotional skills.

www.PSsmile.emundus.eu

The app has been designed to deliver adult training, both for parents and teachers, who have their own dedicated sections and activities, since they play different and specific roles in children’s socio-emotional development. The app includes a great deal of daily exercises, a thorough and accurate explanation of the theoretical background on which SEL is based, infographics showing the progress made by the users, and a questionnaire for feedback, providing relevant data for research and the opportunity to improve the app, making it more suitable for the users. The activities included in the app are divided into two categories: basic and advanced. This division has been adopted to escort the learner through the entire course, building his/her socio-emotional skills in an incremental way, one that adapts itself to the needs of the trainee.

OUR LENSES:

Technology can provide substantial support for the implementation and improvement of SEL, both in and outside school.

- *PSsmile Mobile App* as an opportunity to apply the most used technologies within SEL, portraying a viable solution for those problems that have been often indicated in SEL curricula. In conclusion, what emerges is a vivid picture of numerous opportunities to overcome those issues that have been restraining the appropriate implementation and diffusion of SEL, providing glimpses of the forthcoming changes that might shape education in the next future.
- *Psmile Mobile App impact in raising adults’ awareness* of *SEL’s importance*. Disseminating SEL’s theoretical knowledge and developing SECs among parents and teachers,

these two important groups will be no more neglected as in the past in international projects and (inter)national initiatives (Ferrari, Sgaramella, Drąsutė, 2020).

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PART THREE

The curriculum

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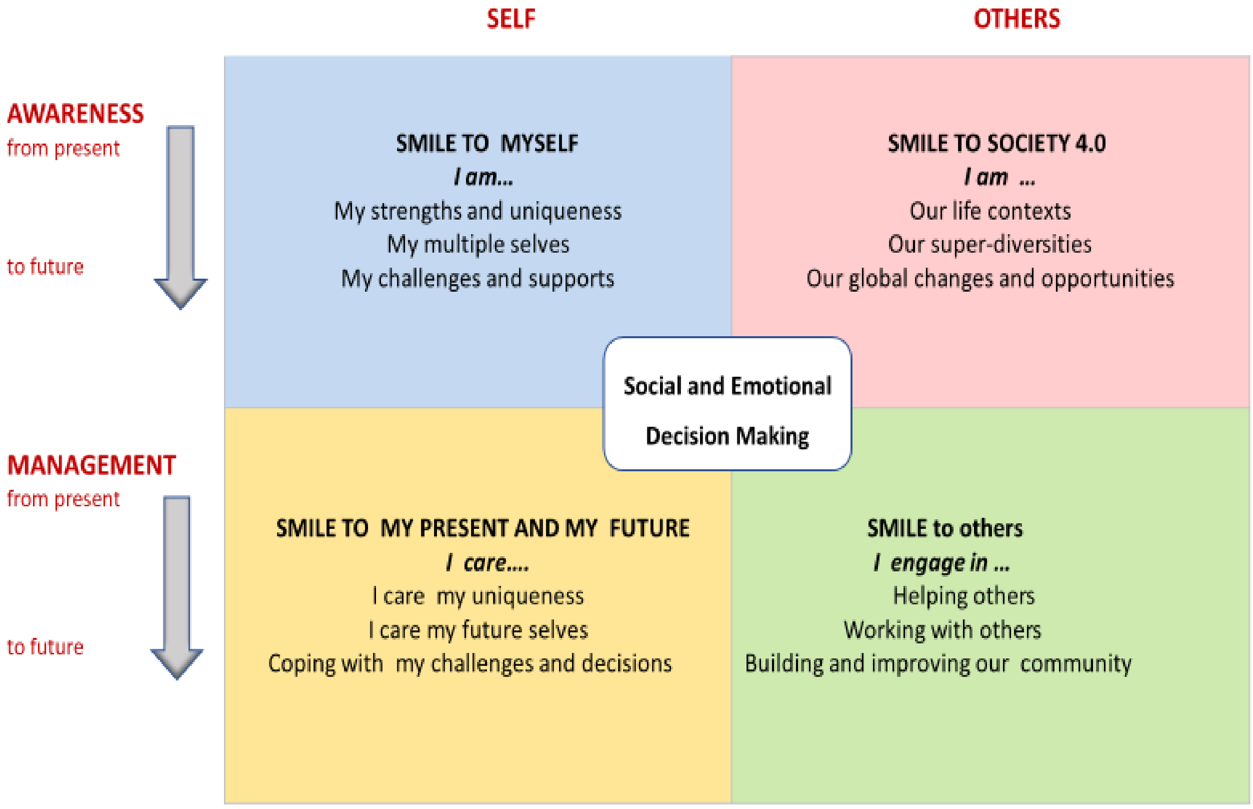
3.1 CURRICULUM FRAMEWORK

DEFINING THE DOMAINS WITH OUR LENSES

The curriculum goals have been developed considering main suggestions coming from international research studies and theoretical approaches both in contents and in methods adopted. Figure 1 provides a summary visual representation of the domains considered.

In more details, for each domain we can identify the focus in the activities:



	SELF	OTHERS
AWARENESS from present to future	**SMILE TO MYSELF** ***I am...*** My strengths and uniqueness My multiple selves My challenges and supports	**SMILE TO SOCIETY 4.0** ***I am ...*** Our life contexts Our super-diversities Our global changes and opportunities
MANAGEMENT from present to future	**SMILE TO MY PRESENT AND MY FUTURE** ***I care....*** I care my uniqueness I care my future selves Coping with my challenges and decisions	**SMILE to others** ***I engage in ...*** Helping others Working with others Building and improving our community

Social and Emotional Decision Making

AWARENESS -SELF : SMILE TO MYSELF

Goals of Didactical activities: to promote knowledge of characteristics and strengths of each child as physical aspects, preferences, interests, dreams, hope, optimism, courage that are included in a positive mindset and the role they play in people life.

Focus: Exploring and developing multiple ideas and perception of multidimensional (social and emotional) components of Selves and focusing on possible consequences and paths for self-development as well as contextual resources as parents, teachers, friends.

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MANAGEMENT -SELF: SMILE TO MY PRESENT AND MY FUTURE

Goals of Didactical activities: to promote the development of social and emotional strategies each child could use to presents himself/herself and to describe positive aspects to others.

Focus: learning of strategies on how to find new ways of thinking and feeling about themselves; planning strategies for achieving goals and decision making that improve personal growing and capabilities.

AWARENESS -SOCIETY: SMILE TO SOCIETY 4.0

Goal of *Didactical activities*: to promote a higher knowledge of both social and emotional aspects in current contexts and environments children attend to and that could be relevant in their adult life.

Focus: knowing multiple aspects, both emotional and cognitive, that contribute to define people in the context and environments and how all this influence thinking and feelings; identifying changes and opportunities that our global times consider as relevant to become citizen of the world.

MANAGEMENT OTHERS : SMILE TO OTHERS

Goal of *Didactical activities*: to develop social and emotional skills to promote positive relations with others in multiple contexts to actively participate in current and future inclusive communities; developing knowledge on sustainable goals.

Focus: exploring and developing reciprocity of ways of thinking, feeling, and interacting, finding productive strategies to be in and to actively contributing growing of diverse contexts.

The PSsmile choice

As shown in the visual representation, both the emotional and the social component are considered in each domain. Decision making and time perspective are proposed as overarching components, involved both in the development of awareness as well as in management of everyday life situation, both for Self and Others domain.

THE INNOVATIVE FOCUS

It is well-known that the complexities of current times represent threats to well-being and participation and requires the assumption and integration of multiple visions, as well as the involvement of people in life contexts (Fernandez, 2020). In the curricula and activities developed the attention is still strongly oriented to the management of current life while a limited attention is given to future, to direct SE capacities towards the construction of future, to face the challenges that children will almost certainly encounter.

A specific attention is given in all the activities proposed across the four domains on introducing activities where a time perspective view, more specifically a future oriented time perspective, is adopted guiding the decision-making process.

Time perspective (TP) refers to the way each person perceives and interprets experience, according to different time frames(Zimbardo & Boyd, 1999), and a sense of continuity between the time frames: past, present, and future (Savickas, 1997).
As regards Future Time Perspective (FTP), definitions in the literature describe it as the ability to imagine one's future, the anticipation of future goals, including learning and academic achievements (Peetsma, 2000; Peetsma, & van der Veen, 2011).
Future Time Perspective encompasses personal cognitions, feelings, and behavioural intentions with respect to the future: cognitions refer to thoughts about future outcomes and goals that are valued; feelings correspond to the emotions (e.g., hope and fear) that are associated with the future; finally, behavioural intentions relate to individual's plans to engage in behaviours to realize future goals.

Future Time Perspective and School Life. Higher Future Time Orientation is associated with various behaviours that promote success in school, such as dedication and commitment to academic tasks; delay of gratification or resistance to distraction and use of self-regulation strategies (Bembenutty & Karabenick, 2004; de Bilde, Vansteenkiste, & Lens, 2011; Eccles & Wigfield, 2002; Gutierrez-Braojos et al., 2014; Peetsma, Hascher, & van der Veen, 2005; Peetsma & van der Veen, 2011; Simons, Vansteenkiste, Lens, & Lacante, 2004).

Future Time Perspective and Decision Making. The ability to think about the future has been associated with many health behaviours, whereas to be blind to the future has been considered a predictor of a variety of maladaptive behaviours (Chen & Vazsonyi, 2011; Joireman et al., 2012). Having a prospective mindset and future orientation, seems to support the development of a *safe decision-making*, from the early ages and during adolescence (Daniel et al., 2013; Cheng, et al., 2012; Lin & Epstein, 2014). Moreover, FTP is central not only for education and health: in the domain of work, researchers have linked FTP to effective career decision making and planning, and to career-choice satisfaction.

The PSsmile choice

By orienting to the future and establishing specific goals in different life domains, by anticipating attitudes and behaviour to undertake in future situations, individuals of different ages develop motivation and decision-making skills and are driven to achieve those goals.

Being oriented to the future is therefore a fundamental concept to consider in educational context for supporting the way children build their lives, especially in complex times such as the ones we are currently living and those that future adolescents and adults will navigate throughBeing oriented to the future is therefore a fundamental concept to consider in educational context for supporting the way children build their lives, especially in complex times such as the ones we are currently living and those that future adolescents and adults will navigate through.

DEVELOPING GOALS

I am…
My strengths and uniqueness
My multiple selves
My challenges and supports

Focus on: SMILE TO MYSELF

General goals

Develop knowledge and awareness about strengths (feelings, emotions, personal resources) that promote taking care of positive future selves.
Focus on possible consequences and paths, as well as contextual resources, for development of Self

Know and explore the nature of emotions and feelings and how they characterize myself in my daily life situations (at school, at home etc.):

- know what emotions and feelings are (*i.e., be able to describe their characteristics, differentiate them*) and recognize my emotions and feeling (*i.e., naming them*)
- know emotions and feelings impact reasoning and behaviors, explore my emotions and feelings and how I express them (*i.e., describe what I feel, how I behave*)
- know what generates emotions and feelings from a biological perspective and recognize what happens to me (i*.e., adrenalin, fear, tremble*)
- know my thoughts and my behaviors impact my emotions and feelings and explore how they influence my emotions and feelings (i*.e., when I have negative thoughts, I experience negative emotions)*
- discover my uniqueness in interpreting and expressing emotions and feelings *(i.e., each person is unique and has specific way of interpreting them*) as components of my positive mindset

Explore and understand my positive personal resources

- know what personal positive resources (i.e., optimism, hope, resilience, time perspective) are and recognize my personal resources (i.e., describe their characteristics, differentiate them, name them)
- know that personal positive resources impact reasoning and behaviors, explore my personal positive resources, what happen to me and how I express them (i.e., describe my optimism, what happens to me biologically, how I behave)
- discover my uniqueness in interpreting and expressing my personal positive resources as components of my positive mindset (i.e., describe them)

Discover that the positive mindset plays a role in my flourishing:

- know components of positive mindset (emotions, feelings, and personal resources) that characterize the concept of Me (i.e., a picture of me)
- recognize that a positive mindset reflects my strengths and resources I can count on in my daily life situations (i.e., a picture of my strengths in diverse situations, what I use and not use)
- identify components of a positive mindset that impact the development of my strengths (i.e., positive emotions and feelings contribute to developing my interests, my likes, and dislikes).

Progress in exploring my possible future Selves

- know a positive mindset plays a role in opening my mind and developing my possible future selves (i.e., optimism helps in finding new opportunities)
- identify components of a positive mindset I should take care of to build my future selves

- Identify supports I could count on to strengthen my future selves

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Focus on: *SMILE TO MY PRESENT AND MY FUTURE*

I care....
I care my uniqueness
I care my future selves
Coping with my challenges and decisions

General goals

Promote knowledge on ways to manage emotions and feelings each child could experience; Learn and use strategies on how to find new ways of thinking and feeling about themselves; Plan decision making and actions to achieve goals that improve personal capabilities and Self development.

Explore how to manage emotions and feelings

- Know the importance of regulating emotions and strategies for managing them
- Identify and explore ways to manage my emotions and feelings in my daily life situations (what I can do when I am sad, happy etc.)
- Practice and reflect on strategies to react positively to my challenging emotions in my daily life situations

Discover and practice ways to foster my positive resources

- Know the importance of taking care of my positive resources
- Identify and practice strategies for fostering my positive resources in challenging situations and failure (i.e., asking for help, take time to think)
- Reflect on and evaluate strategies useful in fostering my positive resources

Explore and understand how to take care of my personal strengths (i.e., at school, at home etc.):

- Identify what are the strengths (interest, likes) I wish to foster and cultivate, and explore the benefits
- Explore and practice strategies to take care of my strengths and cope with possible challenges (i.e., short term goals, school transitions, etc.)
- Reflect and evaluate on strategies and practice in taking care of my strengths

Progress in building possible future Selves

- Explore the concepts of change and growth as part of life and foresee my possible future selves
- Discover that change and growth can impact negatively and positively my goals achievement and happiness (i.e., worries, stress, excitement) and explore ways for managing them (i.e., coping)
- Learn how to set my personal and educational goals and monitor progress on achieving short-term personal goals and possible selves
- Identify resources and supports I could count on to strengthen my future goals

I am ...
My life contexts
Our super-diversities
Our global changes and opportunities

Focus on: *SMILE TO SOCIETY 4.0*

General goals

Promote a higher knowledge of social and emotional aspects and personal resources in contexts and environments children attend to;
Identify changes and opportunities occurring in small and large communities and focus on personal contribution to construct a positive community.

Explore the nature of emotions and feelings as positive mindset in people I know in my life context

- identify my life contexts and people with whom I spend my time (people I meet, request they do, what we do together etc.),
- identify attitudes and emotions people I know might experience in our life contexts,
- recognize that each of us feels and respond in different ways,
- understand how emotions are influenced by personal behavior and by others behavior

Explore and understand personal resources as positive social mindset in my life context

- know positive resources relevant in the relationship with others (i.e., curiosity, empathy, solidarity, flexibility, etc..), describe and differentiate them
- know how personal positive resources impact reasoning and behaviors (i.e. analyze positive and negative stories)
- explore cultural diversities in expressing emotions, feelings, and positive mindset in social contexts
- recognize and appreciate that each person has multiple identities and uniqueness

Discover changes and challenges occurring in small and large communities and understand the impact of positive mindset

- recognize changes occurring in small and large communities, emotions, and feelings they may activate in persons experiencing diversities (social inequalities, climate changes, unexpected health issues)
- identify the potential challenges and opportunity hidden in these changes to positive mindset and relationships (i.e., discover unexpected skills),
- identify and acknowledge that my behavior can change the people mindset (i.e., how people feel) and contribute to the wellbeing of people living in my community.

Progress in exploring positive future communities~~.~~

- understand and acknowledge the value of diversities and the hidden opportunities in cultural diversity for enriching ourselves and grow
- discover and reflect on situations in which people using their positive mindset transformed a challenge into an opportunity
- identify different lenses to look at possible future challenges in my community
- identify possible resources and supports, as well as persons, I could count on to reach these goals.

Focus on: *SMILE TO OTHERS*

I engage in …
Helping Others
Working with Others
Building and improving my community with others

General goals

Promote positive relations with others and pro-social behaviors in diverse life contexts
Find and practice strategies effective in supporting growth and development in diverse contexts; Plan decisions and actions to achieve goals that promote active participation in current and future positive communities

Explore and understand positive relationships with others in diverse situations

- Recognize and value positive relationships and the personal needs they fulfill,
- Identify emotions and feelings that contribute to a positive climate in group activities
- examine and practice behaviors that promote a friendly and cooperative climate in group activities (i.e., in the classroom, at home in other life contexts)
- Identify challenges to positive relationships in everyday life contexts

Know pro-social behaviors and explore ways to work with others

- Explore ways to react positively in challenging interpersonal situations in the classroom, at home and in other life contexts
- Explore positive mindset strategies to adopt in challenging situations
- Know what prosocial behaviours are and practice them in real life situations
- Acknowledge the role of positive mindset in pro-social behaviors

Explore and understand how to take care of my social strengths (i.e., at school, at home etc.):

- Identify what are the pro-social behaviors I wish to foster and cultivate, and explore the gain now and in the future (i.e., what you do today impact your future)
- Explore strategies useful to take care of my prosocial skills and cope with possible challenges (i.e., short term goals, school transitions, etc.)
- Learn how to use pro-social behaviors in my everyday life
- Share and practice effective strategies with my peers to learn from each other

Progress in building future positive communities

- Explore common goals and their characteristics
- Identify how common goals impact me and my future as a community member and foresee their value
- Learn how to set and contribute to common goals and monitor progress on achieving them
- Recognize resources and supports, as well as persons, I could count on to reach these goals and plan actions to strengthen them in the future

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IMPLEMENTATION PRINCIPLES

The analysis carried out by the partners underlined the relevance of making some choices at different levels in developing both the activities, the methodological materials, and the innovative resources.

Procedural choices:

- Focus on both Social as well as on Emotional skills with a similar emphasis
- Focus not only on awareness development but also on management on everyday life situations in school and other life contexts
- Devote a specific attention to diversities, vulnerabilities and learning difficulties
- Use a language in line with recent theoretical approaches and enhancing strengths and uniqueness
- Adopt an ecologically relevant approach together with innovative methodologies, with attention to their flexible and personalized use
- Devote space to development of SE skills in teachers and parents
- Train the trainers to make teachers involvement more effective
- Consider resources already developed and in line with the choices of the *PSsmile* project

Theoretical and methodological choices

- Assuming person centered approach. This means that in the reflection processes activated with the activities proposed we will focus first on people (me, the others) than on skills in themselves and on the agentic role that a person (child or adult) can undertake in their life contexts.
- Adopting a double lenses approach. This means that as suggested by recent approaches we will devote our attention to a positive development of the individual and at the same time to a positive and sustainable community development (Flanagan & Levine, 2010; Hart et al., 2014).
    a. *Orientation towards current and future life.* This means that we will orient the activities proposed toward both current everyday lives, as well as to medium and long-term future time intervals (personal, work, and social future goals).
    b. *A self-community binary. This means that we will consider that* an informed and engaged citizen is vital to both the individual positive development and wellbeing as well as to the health of societies

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GRIDS: guiding and supporting teachers

To guide and support teachers in the implementation of the activities, two grids have been developed. The first (Grid A) focuses on the content, the structure of the activity; provides information on the instructions and on the underlying choices; suggests strategies and questions for guiding and monitoring learning

A. How to develop an activity in detail

DOMAIN	
Name of the activity	
Goals	
Duration and Frequency	
Age of participants	
Persons involved	
Contexts (where at school or at home)	
Structure of the activity	
Short description and instructions	
UDL manipulations means of representation, of expression….	
Activity tool/exercise description	
Materials used	
Fact sheets (grids, activity sheets ...)	
Activities to share with parents or family members	
Learning_ strategies	
Learning_ performance descriptors	
Learning assessment_ reflexive questions	

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Learning_ assessment tools	
Activity Linked to school subject	

The second grid (Grid B) is meant to support the teacher in checking the activity developed and specifically verify how the guiding principles guided the development of the activity. With some final questions, the grid also can support the teachers in further personalization of the actions proposed.

B. How to check for the guiding principles implementation

DOMAIN	*Name of the activity*
Goals	
Where and how the activity …..	
Shows Orientation toward future goals	
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	
Enhances strengths and uniqueness	
Focuses on the agentic role (me, others) than on skills	
Consider cultural diversity in coding and expressing emotions and positive behaviour.	
Embraces a 'decision making' step	
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	
Are there connections with other activities and domains?	
Are there possible manipulations of the activity to move with the same activity to another domain?	
What kind of manipulations can be introduced to make the activity suitable for older students?	

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What kind of manipulations can be introduced to make the activity suitable for younger students?	

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3. 2 THE CURRICULUM IN PRACTICE

For each domain, the name of all the activities is provided together with goals

Domain 1 *SMILE TO MYSELF*

Nº	NAME OF THE ACTIVITY	Goals
1.	**Write about your feelings**	**Know and explore the nature of emotions and feelings and how they characterize myself in my daily life situations:** ○ To correctly label my own emotions and recognize what happens to me ○ To explore my emotions and feelings and how I express them ○ Recognize that emotions are temporary and can and will change.
2.	**Tree of Emotions**	**Know and explore the nature of emotions and feelings and how they characterize myself in my daily life situations:** ○ Recognize that emotions have physical effects ○ Label and describe a set of emotions in terms of physical changes, feelings, thoughts, behavior ○ Explore how my thoughts and my behaviors impact my emotions and feelings in my everyday life
3.	**Look at myself**	**Know and explore how emotion and feeling characterize myself and impact reasoning and behaviors in my daily life situations:** ○ To promote children's understanding of how emotions arise from contextual situations ○ To recognize that people display the same emotion differently
4.	**My strengths, my uniqueness**	**Discover uniqueness in interpreting and expressing emotions and feelings as components of my positive mindset:** ○ To recognize my positive personal strengths and uniqueness ○ To give a definition of uniqueness and strengths ○ To recognize the advantage of heterogeneity
5.	**Strength's chain**	**Discover my positive personal resources and strengths** ○ To explore my strengths and resources I can count on in my daily life situations ○ To build a picture of my strengths in diverse situations
6.	**Let it out**	**Progress in exploring my positive mindset and take care of my strengths:** ○ To identify components of a positive mindset and how can plays a role in finding new opportunities ○ To explore the strengths that I could take care of to develop my future selves
7.	**Snap future me!**	**Identify components of positive mindset that characterize the concept of me now and me in my future:** ○ To identify positive emotions, feelings, and personal resources that characterize my present ○ To explore my possible future selves
8.	**Feeling proud**	**Discover that the positive mindset plays a role in my flourishing:** ○ Understand the emotion of feeling proud, be optimist, be hope, resilience, about own accomplishments through someone's experience ○ To reflect on how the experiences of others can guide me to explore new aspects or ways

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Domain 2: **SMILE TO MY PRESENT AND MY FUTURE**

Nº	NAME OF THE ACTIVITY	Goals
1.	**The emotion taxi**	**Identify and explore the importance of regulating emotions and feelings in my daily life situations:** ○ To recognize emotion ○ To understand the connection between emotion and behaviour ○ To discover that the same emotion can match to different behaviours and the same behaviour can math different emotions
2.	**Tucker the turtle**	**Discover, practice, and reflect on strategies to react positively to my challenging emotions in my daily life situations:** ○ To recognize that we can decide how to behave ○ To learn a strategy to use when emotions prevail ○ To identify many positive ways of acting in difficult situations
3.	**Thought monsters**	**Reflect and practice strategies to take care of my strengths and cope with possible challenges :** ○ To identify negative thought patterns and behaviours ○ To learn how can I switch from negative thought to positive thought and behaviour patterns
4.	**Treasure chest!**	**Discover and practice ways for fostering my positive resources in challenging situations and failure:** o To Identify and practice strategies useful in fostering my positive resources o To discover ways to better cope with a challenging situation that happens to me
5.	**Snail, snake, or shark?**	**Explore the concepts of change, growth, and their impact on achieving my goals and building possible future selves:** o To explore different challenging situation, I can face (changes, worries, stress, excitement) o To discover that different ways I act lead me to different results
6.	**Super solutions!**	**Coping with my challenges and progress in building strategies to react positively to my challenging future Selves:** ○ To learn how to analyze the causes, hypothesize why the situation becomes problematic for me, how I can manipulate it to produce positive emotions ○ To discover the steps, I could take when solving a problem. ○ To Identify resources and supports I could count on to strengthen my future goals
7.	**Go-goals**	**Explore how to progress on achieving short-term personal goals and possible selves** ○ To practice how to set my personal and educational goals ○ To Identify steps, resources, and supports I could count on to strengthen my future goals
8.	**Super star rewards chart**	**Learn and practice how to monitor progress on achieving personal goals and cultivate my strengths** ○ To recognize and practice strategies ○ To monitor my coping strategies ○ To identify a short-term goal to improve my possible selves

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Domain 3: SMILE TO SOCIETY 4.0

Nº	NAME OF THE ACTIVITY	Goals
1.	**How others smile**	**Explore emotions, attitudes and feelings people I know might experience in our life contexts** ○ To understand how emotions are influenced by personal behavior and by others behavior ○ To recognize how others feel in determined social contexts and understanding that each of us feels and respond in different ways
2.	**Animal Theatre**	**Explore cultural diversities in expressing emotions, feelings, and positive mindset in social contexts:** ○ To discover attitudes and emotions people I know might experience in our life contexts ○ To recognize and appreciate that each person has multiple identities and uniqueness
3.	**Wheel of my life contexts**	**Explore my life context and my attitudes and feelings that characterize them** ○ To describe the life contexts where we spend our time ○ To understand how each life context impacts our life differently
4.	**Where and with Who in the word…?**	**Identify social and emotional aspects in all my life contexts:** ○ To explore the contexts in which we live, in terms of people with whom we spend our time ○ To recognize and appreciate that each person has multiple identities and uniqueness
5.	**Helping me, helping you**	**Discover changes and challenges occurring in small and large communities and understand the impact of positive mindset** ○ To identify emotions and feelings they may activate in persons experiencing diversities ○ To explore that we can discover unexpected skills and potential opportunity hidden in these changes ○ To understand that my behavior can change the people mindset and contribute to the wellbeing of people living in my community
6.	**Service**	**Discover changes and challenges occurring in my small and understand the impact of positive mindset:** ○ To develop ideas and actions that can be of service to others, also that help can be manifested in many different forms and despite the differences ○ To put themselves in someone else's shoes and imagine how someone might feel or need ○ To understand how being at the service of others can contribute to the common good
7.	**Escape room**	**Explore positive resources and a positive social mindset in our life context:** ○ To explore and understand personal resources as positive social mindset in our context ○ To identify positive and relevant resources (curiosity, flexibility, creativity). ○ To know how personal positive resources impact reasoning and behaviors
8.	**Goals for all of us!**	**Explore positive future communities and a positive social mindset in our life context:** ○ To explore different lenses to look at possible future challenges in our community

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		○ To use their positive mindset and turn a challenge into an opportunity ○ To know how personal positive resources impact our social contexts

Domain 4: **SMILE TO OTHERS**

Nº	NAME OF THE ACTIVITY	**Goals**
1.	**Walk the Talk!**	**Identify and explore ways to react in challenging interpersonal situations with other:** ○ To explore and understand that different people have different opinions, emotions, and feelings ○ To learn a way to better express our opinions by better understanding those of others ○ To explore ways to react positively in challenging interpersonal situations in the classroom, at home, and in other life settings.
2.	**In MY/YOUR shoes**	**Identify and practice behaviors that promote an empathetic and positive climate in group activities:** ○ To explore and identify emotions, feelings, thoughts, and experiences that help to understand those of others and to create a positive climate in everyday life contexts ○ To practice sharing the same experiences and discussing our thoughts, emotions, and feelings ○ To learn how sharing feelings, thoughts and experiences can facilitate a positive climate in our group;
3.	**Positive Relationships**	**Explore and understand how to take care of my social strengths and progress in building future positive relationships:** ○ To identify the components of our positive relationships ○ To recognize that people can be resources and supports in our daily life, ○ To explore forms of pro-social behavior to promote and cultivate our relationships
4	**Giving is Receiving**	**Learn a way to take care of my social strengths and practice pro-social behaviors in our everyday life:** ○ To propose prosocial actions to create a positive mindset in our environment ○ To explore positive relationships with others through personal needs that we can fulfill ○ To practice pro-social behaviors in our everyday life
5	**Blindfolded Leadership**	**Explore and practice behaviors that promote a cooperative climate in group activities:** ○ To explore ways, we can collaborate in a problem-solving situation ○ To recognize strategies that promote an empathic, friendly, and cooperative climate in group activities ○ To identify how to improve our cooperation and contribute to common goals
6	**Memory Challenge**	**Identify end explore positive mindset strategies to adopt in challenging situations:** ○ To explore the benefits, we have when we work together ○ To identify common goals and strategies in teamwork ○ To learn how we can contribute to common goals
7	***Por quatro cantitos de nada*!**	**Learn to establish and contribute to common goals, identify how they affect our future in the community and predict their value:** ○ To explore positive mental strategies that we can adopt in difficult situations. ○ To learn to collaborate with others and find a solution to a problem

		○ To learn how to find solutions together, try them out and monitor the result
8	**What makes a GOOD friend?**	**Explore useful strategies to take care of my prosocial skills and explore the gain now and in the future:** ○ To explore the positive relationships, we have with others ○ To identify the strengths, we have in our friendships and take care of them ○ To recognize the aspects, we would like to improve to become a "good friend"

3.3 NAVIGATING THE CURRICULUM AND TRACKING LEARNING

Assessment of students' achievement is an inseparable part of education that influences students' motivation, confidence, further academic and career choices as well as well-being. To improve student achievement, which is an ultimate goal of educational systems, an integrated and dynamic assessment system should be applied. Both observation of students' behaviour and their direct involvement reflecting upon school experience and other everyday life contexts.

With a similar importance, to make assessment of individual and class progress, we will involve teachers proposing them tools that address children learning and involve themselves as active participant in the assessment process.

Finally, parents will be also involved to promote the participation in the process and assess the quality of the learning experience from the significant caregivers' perspective.

All tools are proposed to address the SE skills focus of the project, following the specific learning goals associated with the activities and project's guiding principles, that is attention to both decision making and future and adoption of UDL principles.

THE LEARNING PATH

Several actions, actively involving the diverse agents of change with qualitative and quantitative measures, are proposed at different steps in the learning path.

Before We Start Learning, assessment will involve both students, teachers, and family members. SES will be addressed together with individual strengths and in line with the projects the attitudes towards future and decision-making skills will be also measured.

For each activity A specific activity related focus will be adopted involving

students with active participation and reflective questions.

teachers with quiz, reflective questions, take home activity.

family supporting home activities with their children.

Before we move to the next domain Self-evaluation notes will be proposed to teachers asking them to reflect on their implemented activities and adjust their new plans accordingly. Students will be involved answering to questions from a qualitative tool focused on future (A message for my future; The compass of the future, The magic lantern).

***Before we move on*.** At the end of the curriculum learning assessment will again involve both students, teachers, and family members. SE Skills will be addressed as in the *Before We Start* Phase

Assessment in the preliminary phases of the project and at the end of the curriculum aims to describe the starting level of knowledge and experience and provide general feedback about the level of student achievement with reference to the defined curriculum standards and specific assessment criteria. Intermediate assessment and monitoring will help tracking their own progress, receive feedback on their progress. This will also help teachers monitor the progresses in learning and eventually adjust it to improve learning and stimulate student progress.

CONTENTS OF THE ASSESSMENT WITH THE ACTIVE AGENTS OF CHANGE

Assessment tools are then organized in separate sections

SELF–ASSESSMENT FOR STUDENTS

The tools proposed are meant for students' self-assessment and are recommended to be used on a regular basis. Student self-assessment cards will help students monitor and assess their individual learning progress in developing their social and emotional skills

- ***"My Personal Learning Log" Self-Assessment Tasks (from the Learning to Be project)***

The Modified version of this self-assessment tool for primary school children drawn from the *Learning to Be project* is a less formal set of task sheets that children are asked to complete.
The questions and tasks included in both instruments are based on the 3 main SEL goals:

- Develop self-awareness and self-management skills to achieve school and life success
- Use social awareness and interpersonal skills to establish and maintain positive relationships.
- Demonstrate decision making skills and responsible behaviors in personal, school and community contexts
- Use current experience to orient themselves toward future and building *inclusive and sustainable* future self and communities

The tasks are structured according to the educational objectives described in the SEL standards for learners 9–10-year-olds
These self-assessment cards are designed not only to encourage the students to assess their learning individually, but also to support the teachers in implementing strategies of formative assessment.
Each student receives a new assessment card at the beginning of the domain
Students are asked to fill-in their assessment cards. This could be done at the end of a lesson or during a special class meeting during the week

At the end of each domain, the responsible class teacher collects all his/her students’ assessment cards and writes feedback comments in the dedicated sections. After this, the teacher returns these sheets together with feedback notes back to the students.

At the end of the program, the students are asked to review all their sheets and identify their main areas of progress and major needs for future learning.

The future we want

This tool adapted from Saigh (1997) examines the individual's orientation towards his/her future. It consists of 8 items reflecting:

Future Interpersonal relationships, such as: “In the future I will have friends,”¸

Expectations for the future, such as: “I like to make plans for things I like to do.”

The participant is asked to rate the extent to which he/she agrees with each item on a 5-point Likert-type scale, ranging from 1 *(strongly disagree*) to 5 *(strongly agree*).

My Positive Experiences at School

The Positive Experiences at School Scale (PEASS; Furlong, You, Renshaw, O’Malley & Rebelez; 2013) is a brief, self-report, developmentally appropriate assessment with subscales measuring four school-anchored positive-psychological traits that are linked with youth well-being and school engagement: gratitude, zest, optimism, persistence, and prosocial behavior. The composite score of the four PEASS subscales was hypothesized to represent student covitality.

The survey questions are proposed that ask students, like them, about what they think, feel, and do at school. hey, are asked to read each sentence and choose the response that tells how true the sentence is for them Teachers will ensure anonymity and confidentiality of the student responses. Teachers are also encouraged to present the findings to the class and discuss how could make the activities more effective.

Your Opinion Matters

The survey, drawn from the *Learning to Be project,* is used to ask students about their feelings in class; active involvement; motivation; expectations from the teacher.

Children are asked to read the questions and express the level of agreement they experience.

TEACHERS

Two levels of analysis are considered pin the learning assessment that involves teachers:

- ***Classroom level*** Assessment instruments and simple practices are used by teachers to assess the students’ performance and changes in behavior and attitudes.
- ***Teacher level*** Tools are for self-assessment of their teaching practices as well as personal behavior and attitudes. The tools aim to help teachers reflect on their teaching and encourage professional development.

Class observation tool for teachers *(from the Learning to Be project)*

This tool was designed for teachers to be able to observe and assess each student in the classroom.

This Tool is based on the five SEL Core Competencies and the main goals for social and emotional learning
The class observation sheet consists of 3 parts:

1) **Students' Social and Emotional Skills Observation Table.** This table includes a list of SEL categories to be observed in the students' behaviour during the lesson. Once a week the teacher is asked to make short notes for each student according to the different SEL categories

2) **Let's picture our classroom situation** In this table, the teacher marks specific experiences or situations in which the students may be involved during the week and which affect the student's behaviour (e.g., negative experiences/situations: conflicts, bullying, disruptive behaviour; or positive experiences/situations: high student engagement, celebrations, class successes). Observing such experiences/situations will help the teacher to become better aware of what is happening in class and plan how to respond to these situations.
3) **Reflection on my practice** This part is meant for the teacher to evaluate his/her teaching practices and their impact on the students, with the aim of developing professional competences related to a specific domain

School engagement: Psychological Sense of School Membership

The students' emotional engagement as indicated by their feelings about their school and about their relationships with teachers and peers was measured using items from the Psychological Sense of School Membership (PSSM; Goodenow, 1993; You, Ritchey, Furlong, Shochet, and Boman, 2011) tapping Caring relationships and Acceptance.
The items are scored on a four-point scale from strongly disagree (1) to strongly agree (4) and then summed to form a total score.

My school climate

My school climate points out the strengths of the school and brings attention to the challenges that need to be addressed. The items are scored on a four-point scale from strongly disagree (1) to strongly agree (4) and then summed to form a total score.

FAMILY

At the beginning and at the end of the program implementation, a family member is expected to be involved.

PSsmile in everyday life

A strength-focused competency-based framework consistent with the five CASEL competency domains is used, consistent with choices and content addressed in the Pssmile curriculum activities. The social-emotional skills represent the five competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making. It also includes a section devoted to future.

My school climate for parents

My school climate for parents points out the strengths of the school their children attend and brings their attention to the challenges that need to be addressed. The items are scored on a four-point scale from strongly disagree (1) to strongly agree (4) and then summed to form a total score.

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Learning assessment summary Table

		Before We Start	**Moving to the next domain**				***Before We Move On***
			Smile to myself	**Smile to my present and my future**	**Smile to society 4.0**	**Smile to others**	
STUDENTS							
Social-Emotional Self-Assessment	My Personal Learning Log ” Self-Assessment Tasks”	X	*Domain Specific Cards*	*Domain Specific Cards*	*Domain Specific Cards*	*Domain Specific Cards*	X
Participants subjective experience	Your Opinion Matters	X					X
School experience	My Positive Experiences at School	X					X
TEACHERS							
Class observation	Students’ Social and Emotional Skills Observation Table	X		X		X	X
	Let’s picture our classroom situation		X	X	X	X	
	Reflecting on My Practice		X	X	X	X	
School engagement and belonging	School emotional belonging	X					X
	My school climate	X					X
FAMILY							
Parents report of changes	My school climate	x					X
	PSsmile in everyday life	x					X

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3.4 FIDELITY IMPLEMENTATION

Monitoring fidelity during the design, development and evaluation of an intervention is a fundamental aspect that allows us to obtain information and formulate accurate interpretations regarding the fact that the effects attributed to the intervention are due to the intervention itself, rather than variability in the implementation of the intervention (Borrelli et al., 2005).

Fidelity to treatment has been defined as the degree to which the main components of an intervention are maintained as provided in the intervention protocol (Gearing et al., 2011; Allen, Linnan & Emmons, 2012). As already shown in SEL interventions, high quality implementation can be associated with positive results, if a program lacks fidelity implementation the chances of producing meaningful and positive results are greatly reduced (Durlak, 2015).

In the literature, the main components considered in the implementation of fidelity focus on:

- ***adherence to the program***, that is implementing the program as it was originally designed and including the key elements of the program.
- ***quantity***, referring to the timing of the program provided.
- ***quality***, that is the way educators implement the program, the way they act as a facilitator, the level of knowledge and understanding of the program, their attitude, preparation and enthusiasm.
- ***characteristics and degree of involvement of the participants***, including any adaptation of the program as the degree of modification of methods and contents (Borrelli, 2011; Sutherland, Conroy, McLeod, Algina and Kunemund, 2018).

Additionally, effective interpretations of positive results rely on *internal validity check process*, that is ensuring that the theoretical foundations and essential components have been implemented effectively (Allen, Shelton, Emmons, & Linnan, 2018).

Furthermore, implementation monitoring, and data collection is necessary to determine what influences the results and lead to the possible replicability of the intervention, helping to determine the external validity. A significant change, for instance, may be noted in the final assessment but if the intervention was not implemented as expected the results may be explained by typical maturation, education in the general educational setting, a substantially modified version of the intervention or from any other element of schooling (Durlak & DuPre, 2008).

Adaptations are often required in real-world environments that can make it challenging to assess whether a program is suitable for larger-scale implementation (Wright, Lamont, Wandersman, Osher and Gordon, 2015). Particularly in school settings some changes may need to be made to achieve the best possible outcomes, to ensure that the program is appropriate, and can serve to improve adaptation and impact between the program, children and school (Durlak, 2015). In education, interventions are often multidimensional making it necessary to pay attention not only to what and how long a practice is taught, but also to how well and the context in which it is trained (Lynas, & Hawkins, 2017).

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ENSURING FIDELITY IN PSSMILE

Following main guidelines from international literature and to ensure fidelity throughout the project, several choices and strategies have been adopted and strongly recommended to teachers involved in the curriculum implementation.

- Teachers are involved in a training course on the implementation of the program where strategies as well as theoretical foundations, essential knowledge and understanding of the program is promoted together with a common attitudes and enthusiasm from networking with colleagues involved in the same proposal.
- Teachers are provided detailed grids for the activities in each domain to guarantee they address the diverse goals for each domain and implement the program as it was originally designed, with the key elements that characterize it (see for instance, the future orientation perspective).
- Eight activities have been fully developed and proposed for each domain to strengthen the timing of the program.
- Adaptations, often required in educational contexts, are guided by suggestions for each activity on the diverse ways to personalize them according to the principles of the Universal Design for Learning.
- Monitoring and data collection are ensured at several levels:
    a. For each activity teachers fill the Grid B and their reflective questions factsheet
    b. For each activity answers provided by participants are collected in an online repository
    c. Weekly teachers fill a short questionnaire, as a *Journey LogBook*, reporting who guided the activity, students involved, the activities implemented, their duration, manipulations made and the reasons for making them, number of parents actively participating in the everyday life activities.

  Teachers are informed on these procedures, on their relevance and how to collect data during the training course.

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3.5 WORKBOOK AND ACTIVITY MATERIALS

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SMILE TO MYSELF

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Grids for developing activities and checking activity choices

Grid 1A: the content and the development

Domain: **Smile to My Self**

Name of the activity **Write about your feelings**

Goals

Know and explore the nature of emotions and feelings and how they characterize myself in my daily life situations:

- To correctly label my own emotions and recognize what happens to me
- To explore my emotions and feelings and how I express them
- Recognize that emotions are temporary and can and will change.

Duration and Frequency	Age	Persons involved	Contexts
10 min Every day for 1 week	8-11 years	Teachers Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) Introduction 2) Writing task	1) Pen and paper 2) pin board and pins	1) template with question (SSE.1.1.f) 2) template with reflective questions for teacher (SSE.1.2.f) for children (SSE.1.3.f)

Short description and instructions

1) Reflective writing not only helps students develop self-awareness but empathy and compassion, too. Start each day by giving students five to ten minutes to write about a prompt that encourages self-reflection. By practicing reflective writing every day, this can help students learn to consider their thoughts and feelings in a self-aware way.
2) The teacher sets the task for writing. Teacher's questions should orient students to the expression of emotions (verbal and non-verbal); guide children to think about how long the emotional state lasted and hint at the future. The following questions can be used as prompts:
   - When was the happiest moment in your life? Why was it so happy?
   - What did you say when you were happy? What was your face like when you were happy? Where did you feel happiness in your body? How long have you been happy? Try to think of something that could make you happy tomorrow, next summer…

Different questions can be used as prompts for each day of the week. Similar answers can be grouped and put on a board.

Activity tool/exercise description:

- Template with guiding questions for reflective writing (SSE.1.1.f)
- Template for teacher reflective question (SSE.1.2.f)
- Template for children reflective question (SSE.1.3.f)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: teachers could have short videos that describe positive events that they can use as prompt and/or modelling.
- Multiple ways of action and expression: instead of writing, students can draw or perform the story, using the same prompts as both an inspiration and guide throughout the activity.

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- Multiple ways of engagement: providing different tasks and role

Learning_ strategies

- Positive reinforcement: when children answer questions focusing on expression of emotions
- Retrieval practice
- Spaced practice

Learning_ performance descriptors

- correctly label emotions
- recognize aspect of expressing emotions and feelings

Learning assessment_ reflective questions

Teachers	Students
○ Is each student able to identify, at least 2, verbal or not verbal expression of emotions?	○ What did you learn from today’s activity?
○ Is each student able to identify, at least 1, physiological change in the expression of emotions?	
○ Is each student able to identify, at least 1, future moment, two future moments in which the same emotion could recur?	

Learning_ assessment tools

Teacher can use the answers the answer to the reflective writing to:

- Assessing the students’ ability to correctly label emotions and recognize situation
- Assessing the students’ ability to identify way to express emotions and feelings

Activity Linked to school subject

This activity can be conducted during the school time devoted to language. Working on literature teachers could use some stories as a good example for starting the reflections or go more in deep on some aspects. Working on science teachers could provide an explanation of the biological aspects of emotions and feelings and how they impact thinking and behaviors.

Activities to share with parents or family members

Potential to involve parents in the home environment, after school and focus on the daily experiences.

Students could be asked to complete the sheets at home as a daily diary of feelings. They could also make videos with their parents representing the situations proposed.

Parents could be asked to complete with their children a reflective sheet every day for that week

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Grid 1B - analysis of PSsmile key choices

Name of the activity	**Write about your feelings**
Goals: Know and explore the nature of emotions and feelings and how they characterize myself in my daily life situations	
Shows Orientation toward future goals	Add a reflection activity regarding the future (for 8-10): “How would I feel if this happens to me?” “How can I become stronger in such difficulties?” “How will I share my happiness if a positive events happens to me?”
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	Each student can be asked how the described emotions affected their feelings of belonging and sympathy During the activity, in the materials proposed as in the discussion teachers should pay attention to avoid and reduce stereotypes associated to gender and how boys and girls ‘should’ be and feel
Enhances strengths and uniqueness	The activity are designed in order to let the child free to choose the language used, especially during discussions. The focus is on identifying personal emotions
Focuses on the agentic role (me, others) than on skills	The activity requires the child to describe personal experiences.
Consider cultural diversity in coding and expressing emotions and positive behavior	Emphasis is placed on different writing styles or different approaches to the activity- storytelling for instance.
Embraces a ‘decision making’ step	During the writing and the discussion while considering managing of emotions and future goals
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: teachers could have short videos that describe positive events that they can use as prompt and/or modelling. ○ Multiple ways of action and expression: instead of writing, students can draw or perform the story, using the same prompts as both an inspiration and guide throughout the activity. ○ Multiple ways of engagement: providing different tasks and role
Are there connections with other activities and domains?	Connected to the domain Smile to Society 4.0

Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to focus on others through children stories, the activity can be used as part of others awareness
What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be made more complex by devoting more time to the activity and ask the students to write more complex stories. An options is for students to be grouped and write together.
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be adapted by simplifying, instead of writing, the children can also draw and explain their drawings. If the children are drawing, at least 15 min need to be allocated for the exercise.

Grid 2A: the content and the development

Domain: **Smile to My Self**

Name of the activity **Tree of Emotions**

Goals

Know and explore the nature of emotions and feelings and how they characterize myself in my daily life situations:

- Recognize that emotions have physical effects
- Label and describe a set of emotions in terms of physical changes, feelings, thoughts, behavior
- Explore how my thoughts and my behaviors impact my emotions and feelings in my everyday life

Duration and Frequency	Age	Persons involved	Contexts
30-45 minutes 1 day per week	8-11 years	Teachers Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) Selects an emotion and provides a definition *2)* Students examples *3)* Sharing and discussion *4)* Poster completion *5)* Similarities and differences *6)* Matching emotion	1) list of emotions 2) emotions tree poster 3) sticky notes for emotions tree. 4) Writing materials	1) Template with tree of emotions (SSE.2.1.f) 2) Template with Plutchick's wheel (SSE.2.2.f) 3) Template with reflective question for teacher (SSE.2.3.f) for children (SSE.2.4.f)

Short description and instructions

1) The teacher introduces the goal of the activity: selects an emotion and provides a definition describing the biological, cognitive and physical characteristics
2) The student provides an example (or more) of description of a situation where a student experienced the target emotion and highlights the numerous characteristics.
   Self-awareness activities are a great way to help students understand emotional cues. Include several words that describe emotions to your class vocabulary lists, like "joyful" or "scared." Whenever you introduce a new emotional vocabulary word, take time to discuss what it means and how students can recognize this feeling in themselves and others. Link each emotion to an everyday experience.

3) The teacher guides a discussion about the target emotion and its characteristics and invites students to think about their personal experience. The teacher's questions should be oriented also to explore to how thoughts and behaviors impact my emotions and feelings in my everyday life:
   Eg. I was angry because the whole test went wrong ...
      If I think that sometimes I can make mistakes and I can fix it, how would I feel?
      My friend doesn't want to play with me anymore and I'm sad
      I am happy when I remember that I have other friends to play with
   Let the children try to switch from behaviour to thought and feeling, through sentence completion sentences for example.
   The teacher asks students to fill a worksheet writing an experience about the target emotion. Student are asked to analyze their story and answer some questions useful to highlight the characteristics of the emotion. (optional)
4) The students are requested to complete the poster of the 'tree of emotion': which emotions are grouped together, which is the more intense emotion, and what emotions are on the opposites sides of the spectrum.
5) The teacher (from the second session) provides an explanation of similarities and differences among the emotions already analyzed and the new one (i.e. which emotions are grouped together, which is the more intense emotion, and what emotions are on the opposites sides of the spectrum).
6) The teacher asks students to exercise in matching emotions (labels; on the left of the worksheet) and characteristics, similarities and differences (on the right of the worksheet)

Activity tool/exercise description:

- Template with tree of emotions empty (SSE.2.1.f)
- Template with Plutchick's wheel of emotions (SSE.2.2.f)
- Template for teacher reflective question (SSE.2.3.f)
- Template for children reflective question (SSE.2.4.f)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: teacher can use images to represents emotions
- Multiple ways of action and expression: students can be asked to act out each new proposed word and prompt a discussion on where the emotion should be placed. Students could represent their emotions and feelings drawing .
- Multiple ways of engagement: new words can be integrated into stories, in order to describe in a contextual way their meaning and strength. This way it will be easier to place them "correctly" on the Word Tree. A variation of this activity could be done using the game "Tree of emotions" – the tree, which gives different berries as fruits, and each kind of berry takes you in a certain emotion - https://sims.fandom.com/wiki/Tree_of_Emotions

Learning_ strategies

- Positive reinforcement: when children answer questions focusing on expression of emotions
- Elaboration
- Interleaving

Learning_ performance descriptors

- Recognize that emotions have physical effects
- Identify how my thoughts and my behaviors impact emotions and feelings

Learning assessment_ reflective questions

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Teachers	Students
○ Is each student able to label, at least 1, emotions in terms of physical changes, feelings, thoughts, behavior?	○ What did you learn from today's activity? ○ Choose an emotion and write: physical changes, feelings, thoughts, behavior

Learning_ assessment tools

- The exercise can be repeated after a significant amount of terms has been introduced. A new " Tree of emotions" can be populated and comparison can be made

Activity Linked to school subject

This activity could be linked with science (i.e. explaining physiological aspects of emotions; showing diverse behaviors of animals linked to emotional aspects) It could also linked to history, analyzing the emotions and feelings of some historical characters. Also literature could be used for analysing emotions and feelings of drama and poems

Activities to share with parents or family members

Parents can discuss words describing emotions, assigned by the teacher with their children at home

Grid 2B - analysis of PSsmile key choices

Name of the activity	**Tree of Emotions**
Goals Know and explore the nature of emotions and feelings and how they characterize myself in my daily life situations	
Shows Orientation toward future goals	Students can be asked to identify how they would expect to feel in certain situations.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	Through the expanded vocabulary and the different terms different students use, better understanding can be achieved through the groupings of terms. Through drawings and different types ways of presenting the terms- for example through life examples
Enhances strengths and uniqueness	Students can focus on positive emotions and feel confident in expressing themselves
Focuses on the agentic role (me, others) than on skills	Students can express themselves and understand others
Consider cultural diversity in coding and expressing emotions and positive behavior	Through the expanded vocabulary and the different terms different students use, better understanding can be achieved through the groupings of terms.
Embraces a 'decision making' step	Students feel confident in expressing themselves

Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: all the material can be presented with dual coding ○ Multiple ways of action and expression: children are free to express in many ways ○ Multiple ways of engagement: providing different tasks and role
Are there connections with other activities and domains?	Can be combined or interchanged with Speak it up exercise from the same domain
Are there possible manipulations of the activity to move with the same activity to another domain?	In combination with other exercises it can be used for others awareness
What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be made more complex trying complex emotional vocabulary words like “jubilant” or “apprehensive” to broaden their emotional understanding.
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be adapted by using simple vocabulary and ask the students to share their own vocabulary. Use drawings and personal context

Grid 3A: the content and the development

Domain: **Smile to My Self**

Name of the activity **Look at myself**

Goals

Know and explore how emotion and feeling characterize myself and impact reasoning and behaviors in my daily life situations:

- To promote children's understanding of how emotions arise from contextual situations
- To recognize that people display the same emotion differently

Duration and Frequency	Age	Persons involved	Contexts
45 minutes 2 weeks	8-11 years	Teachers Students	Classroom or gym

Structure of the activity	Materials used	Fact sheets
7) Introduction and instructions 8) Role play activity using situational cards 9) Group discussion and reflection	5) Mirror 6) Pencils or pen	4) Template with situational card (SSE.3.1f) 5) Template for teacher reflective question (SSE.3.2f) 6) Template for children reflective question (SSE.3.3f)

Short description and instructions

7) The activity starts with the teacher explaining the "situational cards" and their use.
The "situational cards" are simple pieces of paper describing a everyday life situation (e.g. eating an ice cream, watching a movie, reading a book, meeting new people, etc.).
The teacher can use the "situational card template" or can create with children different situational cards. Once created, all the "situational cards" are collected and shuffled. (5 min)

8) A volunteer is chosen and put in front of a mirror. The volunteer picks up a card and reads the situation. Once he/she has read and understood the situation, he/she will make a face in front of the mirror describing the emotion evoked by that situation.

9) Each students has to explain their shown emotion and explain why they have chosen that expression.

10) The teacher start a reflection by asking the children the following questions:
- When some children are happy they do ... (complete the sentence with action done by the child in front of the mirror, eg: …they smile), when you are happy what do you do?
- Try to think of a situation that makes you happy

The teacher proceeds in this order for all the situational cards that are proposed. (40 min, 4-5 situations)

Activity tool/exercise description:

- Template with situational card (SSE.3.1f)
- Template for teacher reflective question (SSE.3.2f)
- Template for children reflective question (SSE.3.3f)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the situational card are provided with dual coding (text and pictures).

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- Multiple ways of action and expression: Instead of situational cars, children can use short videos. photographs or perform a situation
- Multiple ways of engagement: providing different tasks and role

Learning_ strategies

- Positive reinforcement: when children when children link emotions to a specific situation, when children identify other way to express the same emotion
- Concrete examples
- Retrieval practice

Learning_ performance descriptors

- Understand how emotions arise from contextual situations
- Recognize that people display the same emotion differently

Learning assessment_ reflective questions

Teachers

- Is each student able to link at least 3 emotions to contextual situations?
- Is each student able to identify at least 2 way to express the same emotions?

Students

- What did you learn from today's activity?
- Task completions: link emotions and situations
- Task completions: way to express emotions

Learning_ assessment tools

Teacher can use the answers the answer to the a reflective questions to:

- Assessing the students' ability to link emotions to contextual situations;
- Assessing the students' ability to identify different way to express the same emotion;

Activity Linked to school subject

The activity can be connected to all disciplines, teachers can describe the strengths and uniqueness of each character introduced (historical figure, artist, scientist, etc.).

Activities to share with parents or family members

The child can transfer to everyday life activities that occur outside of school- namely parents and children can choose situations that they either experience together or separately, show their reactions and then discuss the differences in those reactions (if any)

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Grid 3B - analysis of PSsmile key choices

Name of the activity	
Goals Know and explore how emotion and feeling characterize myself and impact reasoning and behaviors in my daily life situations	
Shows Orientation toward future goals	Each child should be encouraged to think and discuss with others about situations that could occur in their future.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The teacher may include some specific situations involving aspects related to diversity (e.g. seeing another student in trouble with his/her homework, etc).
Enhances strengths and uniqueness	Children should be reinforced to express emotions as they are used to do, with their uniqueness and strengths.
Focuses on the agentic role (me, others) than on skills	The activity let the child think about the link between emotion and situations.
Consider cultural diversity in coding and expressing emotions and positive behavior	The activity is designed with the aim of identifying different ways of showing emotions.
Embraces a 'decision making' step	By reviewing the selected situations, the child should be encouraged to reflect that s/he can choose how to express the emotion felt.
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: all the material can be presented with dual coding ○ Multiple ways of action and expression: children are free to express in many ways ○ Multiple ways of engagement: providing different tasks and role
Are there connections with other activities and domains?	Connected to the domain Smile to Society 4.0.
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to focus on other-awareness by focusing on reflection about other way to express emotions and reactions.
What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be made more complex by increasing the complexity of the situational cards.

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What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be adapted by simplifying situations and modeling different examples of the expression of emotions

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Grid 4A: the content and the development

Domain: **Smile to My Self**

Name of the activity **My strengths, my uniqueness**

Goals

Discover uniqueness in interpreting and expressing emotions and feelings as components of my positive mindset:

- To recognize my positive personal strengths and uniqueness
- To give a definition of uniqueness and strengths
- To recognize the advantage of heterogeneity

Duration and Frequency	Age	Persons involved	Contexts
60 minutes 2 weeks	8-11 years	Teachers Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) explanation the concept of uniqueness and strengths. 2) example of the flower 3) flowers construction 4) sharing of the choosen categories and answers 5) discussion about richness of heterogeneity 6) reflection about the value of heterogeneity 7) reflection about the uniqueness and strengths for the future	~~1)~~ Fact sheets; 2) Thick paper sheets, 3) Pencils, 4) Scissors, 5) Markers	1) Template with flower (SSE.4.1f) 2) Template with questions (SSE.4.2f) 3) Template for teacher reflective question (SSE.4.3f) 4) Template for children reflective question (SSE.4.4f)

Short description and instructions

1) The teacher explains the concept of uniqueness as general characteristics of humankind that find a unique combination and expression in each person. Some of these uniqueness concern our physical aspects (as hair black or blond, eyes blue or brown, height, weight etc) other concern our interests and preferences (i.e. someone loves music, someone else football; someone plays the guitar, someone the piano, etc.). The teacher explains these represent our strengths. (5 min)
2) The teacher shows an example of the flower of uniqueness (5 min)
3) Then helps students to build a flower (or a sun or a wheel) provided with 4/5 petals. At the center, the student name is placed, while each petal corresponds to a questions (Eg. My physical uniqueness?, My character's strength?, My favourite sport?, My preferred character of cartons/story?, etc.). Children can choose the questions they prefer. Once they built flowers, pupils write their answers on the given categories. (20 min)
4) Teacher asks students to share their content of flower with the group writing all the chosen categories and answers on the blackboard or on a thick paper sheet. (15 min)
5) Once the sharing is finished, with the pupils' help, the teacher can open a discussion about the richness of heterogeneity and its advantages. Teachers could provide some definitions, descriptions and examples. The teacher could conduct a discussion valuing each student uniqueness. (5 min)

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Examples of questions could be: Why is it important that people look different? Think differently? Have different preferences? Have different skills? etc

6) Teacher asks each student to write below the flower one thought about the advantage of heterogeneity (5 min)
7) the teacher asks to write individually under their flower some characteristics or skills they want to increase in their future (5 min)

Activity tool/exercise description:

- Template with the flower (SSE.4.1f)
- Template with the questions about the value of heterogeneity and about strength and uniqueness to increase in the future (SSE.4.2f)
- Template for teacher reflective question (SSE.4.3f)
- Template for children reflective question (SSE.4.4f)

UDL manipulations: means multiple ways of representation, of expression, etc.

- Multiple ways of representing the information: the material can be provided with dual coding
  Eg. The flower can be completed with drawings or select pictures from journals.
- Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their strength and uniqueness
  Eg. discussion could be also done in small groups asking them
- Multiple ways of engagement: providing different tasks
  Eg. The activity can be carried out by asking to solve tasks where everybody needs to contribute; or by doing an activity where the diverse preferences could emerge as for example a picture of a town where everybody draw a house

Learning_ strategies

- Positive reinforcement: when children identify personal strengths and uniqueness and when children provide examples of heterogeneity advantage
- Interleaving
- Concrete examples
- Retrieval practice

Learning_ performance descriptors

- Identify aspects of uniqueness
- Explain the concept of uniqueness

Describe advantage of heterogeneity

Learning assessment_ reflective questions

Teachers

- Is each student able to identify at least 4 aspects of their uniqueness ?
- Is each student able to describe at least 1 advantage of heterogeneity?
- is each student able to provide a definition of uniqueness?

Students

- What did you learn from today's activity?
- Try to explain what is unicity for you
- How many uniqueness have you discovered about yourself?
- How can be helpful having so many strength and uniqueness in our group?

Learning_ assessment tools

Teacher can use the answers the answer to the a reflective questions to:

- Assessing the students' ability to find their own strength and uniqueness

- Assessing the students' ability to understand the value of heterogeneity

Activity Linked to school subject
The activity can be connected to all disciplines, teachers can describe the strengths and uniqueness of each character introduced (historical figure, artist, scientist, etc.).

Activities to share with parents or family members
The child can take his/her flower at home and ask the same questions to friends and family, comparing the answers and discovering their uniqueness.

Grid 4B - analysis of PSsmile key choices

Name of the activity: **My strengths, my uniqueness**	
Goals Discover uniqueness in interpreting and expressing emotions and feelings as components of my positive mindset	
Shows Orientation toward future goals	The students is asked to imagine how they can increase their strengths and add more strengths.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The materials for the activity are designed in order to be adapted to different students.
Enhances strengths and uniqueness	The students are encouraged to share different way to look, different preferences, different skills, considering both strengths and uniqueness.
Focuses on the agentic role (me, others) than on skills	The students are encouraged to think about their agentic role in developing their own uniqueness and strengths, also thinking about how increase them in the future.
Consider cultural diversity in coding and expressing emotions and positive behavior	Through the discussion the students observe the answers, including the summarized table, they may find unexpected similarities and be able to build relationships based on that.
Embraces a 'decision making' step	The activity may improves the awareness that one's uniqueness can be improved.
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: the material can be provided with dual coding ○ Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their strength and uniqueness ○ Multiple ways of engagement: providing different tasks
Are there connections with other activities and domains?	Connected to the domain Smile to my future

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Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to address awareness of others without exploring differences and understanding how promoting positive relations with others and inclusive communities.
What kind of manipulations can be introduced to make the activity suitable for older students?	Teachers can add more categories or they can add the request to make an action plan to increase children uniqueness and strengths
What kind of manipulations can be introduced to make the activity suitable for younger students?	Teachers can use drawings, cartoons to model the flower activity and/or they can remove the written reflection at the end, leaving time for more oral discussion.

Grid A: the content and the development
Grid 5A: the content and the development

Domain: **Smile to My Self**

Name of the activity **Strenghts chain**

Goals

Discover my positive personal resources and strengths

- To explore my strengths and resources I can count on in my daily life situations
- To build a picture of my strengths in diverse situations

Duration and Frequency	Age	Persons involved	Contexts
30 min	8-11 years	Teachers Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) List of children strengths and resources 2) Introduction of the board game 3) Children play the game 4) Individual join stripes 5) Sharing and reflections	1) Templates 2) Glue 3) Scissor	4) Template with a board game (SSE.5.1.f) 1) Template with a strips to cut (SSE.5.2.f) 2) Template with reflective question For teacher (SSE.5.3.f) For children (SSE.5.4.f)

Short description and instructions

11) The teacher asks the children to make a list by answering the question: which are yours strengths and resources you can count on in your daily life situations?
12) The teacher divides children into groups and presents them a board game.

The board game has some boxes with some questions (Eg: I feel strong when…, I had fun when…, I'm praud of myself when…, a good quality I'm learning is….).
(5 min)

13) Children play in groups by taking turns, throwing the dice and writing on strips of paper, the answers to the questions they come across.
(15 min)

14) After the game they can join their stripes and create their own "strengths chain" with their answers
(10 min)

15) The teacher ask children to share their "strength chain" and guide the reflection about how the answers are helpful to explore our strengths and resources that we can count on

Activity tool/exercise description:

- Template with a board game (SSE.5.1.f)
- Template with a strips to cut (SSE.5.2.f)
- Template for teacher reflective question (SSE.5.3.f)
- Template for children reflective question (SSE.5.4.f)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the nature of the activity allow to modify questions and information for build the chain
  Eg. The teacher may decide to present a quiz instead of the board game
- Multiple ways of action and expression: students are allowed to find information in different way
  Eg. Children can ask for help or compare their answer with their peers
- Multiple ways of engagement: providing different tasks and way to explore personal strengths
  Eg. Questions in the board game can be adapted to include different exploration contexts

Learning_ strategies

- Positive reinforcement: when children explore and identify your own positive strengths resource
- Retrieval practice
- Interleaving

Learning_ performance descriptors

- Explore strengths and resources in diverse daily life situations
- Build a picture of personal strengths

Learning assessment_ reflective questions

Teachers

- Is each student able to identify at least 2 personal strengths and resources?
- Is each student able to identify at least 1 new strengths and resources after the exploration?

Students

- Which are yours strengths and resources you can count on in your daily life situations?
- What new strengths and resources did you discover after the game?
- What did you learn from today's activity?

Learning_ assessment tools

Teacher can use the answers the answer to the a reflective questions to:

- Assessing the students' ability to identify strengths and resources
- Assessing the students' ability to build a picture of personal strengths

Activity Linked to school subject

The activity can be connected to all disciplines every time we introduce a topic with many aspects interleaving

Activities to share with parents or family members

Children can take their chain at home, ask their family members to add some rings, about the child or even about themselves building a "family strengths chain".

Grid 5B - analysis of PSsmile key choices

Name of the activity	**Strenghts chain**
Goals Discover my positive personal resources and strengths	
Shows Orientation toward future goals	The exploration activity guides children to practice strategies to take care of their strengths and cope with possible challenges
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The activity let the teacher free to modify questions and answers presentation in order to build the chain
Enhances strengths and uniqueness	Emphasis is placed on strengths and resources exploration in everyday life situations
Focuses on the agentic role (me, others) than on skills	The activity puts the child at the center of the exploration process

Consider cultural diversity in coding and expressing emotions and positive behavior	The activity is designed with the aim of pay attention to daily life situations, including every context and culture
Embraces a 'decision making' step	Children are free to decide which strengths and resources to explore and focus
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: all the material can be presented with dual coding ○ Multiple ways of action and expression: students are allowed to find information in different way ○ Multiple ways of engagement: providing different tasks and role
Are there connections with other activities and domains?	Connected to the domain Smile to My Self and My Future
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to focus on the importance of taking care and practice strategies for fostering positive resources
What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be made more complex by modifying questions or by inserting a comparison activity with peers or family members
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be adapted by simplifying questions or providing examples of answers

Grid 6A: the content and the development

Domain: **Smile to My Self**

Name of the activity **Let it out**

Goals

Progress in exploring my positive mindset and take care of my strengths:

- To identify components of a positive mindset and how can plays a role in finding new opportunities
- To explore the strengths that I could take care of to develop my future selves

Duration and Frequency	Age	Persons involved	Contexts
40 min Once per semester	8-11 years	Teachers Students	Classroom

Structure of the activity	Materials used	Fact sheets
10) Zelda story 11) Questions for understand the story 12) Relate story to experiences 13) Drawing feelings	7) Templates 8) felt-tip pens (thick); 9) big poster, stick-on papers	7) Template with Zelda story (SSE.6.1.f) 8) Template with reflective question For teacher (SSE.6.2.f) For children (SSE.6.3.f)

Short description and instructions

16) Read Zelda story to the learners

17) The teacher can help the learners to process the story by asking the following questions:
  - Who was sad in this story?
  - Who was scared in this story?
  - How did Zelda and Sherlock feel at the beginning of the story? What resources did Zelda show? And Sherlock? How do they feel after?
  - What happened to Zelda and Sherlock at the end of the story? What has changed? How did they change their behavior?
  - What should they do in their future?

18) Relate the story to the learners' own experiences by asking the following reflective questions:
  - What do we do when we are sad?
  - What do we do when we are scared?
  - What happens when we express our feelings?

Ask learners if they ever have such feelings. Ask them what makes them sad, happy, afraid, and angry.

19) Invite learners to draw how they feel now on the small stick-on papers and stick their feeling drawings on the big poster that can be exhibited in the classroom for the next few days.

Activity tool/exercise description:

- Template with Zelda story (SSE.6.1.f)
- Template for teacher reflective question (SSE.6.2f)
- Template for children reflective question (SSE.6.3f)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the situational card are provided with dual coding (text and pictures).
- Multiple ways of action and expression: Instead of situational cars, children can use short videos. photographs or perform a situation
- Multiple ways of engagement: providing different tasks and role

Learning_ strategies

- Positive reinforcement: when children identify strengths and resources in finding new opportunities and related emotions and feelings
- Elaboration
- Interleaving

Learning_ performance descriptors

- identify components of a positive mindset in finding new opportunities
- recognize strengths helpful to develop future selves

Learning assessment_ reflective questions

Teachers	Students
○ Is each student able to identify, at least 2, Zelda and Sherlock strengths?	○ What did you learn from today's activity?
○ Is each student able to recognize, at least 1, new opportunity	○ Write here Zelda and Sherlock strengths and resources
	○ Give Zelda and Sherlock some tips for their future

Learning_ assessment tools

Teacher can use the answers the answer to the reflective writing to:

- Assessing the students' ability to identify components of a positive mindset in finding new opportunities
- Assessing the students' ability to recognize strengths helpful to develop future selves

Activity Linked to school subject

It could be linked to literature classes or language classes (for younger students, where stories with fictional characters are used).

Activities to share with parents or family members

The activity can be done with other characters based on favourite books (at home). Distribute worksheets and tell learners to draw, with the parents' help, one situation that made them very happy during the day, and to bring that drawing to school the next day. Use these drawings to make an exhibition.

Grid *6B - analysis of PSsmile key choices*

Name of the activity	**Let it out**
Goals Progress in exploring my positive mindset and take care of my strengths	
Shows Orientation toward future goals	The activity can regard also what happens once the characters manage to express their emotions, manage them – how their days in the future will look like, will they be different from before and in what way.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The story of Zelda and Sherlock- diversity in the selection of characters. How do the students process the story and its outcome UDL solutions
Enhances strengths and uniqueness	Yes, through the questions for reflection
Focuses on the agentic role (me, others) than on skills	Yes, through the questions for reflection
Consider cultural diversity in coding and expressing emotions and positive behavior	Through the story, selection of characters and the expression/understanding of emotions
Embraces a 'decision making' step	In the reflective questions by asking what happens once the characters manage to express their emotions, manage them – how their days in the future will look like, will they be different from before and in what way.
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	UDL- story is read, shown in a video or acted out
Are there connections with other activities and domains?	Connected to the domain Awareness_Others
Are there possible manipulations of the activity to move with the same activity to another domain?	Yes, through different reflective questions, targeted at "others".

What kind of manipulations can be introduced to make the activity suitable for older students?	Choose another story that is more complex, with more characters. Select more complex questions for reflection on more than the 4 emotions listed above.
What kind of manipulations can be introduced to make the activity suitable for younger students?	Select a shorter story, with similar message

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Grid 7A: the content and the development

Domain: **Smile to My Self**

Name of the activity **Snap future me!**

Goals

Identify components of positive mindset that characterize the concept of me now and me in my future:

- To identify positive emotions, feelings, and personal resources that characterize my present
- To explore my possible future selves

Duration and Frequency	Age	Persons involved	Contexts
55 min	8-11 years	Teachers Students	Classroom or Art class

Structure of the activity	Materials used	Fact sheets
1) Drawing of themselves in that moment. 2) Drawing of themselves in 2 future moment 3) Sharing and reflection	Art and craf materials	1) Template with reflective question for teacher (SSE.7.1f) for children (SSE.7.2f)

Short description and instructions

20) The teacher proposes to the children to draw themselves. The drawing should focus on emotions, feelings, and personal resources that characterize their present, a “snap” of themselves in that moment. (15 min)
21) After the first draw the teacher proposes to the children to draw themselves other two times, focusing on emotions, feelings, and personal resources that characterize their future, a “snap” of future selves. The child can choose to focus on two future moments (eg: after one year, next summer and at 14 or 30 years old, etc). (30 min)
22) The teacher guides the reflection by providing an example of a form filled in by another hypothetical child (10 min). The purpose of the reflection sheet is guide children to reflect on variety of emotions, feelings, and personal resources that characterize their future.
Eg. “in the future I will do ..... but I could also do .....”
“in the future I will feel… but I may also feel….”

Activity tool/exercise description:

- Template for teacher reflective question (SSE.7.1f)
- Template for children reflective question (SSE.7.2f)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: Children are allowed to draw themselves with materials and tool they prefer (Eg. draw with pencils, with the computer, do a collages, etc)
- Multiple ways of action and expression: Children can express their content by changing the form of presentation of themselves (Eg. They can write or make a video to present themselves)
- Multiple ways of engagement: Children can choose two future moments to focus on

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Learning_ strategies

- Positive reinforcement: when children identify emotions, feelings, and personal resources that characterize their present and their future
- Retrieval practice
- Speaced practice

Learning_ performance descriptors

- identify positive emotions, feelings, and personal resources that characterize their present
- explore emotions, feelings, and personal resources that characterize their possible future selves

Learning assessment_ reflective questions

Teachers

- Is each student able to identify at least 2 positive emotions, feelings, and personal resources that characterize their present?
- Is each student able to Is each student able to identify at least 4 positive emotions, feelings, and personal resources that characterize their future?

Students

- What did you learn from today’s activity?
- Write here positive emotions, feelings, and personal resources shown in your “snap of the moment”
- Write here positive emotions, feelings, and personal resources shown in your “snap of the future me”

Learning_ assessment tools

Teacher can use the answers the answer to the a reflective questions to:

- Assessing the students’ ability to identify positive emotions, feelings, and personal resources that characterize their present
- Assessing the students’ ability to explore emotions, feelings, and personal resources that characterize their possible future selves

Activity Linked to school subject

The activity can be connected to art, speaking of the artists portraits.

Activities to share with parents or family members

Children can share their drawings with family members and ask them to show a picture of when they were little and to tell, how they were, how they are and how they see themselves in the future

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Grid 7B - analysis of PSsmile key choices

Name of the activity	**Snap future me!**
Goals Identify components of positive mindset that characterize the concept of me now and me in my future	
Shows Orientation toward future goals	The activity is about explore and identify components of possible future selves
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	Children can present themselves throughout any material, tools and form
Enhances strengths and uniqueness	The emphasis is on underling children emotions, feelings, and positive resources
Focuses on the agentic role (me, others) than on skills	The activity let the children express themself and decide what include on their drawings
Consider cultural diversity in coding and expressing emotions and positive behavior	Children are free to express their positive emotions, feelings, and personal resources
Embraces a 'decision making' step	The activity is designed in order to let children free to decide the components that characterize their concept of them now and in their future
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: all the material can be presented with dual coding ○ Multiple ways of action and expression: children are free to express in many ways ○ Multiple ways of engagement: providing different tasks and role
Are there connections with other activities and domains?	Connected to the domain Smile to My Self and My Future
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to focus on future selves, identifying components that can play a role in finding new opportunities
What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be made more complex by focusing on a specific future challenging situation or adding a reflection about how they can take care of their strengths

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What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be adapted by asking only one drawing for the future and showing an example that can guide their drowings

Grid 8A: the content and the development

Domain: **Smile to My Self**

Name of the activity **Feeling proud**

Goals

Discover that the positive mindset plays a role in my flourishing:

- Understand the emotion of feeling proud, be optimist, be hope, resilience, about own accomplishments through someone’s experience
- To reflect on how the experiences of others can guide me to explore new aspects or ways

Duration and Frequency	Age	Persons involved	Contexts
30 min-1 h	8-11 years	Teachers Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) Introduction 2) Examples 3) Children task 4) Sharing and reflection	1) paper 2) drawing materials 3) Camera/Phone to make the interview and record it	1) Template with interview questions (SSE.8.1.f) 2) Template with reflective question For teacher (SSE.8.2.f) For children (SSE.8.3.f)

Short description and instructions

1) Children can be "little journalists" and interview, guided by specific questions, about experiences of proud, optimist, hope, resilience, courage, etc).
2) The teacher shows an example in the class: they tell the children 2 stories of how other children used the stories of others to guide their future goals.
3) The teacher guides the children, through specific questions, to reflect on how to orient the construction of their future selves, how the experiences of others can guide them to explore new aspects or ways.
4) After an adult shares a story that made them feel proud of themselves at a young age. The child/student is supposed to translate that into a drawing, showing their understanding of the motivation behind that feeling.

Activity tool/exercise description:

- Template with list of suggested questions to be used in the interview (SSE.8.1.f)
- Template for teacher reflective question (SSE.8.2.f)
- Template for children reflective question (SSE.8.3.f)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the students can be asked to write their story in a written form of their choice.
- Multiple ways of action and expression: the students can either use Storytelling or Theatre like performances as well.
- Multiple ways of engagement: providing different topic and story

Learning_ strategies

- Positive reinforcement: when children explore aspect about emotion of feeling proud, be optimist, be hope, resilience

- Retrieval practice
- Concrete examples

Learning_ performance descriptors

- explore emotion of feeling proud, optimist, hope, resilience
- Reflect on how the experiences of others can guide to explore new opportunities

Learning assessment_ reflective questions

Teachers	Students
○ Is each student able to identify, at least 2, emotion (proud, optimism, hope, resilence) with short story ○ Is each student able to identify, at least 1, new opportunity to explore	○ What did you learn from today's activity? ○ By listening to the stories Did you found a new opportunity that you would like to explore?

Learning_ assessment tools

Teacher can use the answers to the interview answers and the reflective questions to:

- Assessing the students' ability to explore emotion of feeling proud, optimist, hope, resilience
- Assessing the students' ability to reflect on how the experiences of others can guide to explore new opportunities

Activity Linked to school subject

It can be linked both to literature (story-telling) and to arts classes. It can be done in class as an exercise after reading a story for example.

Activities to share with parents or family members

The activity is structured so that parents or other family members are involved in the development of the activity. The activity can be done both at home or at school. It can be conducted after an achievement or at the end of the day as a way of discussing/showing the events that happened and how that made the participants feel

Grid 8B - analysis of PSsmile key choices

Name of the activity	**Feeling proud**
Goals Discover that the positive mindset plays a role in my flourishing	
Shows Orientation toward future goals	Describe in a few words what do you want to be proud of in the future
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	Attention to diversities, as different people can be proud of different things. Sometimes a small achievement for one, can be an important one for someone else.
Enhances strengths and uniqueness	Take out key words from the story and use them to describe the strengths
Focuses on the agentic role (me, others) than on skills	Structure of the activity focuses on agentic roles
Consider cultural diversity in coding and expressing emotions and positive behavior	Attention to diversities, as different people can be proud of different things. Sometimes a small achievement for one, can be an important one for someone else.
Embraces a ‘decision making’ step	In the discussion- what do I want to be proud of in the future
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: all the material can be presented with dual coding ○ Multiple ways of action and expression: children are free to express in many ways ○ Multiple ways of engagement: providing different tasks and role
Are there connections with other activities and domains?	Connected to the domain Smile to My Present and My Future
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to focus on discussion about how can the student work on himself/herself in order to achieve their goals
What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be made more complex by taking more time to discussion and enhanced reflective questions with goal oriented approach. Increase the number of emotions addressed and refer to specific future situations
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be adapted by reducing the number of emotions addressed and refer to situations that are closer to their current experience

SSE.1.1f

When was the happiest moment in your life?

Why was it so happy?

What did you say when you were happy?

What was your face like when you were happy?

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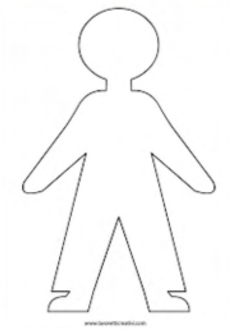
SSE.1.1f

Where did you feel happiness in your body?



How long have you been happy?

Try to think of something that could make you happy tomorrow, next summer...?

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SSE.1.2.f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 2, verbal or not verbal expression of emotions?	☐	☐	☐	☐
Is each student able to identify, at least 1, physiological change in the expression of emotions?	☐	☐	☐	☐
Is each student able to identify, at least 1, future moment, two future moments in which the same emotion could recur?	☐	☐	☐	☐

Notes

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SSE.1.3.f

REFLECTIVE QUESTION

What did you learn from today's activity?

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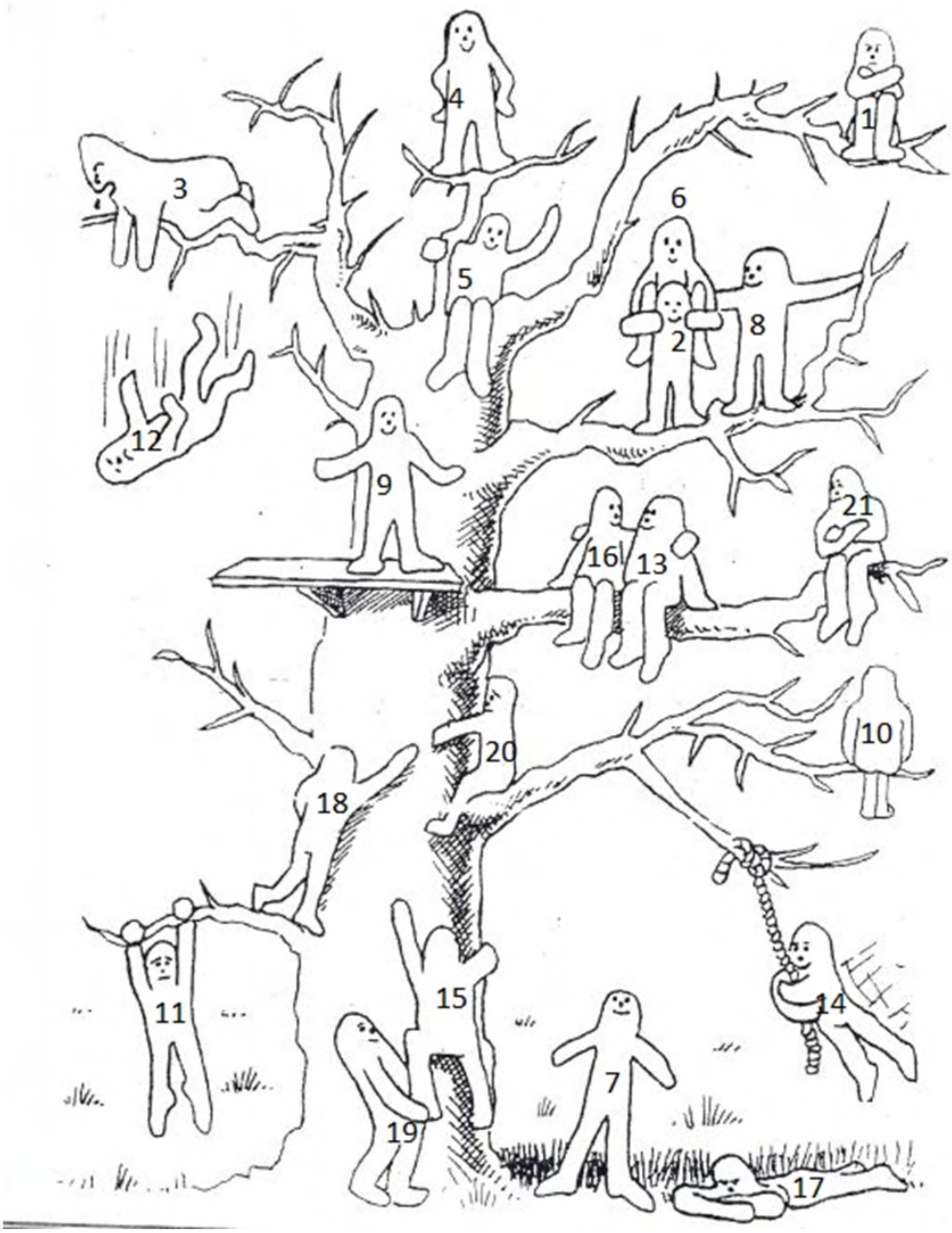
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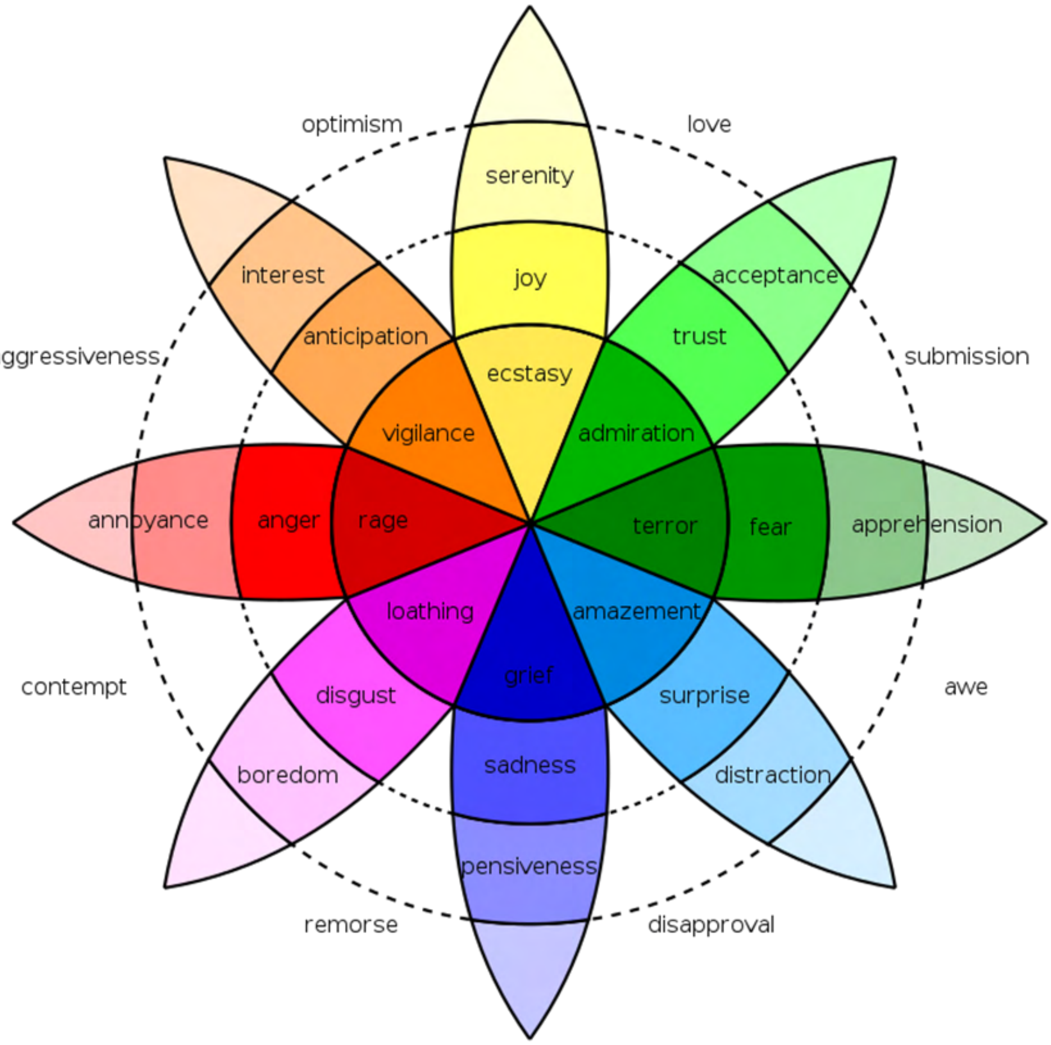
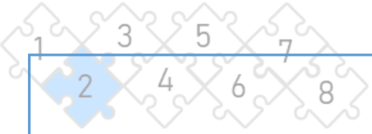
SSE.2.2.f


optimism
love
serenity
interest
joy
acceptance
anticipation
trust
aggressiveness
submission
ecstasy
vigilance
admiration
annoyance
anger
rage
terror
fear
apprehension
loathing
amazement
grief
contempt
awe
disgust
surprise
sadness
boredom
distraction
pensiveness
remorse
disapproval

SSE.2.3.f



Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to label, at least 1, emotions in terms of physical changes, feelings, thoughts, behavior?	☐	☐	☐	☐

Notes

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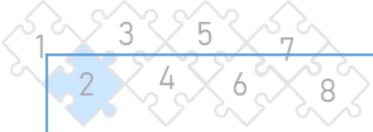
SSE.1.2.f



REFLECTIVE QUESTION

What did you learn from today's activity?

Choose an emotion

physical changes

feelings

thoughts

behavior

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SSE.3.1f

YOU STUB YOUR TOE ON THE CORNER OF THE COUCH AT HOME

YOU SCORE THE WINNING GOAL

YOUR BABY BROHER WILL NOT STOP CRYING DURING YOUR CHOIR CONCERT

YOU GET TO PLAY YOUR FAVORITE GAME IN GYM

YOU GET TO SIT BY ONE OF YOUR BEST FRIENDS ON THE BUS

A DOG GROWLS AT YOU

YOU FORGOT YOUR SCHOOL PROJECT AT HOME

YOU CANNOT FIGURE OUT HOW TO SOLVE YOUR MATH HOMEWORK

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YOU BROKE YOUR FRIEND’S TOY

YOU DON’T HAVE ANYONE TO PLAY WITH

YOU HAVE A TEST BUT DON’T FEEL PREPARED

YOUHEAR A STRANGE NOISE THROUGH THE NIGHT

YOU GET TO SIT BY ONE OF YOUR BEST FRIENDS ON THE BUS

YOU ARE IN A STORE AND YOU GET LOST FROM YOUR GROUP

YOU ARE GOING ON A GREAT TRIP NEXT SUMMER

YOU WILL FIND LOTS OF FRIENDS IN THE NEW SCHOOL

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SSE.3.2f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to link at least 3 emotions to contextual situations?	☐	☐	☐	☐
Is each student able to identify at least 2 way to express the same emotions?	☐	☐	☐	☐

Notes

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SSE.3.3f

REFLECTIVE QUESTION

What did you learn from today’s activity?

Write the associated emotions

I LOST MY FAVORITE TOY	
I WON A RACE	
I GET LOST IN TH PARK	
I FOGOT MY HOMEWORK	
I WILL BE PROMOTED	

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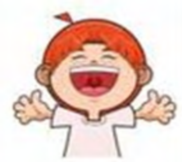
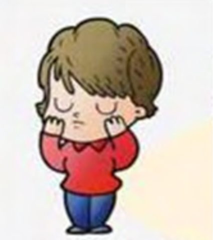
SSE.3.3f

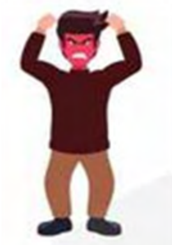
Write multiple way to express the same emotions?



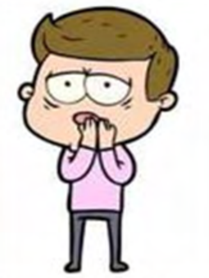
happy



sad /upset



angry



scared

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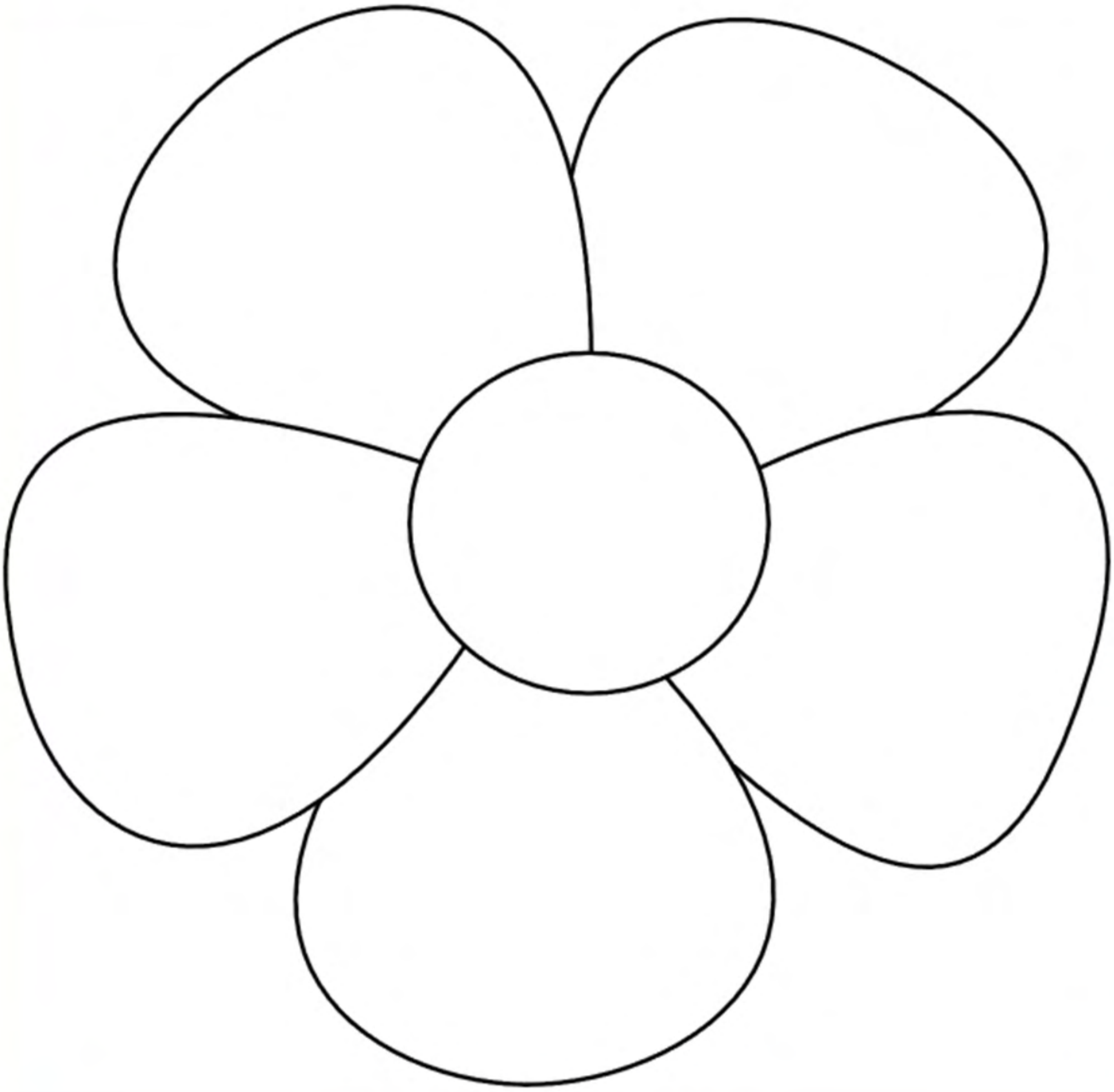
SSE.2.1f

The flower of my uniqueness and strengths



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SSE.2.2f

Why is it important that people look different?
Have different preferences? Have different skills?

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Write here some uniqueness that you would like to add or improve in your future

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SSE.2.3f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify at least 4 aspects of their uniqueness ?	☐	☐	☐	☐
Is each student able to describe at least 1 advantage of heterogeneity?	☐	☐	☐	☐
Is each student able to provide a definition of uniqueness?	☐	☐	☐	☐

Notes

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SSE.2.4f

REFLECTIVE QUESTION

What did you learn from today’s activity?

Try to explain what is unicity for you

How many uniqueness have you discovered about yourself?

How can be helpful having so many strength and uniqueness in our group?

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SSE.5.1.f

I'M GOOD IN...

I'M PRAUD OF MYSELF WHEN...

I'M PRAUD OF MYSELF WHEN...

I FEEL STRONG WHEN...

I CAN DO...

A GOOD QUALITY I'M LEARNING IS...

WHEN I PLAY I'M GOOD AT...

I FEEL GENEORUS WHEN...

I'M REALLY KIND WHEN...

A GOOD QUALITY I HAVE IS...

I'M GREAT WHEN...

I'M CREATIVE WHEN...

I FEEL BRAVE WHEN...

WHEN I DO MY HOMEWORK I CAN...

AT HOME I'M GOOD IN...

I CAN HELP...

I'M GOOD IN FOLLOW...

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SSE.5.2.f

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SSE.5.3.f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify at least 2 personal strengths and resources??	☐	☐	☐	☐
Is each student able to identify at least 1 new strengths and resources after the exploration?	☐	☐	☐	☐

Notes

SSE.5.4.f

REFLECTIVE QUESTION

Which are yours strengths and resources you can count on in your daily life situations?

What new strengths and resources did you discover after the game?

What did you learn from today’s activity?

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A NEW FRIENDSHIP

Sherlock lived in a trunk of an old oak tree. He didn’t like leaving his home, not even to see some nice trees and flowers. Indeed, he was afraid that something would fall on his head and he would get hurt if he left his home. He was even afraid that he might get lost in such a big forest and then he wouldn’t be able to find the way back to his beloved home. Zelda lived not very far from Sherlock, among fallen leaves of a weeping willow. She would often go for a walk around her house, but never very far because once she’d realize she was alone and had no one to play with, she would feel unhappy. After her walk, she would go home and cry.

One day, Zelda had been crying when she heard a cheerful twitter. It was a colourful little bird playfully jumping from one tree branch to another.
Zelda got an idea, ‘’I can throw a party and make more friends. Then I won’t feel lonely anymore.’’
She started collecting berries and set up a table full of fruit juice, tasty hazelnuts, sweet apples and other delicious food.
She started calling to the forest animals, ‘’Squirrels, birds, butterflies... come.’’
Sherlock heard her calls. He stuck his head out of his house window and said, ‘’Dear Zelda, I usually never leave my house because I’m so very afraid something might happen to me. But I will come out today because I really want to see you.’’
Zelda said, ‘’Every day I go for a walk around here, but I am always alone and I return home feeling sad. Please come down from your tree so we can spend more time with each other and make new friends.’’
Soon enough, butterflies, different birds and other forest creatures joined Sherlock and Zelda.

They spent their whole afternoon together, partying and hanging around. In the end, Zelda thanked her new friends. She said, ‘’Thank you for coming! I was very sad because I was alone and had no one to play with. I was crying all the time and I always went to bed so unhappy”.
Sherlock replied, ‘’Dear Zelda, I was unhappy too. I looked fearfully at this big forest from my window. Now I see that I can hop around the forest and have a good time.’’
From that day on, Zelda and Sherlock started spending more time together and with their new friends.

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SSE.6.2.f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 2, Zelda and Sherlock strengths?	☐	☐	☐	☐
Is each student able to recognize, at least 1, new opportunity?	☐	☐	☐	☐

Notes

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REFLECTIVE QUESTION

What did you learn from today’s activity?

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Write here Zelda and Sherlock strengths and resources:

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Give Zelda and Sherlock some tips for their future!

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SSE.7.1.f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify at least 2 positive emotions, feelings, and personal resources that characterize their present?	☐	☐	☐	☐
Is each student able to identify at least 4 positive emotions, feelings, and personal resources that characterize their future?	☐	☐	☐	☐

Notes

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SSE.7.2.f

REFLECTIVE QUESTION

What did you learn from today’s activity?

Write here positive emotions, feelings, and personal resources shown in your “snap of the moment”

Write here positive emotions, feelings, and personal resources shown in your “snap of the future me”

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SSE.8.1f

TELL ME A STORY!

Tell me an episode in which you felt

PROUD, OPTIMIST, HOPE,
RESILIENT, COURAGEOUS

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SSE.8.2.f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 2, emotion (proud, optimism, hope, resilence) with short story?	☐	☐	☐	☐
Is each student able to identify, at least 1, new opportunity to explore	☐	☐	☐	☐

Notes

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SSE.8.3.f

REFLECTIVE QUESTION

What did you learn from today’s activity?

By listening to the stories Did you found a new opportunity that you would like to explore?

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SMILE TO MY PRESENT AND MY FUTURE

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Grid 1A: the content and the development

Domain: Smile to My Present and My Future

Name of the activity: The emotion Taxi

Goals

Identify and explore the importance of regulating emotions and feelings in my daily life situations:

- To recognize emotion
- To understand the connection between emotion and behaviour
- To discover that the same emotion can match to different behaviours and the same behaviour can match different emotions

Duration and Frequency	Age	Persons involved	Contexts
60 minutes	8-11 years	Teacher Students	Classroom or open space

Structure of the activity	Materials used	Fact sheets
1) Setting arrangement 2) Instructions and examples 3) Group1: Role play Big group: Observation 4) Reflection and sharing on the black bord	1) Fact sheets 2) Post it 3) Pencils 4) Chairs	1) Template for emotion observation (SPF.1.1f) 2) Template for reflective questions for teacher (SPF.1.2f) for children (SPF.1.3f) 3) Template to sharing the activity whit family (SPF.1.4f)

Short description and instructions

1) The teacher make a list with 3 different emotions (eg. joy, surprise, sadness) and write them on individual post-its. Set up one chair for the "taxi-cab driver" in front of the room. Arrange four other chairs: 3 behind him and one next to him, for the passenger seats. The rest of the participants could be seated in a semicircle so they can easily observe the role play.
2) Explain the task: "We will do an Emotional Taxi. I will fist need 4 volunteers and then I will explain all the rules and the roles."

   Explain the roles:

   - "there will be 1 cab driver and 3 passengers. Each passenger will represent an emotion. They will have to act according to that specific emotion. The driver does not receive an emotion. "

     The teacher allows children to choose a post it with emotion. After each person extracted one emotion, you can start the method implementation with a story such as: "The cab driver is on a regular day of work, driving around the town. After a few moments of driving, a customer which looks a bit emotional, appears at the side of the road and waves his/ her hand to stop the taxi. The driver stops and the passenger enters the cab. The moment this happens, the cab driver adopts the emotion of the passenger and they talk and act as they were both feeling that emotion."
   - Each passenger enters the cab one by one, after 2 minutes. Any of them can initiate a conversation and hold the conversation for 2 minutes (making sure they act according to that specific emotion) Immediately after they enter, the driver tries to imitate their emotion (without knowing what is that specific emotion).
   - Once the second passenger enters, the cab driver and the previous passenger adopt the emotion of the passenger and they talk and act as if they were all feeling that "new" emotion.

The new passenger can choose to show his/her emotion (that is written on the post it) to the previous passenger, but has to keep it secret from the driver. This continues until all passengers enter the cab.

- Once the last passenger has entered the cab and had her/his “2 minutes of talking”, the previous passengers can announce that they want to exit the cab. Starting from the first passenger, the taxi driver says goodbye to them.
  Both the taxi driver and the other have to say goodbye in a manner of that person specific feeling.
  The taxi driver also has to try to guess the feeling
  Eg: If the emotion on the post it was “sad” he/she could say: “I am sad to tell you goodbye”.
  (10 min)

3) Once you make sure that the 4 volunteers understood their roles and the rules, you can give them 2 minutes to prepare their roles: what they will say in the cab, how will day act, move, etc.
   While the first group of children do the role play, the other children in the group should pay attention and to also guess the emotions and write them down on their notebooks. They could observe and write down: the gestures they observe, the things that made them feel/think something. (15 min)
4) Once the role-play has started, the teachers will keep the time, if the participants are on a roll, you can let it continue longer. If they look confused or aren’t acting much with a character, you can encourage the next passenger to enter the cab, in order to keep the game lively.
   Children can take turns until everyone has tried the role play activity. (20 min)
5) * Teacher asks the children what they would have done or said if they had been the passenger, considering one emotion / passenger at a time.
   The teacher writes the children's thoughts on the blackboard.
   During the discussion it is necessary guide children to identify appropriate and effective ways to express their emotions. Teacher should reinforce positive, original and creative strategies.
   The teacher with children can identify the most effective strategies and assign these strategies in a top 3 category.
   (15 min)
   * The tasks can be adapted, based on the age of the children and the needs of the class, removing the reflection task.

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the emotions and behaviours observed can be represented by image
- Multiple ways of action and expression: the students are allowed to use verbal and non-verbal language
- Multiple ways of engagement: providing different tasks and roles for the activity

Activity tool/exercise description:

- Template for emotion observation to give to the big group during role play (SPF.1.1f)
- Template for teacher reflective question (SPF.1.2f)
- Template for children reflective question (SPF.1.3f)
- Template to sharing the activity whit family (SPF.1.4f)

Learning_ strategies

- Positive reinforcement: when children identify the link between emotions and behavior and when children express their emotions positively that the same emotion can match to different behaviours
- Elaboration
- Retrieval practice
- Concrete examples

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Learning_ performance descriptors

- Recognize emotion based on behaviour
- Describe connection between emotion and behavior
- Identify that different behavior can match the same emotion

Learning assessment_ reflective questions

For teachers:

- Is each student able to identify at least 3 passengers emotions?
- Is each student able to identify at least 2 behaviors signals for each passengers?
- Is each student able to describe at least 2 behaviors to express each emotion presented?

For students:

- What did you learn from today's activity?

Learning_ assessment tools

Teacher can use the answers to the activity templates to:

- Assessing the students' ability to Recognize emotion based on behaviour;
- Assessing the students' ability to describe connection between emotion and behavior;
- Assessing the students' ability to identify that different behavior can match the same emotion

Activity Linked to school subject

The activity can be connected to all disciplines, teachers can refer to all situations in which we call a series of operations or events with a single name (math expression, science events, historic epoch, etc.).

Activities to share with parents or family members

Children can do the "taxi-cab driver" game with family and friends. Children can also extend the reflection activity at home with the template provided.

Grid 1B - analysis of PSsmile key choices

Name of the activity	The emotion Taxi
Goals Identify and explore the importance of regulating emotions and feelings in my daily life situations	
Shows Orientation toward future goals	Exercise develops emotional literacy that is important for the future.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	Each individual should be encouraged to express emotions as usual, using verbal and non-verbal language.
Enhances strengths and uniqueness	Emphasis is placed on the universal strengths that every child finds in himself: communication, courage, creativity, playfulness.
Focuses on the agentic role (me, others) than on skills	Students 'self-awareness is encouraged to recognize their feelings and their expression in behavior.
Consider cultural diversity in coding and expressing emotions and positive behaviour	The activity are designed in order to let the children free to express emotions and positive behaviors in multiple ways
Embraces a 'decision making' step	The activity requires the child to decide what to say and what to do when experiencing specific emotions
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: the emotions and behaviours' observed can be represented by image ○ Multiple ways of action and expression: the students are allowed to use verbal and non-verbal language ○ Multiple ways of engagement: providing different tasks and roles for the activity
Are there connections with other activities and domains?	Connected to the domain Smile to my Self and Smile to Others
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to focus on self-awareness by focusing on the relationship between emotions and behavior.
What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be made more complex by increasing the number of passengers/emotions presented.
What kind of manipulations can be introduced to make the activity suitable for younger students?	The tasks can be adapted declaring the emotions, for examples the teacher can introduce one emotion at the time and modeling the first conversations between driver and passenger.

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Grid 2A: the content and the development

Domain: **Smile to My Present and My Future**

Name of the activity **Tucker the Turtle**

Goals

Discover, practice and reflect on strategies to react positively to my challenging emotions in my daily life situations:

- To recognize that I can decide how to behave
- To learn a strategy to use when emotions prevail
- To identify positive ways of acting in difficult situations

Duration and Frequency	Age	Persons involved	Contexts
60 minutes	8-11 years	Teacher Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) Introduction of the topic and preparation for activity 2) Reading the turtle's story 3) Turtle strategy exercise	1) Templates 2) Pen or Pencils 3) Visual support (optional)	1) Template with turtle's story for teacher (SMF.2.1.f) 2) Template to practice turtle strategy for children (SMF.2.2.f) 3) Template for reflective questions for teacher (SMF.2.3.f) for children (SMF.2.4.f) 4) Visual support for solutions (optional) (SMF.2.5.f)

Short description and instructions

1) The teacher introduces the emotion of anger by saying: "Everyone gets angry, the teacher gets angry when the children hurt each other, parents get angry when we don't listen to them, etc. Some of us can get angry when we do not get what we want, or when we are made fun of, or simply when we stumble! We can't always avoid to get angry but we can decide what to do when we get angry!"
The teacher asks the children to think about a recent situation in which they felt angry.
(10 min)

2) The teacher tells the children that they will learn a strategy to use when they are very angry, to explain it they will read the story of a turtle from the attached template. During the story, the teacher may ask children to imagine themselves inside the shell and breathe like a turtle.
(10 min)

3) The teacher gives the children the worksheet with another unpleasant situation (template) and leads group discussion with the aim of acting like the turtle:
- Read the situation
- Asks what's the first step? (think stop!), once identified as a group, the children write it in their template

- Ask what’s the second step? (pretend to be inside the shell and breathe three times), once identified as a group, the children write it in their template
- Ask what’s the third step? (get out of the shell and think about possible ways of act)
- The teacher guides the children to find a solution, providing some models for example (template). Each child can choose the solution they prefer and complete their template.

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the steps of the turtle and ways of act are presented with double codes
- Multiple ways of action and expression: the students are encourage to find different ways to act
- Multiple ways of engagement: providing different tasks for the activity (listening the story, practice breathing, orally and writing descriptions)

Activity tool/exercise description:

- Template with turtle’s story for teacher (SMF.2.1.f)
- Template to practice turtle strategy for children (SMF.2.2.f)
- Template for teacher reflective questions (SMF.2.3.f)
- Template for children reflective questions (SMF.2.4.f)
- Visual support for identify solutions (SMF.2.5.f)

Learning_ strategies

- Positive reinforcement: when children identify the right steps, when children identify a positive solutions)
- Elaboration
- Retrieval practice
- Concrete examples

Learning_ performance descriptors

- Recognize steps to manage a difficult emotion
- Identify possible positive ways to act in front of a difficult situation

Learning assessment_ reflective questions

For teachers:

- Is each student able to identify at least 2 steps?
- Is each student able to identify at least 1 possible way to act?

For students:

- What did you learn from today’s activity?
- Task: Order the step
- Task: find a way to act

Learning_ assessment tools

Teacher can use the answers to the activity templates to:

- Assessing the students’ ability to recognize that s/he can decide how to behave;
- Assessing the students’ ability to describe a strategy to control emotions;
- Assessing the students’ ability to identify positive ways to acting in difficult situations

Activity Linked to school subject

The activity can be connected to all disciplines, teachers can refer to all situations in which we use a strategy to solve a problem (eg. procedure for solving a mathematical operation, a strategy for a scientific experiment, a recipe for cooking)

Activities to share with parents or family members

Children can share the turtle's story with their parents or friends and try the proposed strategy in everyday situation

Name of the activity	Tucker the turtle
Goals Discover, practice and reflect on strategies to react positively to my challenging emotions in my daily life situations	
Shows Orientation toward future goals	The activity provides them a strategy to better cope with future situations and improve their skill set.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The strategy can be guided by oral presentation, it can be written, with images and sounds.
Enhances strengths and uniqueness	The emphasis is placed on the ability to find a positive and creative way to act that the child can choose on the basis of his own strengths and uniqueness.
Focuses on the agentic role (me, others) than on skills	The activities are designed to put the child in the situation of recognizing that s/he is the only one who can decide what to do.
Consider cultural diversity in coding and expressing emotions and positive behaviour	The activity are designed in order to let the children free to express positive behaviors in multiple ways
Embraces a 'decision making' step	The activity requires the child to decide what to say and what to do when experiencing specific emotions
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: the steps of the turtle and ways of act are presented with double codes ○ Multiple ways of action and expression: the students are encourage to find different ways to act ○ Multiple ways of engagement: providing different tasks for the activity (listening the story, practice breathing, orally and writing descriptions)
Are there connections with other activities and domains?	Connected to the domain Smile to Others

Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to focus on other-awareness by focusing on the possible reactions of others in front of their different behaviors .
What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be made more complex by adding a reflection about the consequences of their behavior.
What kind of manipulations can be introduced to make the activity suitable for younger students?	The tasks can be adapted by simplifying situations and providing fewer choices of possible actions. Also for younger students it may be easier to change the second step, you can ask them to count to ten rather than control their breathing.

Grid 1B - analysis of PSsmile key choices

Grid 3A: the content and the development

Domain: **Smile to My Present and My Future**

Name of the activity **Thought monsters**

Goals

Reflect and practice strategies to take care of my strengths and cope with possible challenges:

- ○ To identify negative thought patterns and behaviours
- ○ To learn how can I switch from negative thought to positive thought and behaviour patterns

Duration and Frequency 50 minutes	Age 8-11 years	Persons involved Teacher Students	Contexts Classroom

Structure of the activity	Materials used	Fact sheets
1) Introduction of the tought monsters 2) Explanation of the strategy 3) Exercise with examples and reflection on related emotions	1) Templates 2) Pen or pencil	1) Template with examples (SMF.3.1.f) 2) Template with reflective questions for teacher (SMF.3.2.f) for children (SMF.3.3.f)

Short description and instructions

4) The teacher explains to the children that problems do not last forever, many problems are solved by themselves and others can be addressed by looking for the one that works best for us among the possible solutions. After this short explanation the teacher introduces the 4 monsters of thought: words never, always, everyone, nobody. (5 min)

5) The teacher shows a strategy to transform negative thoughts into positive thoughts: replacing the words of the monsters (never, always, everyone, nobody) with alternatives (often, sometimes, rarely, a few times, a few people).

The teacher shows some examples: "This math is so hard! I'll never understand multiplication!", we should replace the word "never" with alternative word like "sometimes", modifying the sentence in this way: "This math sometimes is hard, but I can ask for help!"
(15 min)

6) The teacher shows other sentences and then lets the children complete other examples.
For each example the teacher will ask the children to express how they would feel if they were in that situation. After changing the sentence, the teacher should ask the same question and reflects with the children about the differences.
Example could be: "Nobody wants to play with me"
- Reflective questions: "How would you feel if nobody wants to play with you today?"
- Alternative word "Someone doesn't want to play with me"
- Reflective questions: How would you feel if someone doesn't want to play with you today?

Examples should present, in progressive order, concrete situations, situations involving emotions, future challenge.
(30 min)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: The material are presented with double codes and the children can carry out the activity also orally.
- Multiple ways of action and expression: Students are encouraged to express their thoughts orally, in writing and through images.
- Multiple ways of engagement: The examples proposed can be modified by adapting to the specific characteristics of children and their contexts

Activity tool/exercise description:

- Template with examples of thought monsters, to complete with teacher during the activity (SMF.3.1.f)
- Template for teacher reflective questions (SMF.3.2.f)
- Template for children reflective questions (SMF.3.3.f)

Learning_ strategies

- Positive reinforcement: when children identify thought monsters, replace them with alternative words, and recognize emotions associated with both situations
- Elaboration
- Retrieval practice
- Concreate examples

Learning_ performance descriptors

- To identify negative thought patterns and behaviors
- To switch from negative thought to positive thought and behaviour patterns

Learning assessment_ reflective questions

For teachers:	For students:
Is each student able to identify at least 3 sentence with a thought monsters? Is each student able to use alternative words in at least 2 sentences? Is each student able to identify at least 2 emotions associated with the monsters of thought?	What did you learn from today's activity? Shoo the monster task

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- Is each student able to identify at least 2 emotions associated with using alternative words?

Learning_ assessment tools

Teacher can use the answers to the reflective questions to:

- Assessing the students' ability to identify negative thought patterns and behaviors
- Assessing the students' ability to switch from negative thought to positive thought and behaviour

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Activity Linked to school subject

The activity can be connected to all disciplines in every situation in which we check and correct our mistakes, we reformulate thought or strategy looking for a better result (when we rephrase sentences in literature assignments, we check a mathematical operation by looking for a mistake).

Activities to share with parents or family members

Children can introduce monsters to their parents and play to shoo them away in everyday situations

Grid 3B - analysis of PSsmile key choices

Name of the activity	**Thought monsters**
Goals Reflect and practice strategies to take care of my strengths and cope with possible challenges	
Shows Orientation toward future goals	The examples provided guide the child to reflect on the possible future challenges.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	Teachers and children are free to adapt the contents of the examples based on the specific situation and context
Enhances strengths and uniqueness	The emphasis is placed on the ability to find a positive and creative way to switch from negative to positive thought and behavior
Focuses on the agentic role (me, others) than on skills	The activities are designed in order to guide the child to recognize the bias and modify it.
Consider cultural diversity in coding and expressing emotions and positive behaviour	The activity are proposed in order to let the children free to express the alternative thinking and behavior that best suits them
Embraces a 'decision making' step	The activity gives children the tools to recognize and decide what they want change

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Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: The material are presented with double codes ○ Multiple ways of action and expression: Students are encouraged to express their thoughts orally, in writing and through images. ○ Multiple ways of engagement: The examples proposed can be modified by adapting to the specific characteristics of children and their contexts
Are there connections with other activities and domains?	Connected to the domain Smile to my Self
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be modified by focusing on the emotions associated with positive and negative thoughts and behaviors
What kind of manipulations can be introduced to make the activity suitable for older students?	The activity can become more complex by asking students to recognize their own negative thoughts and behaviors in their everyday life. We can also ask students to imagine what negative thoughts and behaviors they might experience in future situations.
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be simplified by focusing on everyday thoughts and behaviors and providing additional guidance in identifying associated emotions.

Grid 4A: the content and the development

Domain: **Smile to My Present and My Future**

Name of the activity **Treasure chest!**

Goals

Discover and practice ways for fostering my positive resources in challenging situations and failure:

- To Identify and practice strategies useful in fostering my positive resources
- To discover ways to better cope with a challenging situation that happens to me

Duration and Frequency	Age	Persons involved	Contexts
40 minutes	8-11 years	Teacher Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) Introduction of the treasure chest 2) Role play with challanging situations 3) Completion of the treasure map	1) Templates 2) Pen or pencils	1) Template with positive thoughts (SMF.4.1.f) 2) Template with challenging situations (SMF.4.2.f) 3) Template with a treasure map (SMF.4.3.f) 4) Template with reflective questions for Teacher(SMF.4.4.f) for children (SMF.4.5.f)

Short description and instructions

1) The teacher brings to class a box or bag (the treasure chest) with some examples of positive thoughts . Examples of thoughts can be: " I grow by learning new things"; "I will keep trying till I get it"; "Everything need effort"; "I am not good at it yet. Whit practice I will be great"
   Children can put their favorite positive thoughts into the chest at any time (the treasure chest is a source that children can have access to when they find themselves in a challenging situation).
   (10 min)
2) The teacher presents to the group generic challenging situations. Taking turns, each child is called to represent the situation, through a role play.
   Eg: Andy can't get to the next level of his game on the playstation. He think "This is too hard!"
   The child reads the situation, pick up a note from the treasure chest and represents what he would do according to the note. Throughout the role play they'll experiment positive thinking and action strategies.
   At the end of the role play, the teacher leads the reflection by asking some questions:
   What did you do? How did you feel after experiencing this situation? or How did you feel after experiencing this situation with the positive thought that you picked up?
3) The teacher distributes a treasure map to the children. While taking turns doing the role play activity, the others complete the stages of the map with the positive thoughts that are picked up.
   (30 min)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the information is presented in written form and by the role playing
- Multiple ways of action and expression: the students are allowed to use verbal and non-verbal languages
- Multiple ways of engagement: providing different tasks and role

Activity tool/exercise description:

- Template with positive thoughts to put in the treasure chest (SMF.4.1.f)
- Template with examples of challenging situations for the role play activity (SMF.4.2.f)
- Template with a treasure map that children can fill in (SMF.4.3.f)
- Template for teacher reflective questions (SMF.4.4.f)
- Template for children reflective questions (SMF.4.5.f)

Learning_ strategies

- Positive reinforcement: when children identify and practice positive thinking and action strategies
- Concreate examples
- Spaced practice

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Learning_ performance descriptors

- Identify ways to better cope with a challenging situation
- Recognize positive emotions that come from using positive thoughts

Learning assessment_ reflective questions

For teachers:

- Is each student able to identify at least 2 positive thought to deal with hypothetical situations?
- Is each student able to recognize at least 2 positive emotions that come from using positive thoughts?

For students:

- What did you learn from today's activity?
- Task: write a positive thought with which you could deal with this situation
- What positive emotions do we feel when we use the treasure chest?

Learning_ assessment tools

Teacher can use the answers to the activity templates to:

- Assessing the students' ability to practice ways to better cope with a challenging situation
- Assessing the students' ability to identify positive emotions that come from using positive thoughts

Activity Linked to school subject

The activity can be connected with all subjects in which we use a strategy to solve a problem, for example a formula or a grammar rule.

Activities to share with parents or family members

Children can share their map at home, they can also build their own treasure chest with their parents or family members.

Grid 4B - analysis of PSsmile key choices

Name of the activity	**Treasure chest**
Goals Discover and practice ways for fostering my positive resources in challenging situations and failure	
Shows Orientation toward future goals	The situation guide the child to reflect on the possible future challenges and how to cope with that.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	Positive thoughts and challenges situations can be adapted based on the specific situation and children.
Enhances strengths and uniqueness	The emphasis is placed on the ability to foster positive resources
Focuses on the agentic role (me, others) than on skills	The activity gives children some tools to better cope with challenges situations
Consider cultural diversity in coding and expressing emotions and positive behaviour	The activities are designed in order to provide a strategy that the child can decline as he/she prefer
Embraces a 'decision making' step	The activity requires the child to decide what to say and what to do when experiencing specific situations
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: the information are provided with dual coding ○ Multiple ways of action and expression: the students are allowed to use verbal and non-verbal languages ○ Multiple ways of engagement: providing different tasks and role
Are there connections with other activities and domains?	Connected to the domain Smile to My self
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be modified by focusing on the emotions associated with behavior and vice versa
What kind of manipulations can be introduced to make the activity suitable for older students?	The activity can be adapted by modifying the complexity of the situations presented and focusing on the coping strategies
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be simplifying situations and positive messages or using videos as modeling instead of role playing

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Grid 5A: the content and the development

Domain: **Smile to My Present and My Future**

Name of the activity **Snail, snake or shark?**

Goals

Explore the concepts of change, growth and their impact on achieving my goals and building possible future selves:

- To explore different challenging situation I can face (changes, worries, stress, excitement)
- To discover that different ways I act lead me to different results

Duration and Frequency	Age	Persons involved	Contexts
60 minutes	8-11 years	Teacher Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) Introduction and instructions 2) Behaviour descriptions 3) Other examples 4) Reflection and sharing	1) Templates 2) Pen or pencils	1) Template for behaviour description (SPF.5.1.f) 2) Templete with reflective questions For teacher (SPF.5.2.f) For children (SPF.5.3.f)

Short description and instructions

1) The teacher presents a challenging situation and asks the children to describe their behavior in that situation. Situations should relate to possible future change like changes, worries, stress, excitement (Eg. The first day in a new school).
   The teacher asks to describe their behavior, in front of the presented situation, by imagining to be a snails (slow and thoughtful)
2) After pretending to be snail, the teacher asks children to describe their behavior by imagining to be an animal of their choice (eg. a lion: strong and powerful, a monkey: loud and cheeky, etc)
   The teacher leads the activity with the following questions:
   - Describe a behaviour (imagining to be snail/other animal)
   - How does he feel snail/ other animal?
   - Try to imagine future situations in which you could use the strategy of one and the other animal
3) The teacher presents at least three situations by changing the animal and describing it with stereoptyped traits and leaving the child free to choose the second, based on how they would behave.
4) The activity can end with a sharing and comparison of the chosen strategies.

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the task can be carried out also orally or through the role play
- Multiple ways of action and expression: the students are allowed to use verbal and non-verbal language
- Multiple ways of engagement: providing different roles for the activity they can choose

Activity tool/exercise description:

- Template for animal behaviour description and refelctive questions (SPF.5.1.f)
- Templete with reflective questions for the teacher (SPF.5.2.f)

Learning_ strategies

- Positive reinforcement: when children identify a behavioral patter to use as a strategy to deal with some current or future situations
- Interleaving
- elaboration

Learning_ performance descriptors

- explore different future challenging situation and strategy to face them
- discover that different ways to act lead to different results

Learning assessment_ reflective questions

For teachers:

- Is each student able to describe at least two different behaviors to deal with the same situation?
- Is each student able to identify different emotions related to animal behavior, at least in 2 different situation?
- Is each student able to imagine future situations in which he/she could use the strategy, at least referring to one animal?

For students:

- What did you learn from today's activity?

Learning_ assessment tools

Teacher can use the answers to the activity templates to:

- Assessing the students' ability to explore different future challenging situation and strategy to face them
- Assessing the students' ability to recognize that different ways to act lead to different results

Activity Linked to school subject

The activity can be connected to all disciplines in which using of one strategy rather than other leads to different results (eg. math o science)

Activities to share with parents or family members

Children can ask their family members to tell them about an episode in which they felt like a snail, a lion, etc.

Grid 5B - analysis of PSsmile key choices

Name of the activity	**Snail, snake or shark?**
Goals Explore the concepts of change, growth and their impact on achieving my goals and building possible future selves	
Shows Orientation toward future goals	The activity present challenge situations relate to possible future change
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	Each individual should be encouraged to express their strategy, using verbal and non-verbal language.
Enhances strengths and uniqueness	The activity is designed in order to emphasize the uniqueness of their ways to act
Focuses on the agentic role (me, others) than on skills	Children can choose the behavior pattern they prefer and associated that with an hypothetical animal
Consider cultural diversity in coding and expressing emotions and positive behaviour	The activity is designed in order to let the child free to choose how express behaviour and emotions
Embraces a 'decision making' step	The activity requires the child to decide what to say and what to do when experiencing challenging situations
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: dual coding ○ Multiple ways of action and expression: use verbal and non-verbal language ○ Multiple ways of engagement: providing different roles
Are there connections with other activities and domains?	Connected to the domain Smile to My Self
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to address Self-awareness focusing on strengths and resources useful when facing a challenging situation(different strengths in diverse situations, what we should use and not use).
What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be made more complex adding a comparison between different strategies and an evaluation of effectiveness with respect to the desired result
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be adapted providing children the stereotyped traits of animals, on which to describe their hypothetical behavior

Grid 6A: the content and the development

Domain: **Smile to My Present and My Future**

Name of the activity **Super solutions!**

Goals

Coping with my challenges and progress in building strategies to react positively to my challenging future Selves:

- ○ To learn how to analyze the causes, hypothesize why the situation becomes problematic for me, how I can manipulate it to produce positive emotions
- ○ To discover the steps I could take when solving a problem
- ○ To Identify resources and supports I could count on to strengthen my future goals

Duration and Frequency	Age	Persons involved	Contexts
50 minutes	8-11 years	Teacher Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) Reading short stories 2) Group reflection 3) Individual description 4) Individual reflections following the road map steps	1) Templates 2) Pens or pencils	1) Template with the road map (SPF.6.1.f) 2) Template with reflective questions for teacher (SPF.6.2.f) for children (SPF.6.3.f)

Short description and instructions

1) The teacher reads short stories in which the characters found themselves facing a difficult situations. Situations should involve school aspects but also hobbies, such as sports or music and also consider possible future changes. (5 min, each story)

2) After the reading the teacher leads the activity in order to guide the children to analyze causes, to ask why the situation has become problematic for the character, how he could manipulate it to produce positive emotions. This reflection can be helped with the following questions:
Why is it a problem for the character (learning to analyze causes)?
How might he/she feel?
What can he/she do?
Who can help him/her find a solution?
How emotion changes after doing something?
(10 min, each story)
The teacher should present at least 2 stories.

3) The child describes a situation that is problematic for him/her or has been problematic.

The teacher guides children to use the question pattern as a way of analyzing the problem and which they can use for all problems, even future ones.

The two steps can be guided by a template in which the children retrace the steps to analyze a problem (20 min)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: The material is presented with dual coding.
  Eg. The teacher may use video or a power point presentations for the stories
- Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their situation.
  Eg. They can write, draw, find a picture or orally explain their steps
- Multiple ways of engagement: providing different tasks and different situations for the activity

Activity tool/exercise description:

- Template with short stories to read in class (SPF.6.1.f)
- Template with a road map to retrace the steps to analyze the problem (SPF.6.2.f)
- Template for teacher reflective question (SPF.6.3.f)
- Template for children reflective question (SPF.6.4.f)

Learning_ strategies

- Positive reinforcement: when children identify and follow the steps to analyze the problem
- Concrete examples
- Interleaving

Learning_ performance descriptors

- Identify and follow the steps that can be taken when solving a problem
- Identify resources and supports to strengthen coping skills and future goals

Learning assessment_ reflective questions

For teachers:

- Is each student able to follow at least 3 steps on the question pattern?
- Is each student able to identify at least 3 useful questions to analyze the situations?

For students:

- What did you learn from today's activity?
- Write here the useful questions to analyze the problem

Learning_ assessment tools

Teacher can use the answers to the activity templates and the reflective questions to:

- Assessing the students' ability to Identify and follow the steps that can be taken when solving a problem

Activity Linked to school subject

The activity can be connected to all disciplines in which some situations are analyzed and in wich we follow some steps to solve the problem.

Activities to share with parents or family members

Children can share the "road map" at home and try to retrace with them the step when any problem situation occur.

Name of the activity	Super solutions!
Goals Coping with my challenges and progress in building strategies to react positively to my challenging future Selves	
Shows Orientation toward future goals	The stories include some examples about possible future challenges.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The child are allowed to use diverse communication resources to express their problem situation and to describe the steps
Enhances strengths and uniqueness	The emphasis is placed on the ability to find the answers using creativity, strengths and uniqueness
Focuses on the agentic role (me, others) than on skills	The activity is designated in order to put the child at the center when finding his/her answers and solutions
Consider cultural diversity in coding and expressing emotions and positive behaviour	The teacher should let the children free to express emotions and positive behaviors in multiple ways and using multiple materials
Embraces a 'decision making' step	Each individual should be encouraged to actively search answers and solutions
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: using dual coding ○ Multiple ways of action and expression: using different communication resources ○ Multiple ways of engagement: providing different tasks
Are there connections with other activities and domains?	Connected to the domain Smile to Others
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to address awareness of others focusing the questions pattern on two characters, analyzing also another person's perspective
What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be made more complex by increasing the complexity of the stories and including more than one character
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be adapted focusing on the situations presented in the stories and following the steps with the help of the teacher

Grid 6B - analysis of PSsmile key choices

Grid 7A: the content and the development

Domain: **Smile to My Present and My Future**

Name of the activity **Go-goals**

Goals

Explore how to progress on achieving short-term personal goals and possible selves

- To practice how to set my personal and educational goals
- To Identify steps, resources and supports I could count on to strengthen my future goals

Duration and Frequency	Age	Persons involved	Contexts
60 minutes	8-11 years	Teacher Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) Introduction of the topic 2) Identify their interests 3) Choose one interest and define the steps and resources to improve it	1) Templates 2) Pen or pencil	1) Template to describe interests (SPF.7.1.f) 2) Template to develop my action plan (SPF.7.2.f) 3) Template with reflective question for teacher (SPF.7.3.f)

Short description and instructions

1) The teacher introduces the topic of the day by defining self-determination: “Being self-determined means taking action to make what we want to happen and what we worked on. It means working hard to achieve your goals". (5 min)
2) The teacher asks the child to write down 4-6 things he likes to do in his/her spare time. The interests may concern (school, e.g. learning a foreign language; extracurricular, e.g. sport; post-school, e.g. get information about the curricula of the next school). (15 min)
3) After completing the first task, the teacher asks the child to choose one of the activities he likes that he would like to improve. (5 min)
4) Once the child has chosen one activity, the teacher can asked him/her to answer some questions. Through the questions the child is guided to develop an action plan (25 min)

    My goal is:………....
    To take my goal happen I will:…………
    Who can help me: ……………..
    The goal Is important to me now because:…………..
    The goal Is important to me tomorrow (in my future) because: ………………..
    I will know I have achieved my goal when: ………………..

5) The teacher asks the children if they would like to share their plans with others, also she/he can help the children implement the details of their action plan. (10 min)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the material is presented with dual coding. Eg. Children can use written words, pictures or describe each step of the activity verbally
- Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their action plan
- Multiple ways of engagement: providing different tasks and different situations for the activity Eg. The interests concern children’s spare time and involve different contexts

Activity tool/exercise description:

- Template to describe my interests (SPF.7.1.f)
- Template to develop my action plan (SPF.7.2.f)
- Template for teacher reflective question (SPF.7.3.f)

Learning_ strategies

- Positive reinforcement: when the child identifies interests and goals, when they identify the steps for their project
- Interleaving
- Spaced practice

Learning_ performance descriptors

- Identify and set future goals
- Identify steps, resources and supports to strengthen goals

Learning assessment_ reflective questions

For teachers:

- Is each student able to identify, at least 1 action, to improve his/her plan?
- Is each student able to identify, at least 1 person, who can support him/her?
- Is each student able to recognize, at least 1 aspect, that signals the achievement of the goal?

For students:

- What did you learn from today's activity?

Learning_ assessment tools

Teacher can use the answers to the activity templates to:

- Assessing the students' ability to identify and set future goals
- Assessing the students' ability to identify steps, resources and supports to strengthen goals

Activity Linked to school subject

The activity can be connected to all disciplines, teachers can refer to all situations in which we describe how a character analyzed the situation and developed an action plan (an historical, literature or theater character)

Activities to share with parents or family members

Children can share their action plan with the family or family members and ask them to implement the details of their action plan. The child can also choose another activity with family members and develop an action plan with the same outline

Grid 7B - analysis of PSsmile key choices

Name of the activity	Go-goals
Goals Explore how to progress on achieving short-term personal goals and possible selves	
Shows Orientation toward future goals	The activity looks at future goals and also asks children to imagine how they can change their emotions accordingly
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	Students are allowed to use diverse communication resources to express their action plan
Enhances strengths and uniqueness	The emphasis is placed on the ability to improve interest and positive resources
Focuses on the agentic role (me, others) than on skills	The activity is about self- determination, in terms of define what the person can do to achieve their goals
Consider cultural diversity in coding and expressing emotions and positive behaviour	The activity are designed in order to let the children free to express what's important to their now and what will be important for their future
Embraces a 'decision making' step	Children are free to decide what they want improve and where they want focus their reflection
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of engagement: the material is presented with dual coding. ○ Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their action plan ○ Multiple ways of engagement: providing different tasks and different situations for the activity
Are there connections with other activities and domains?	Connected to the domain Smile to My Self
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to move on self-awareness by focusing on discover positive emotions, feelings, and personal resources that characterize my interest
What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be made more complex by asking students to develop an articulated action plan, monitor and evaluate the achievement of their goals and evaluate the possibilities to modify the action plan.
What kind of manipulations can be introduced to make the activity suitable for younger students?	The tasks can be adapted by reducing the number of interests and guiding children to reflect on their action plan (small groups or simplifying questions)

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Grid 8A: the content and the development

Domain: **Smile to My Present and My Future**

Name of the activity **Super star rewards chart**

Goals

Learn and practice how to monitor progress on achieving personal goals and cultivate my strengths:

- To recognize and practice strategies
- To monitor my coping strategies
- To identify a short term goal to improve my possible selves

Duration and Frequency	Age	Persons involved	Contexts
1 day: 30 min 2-3-4 day: 5 min 5 day: 30 min	8-11 years	Teacher Students	Classroom

Structure of the activity	Materials used	Fact sheets
5) Introduction of the task 6) Example of a completed chart 7) Rate themselves for thet day 8) Rate themselves for the week 9) Guided reflection on the example chart 10) Guided reflection on the themself chart 11) Sharing and modelling	5) Templates 6) Pen or pencils	4) Template with an example of a completed sheet (Joy's rewards chart) (SPF.8.1.f) 5) Template with an empty rewards chart (one for the week and another one to take at home) (SPF.8.2.f) 6) Template with reflective question at the end of the week (SPF.8.3.f) 7) Template with reflective question for the teacher (SPF.8.4.f)

Short description and instructions

7) The teacher gives the children an evaluation sheet with a list of positive resources (the list is based on the skills learned in the previous activities)
The teacher tells children: "in this grid you will find a list with many skills that we have learned with the activity done so far". Every day we will put a mark on the smiley face based on how we think we are doing." (5 min)
8) The teacher shows the children an example of a completed sheet (Joy's rewards chart), presenting it as another hypothetical child's reward chart. The teacher will explains Joy's chart in details and comment all the sections. (15 min)
9) Then he/she will asks the children to rate themselves for that day. (10 min)
10) The teacher leaves 5 minutes at the end of each day to complete the worksheet, for a whole week.
11) At the end of the week the teacher asks everyone to look back at Joy's grid and reflect on that with the following questions: What was joy good at? What can Joy improve? What would you have told him to do if you were Joy? (10 min)
12) The teacher asks them to do the same on their chart. (10 min)
13) When everyone is done the teacher can ask if anyone wants to share his chart. By sharing the teacher can present multiple models and guide them to reflect on what they can learn. (10 min)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the evaluation grid is presented with a double code.
  Eg. The teacher can modify the rewards chart using another graphic form and other materials, such as stickers or stamps
- Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their self-evaluation and the related reflection
  Eg. Children can share their chart and discuss their strengths and what improve, asking each other for advice
- Multiple ways of engagement: the content of the chart is adaptable based on the strengths of the children

Activity tool/exercise description:

- Template with an example of a completed sheet (Joy's rewards chart) (SPF.8.1.f)
- Template with an empty rewards chart (one for the week and another one to take at home) (SPF.8.2.f)
- Template with reflective question at the end of the week (SPF.8.3.f)
- Template with reflective question for the teacher (SPF.8.4.f)

Learning_ strategies

- Positive reinforcement: when children when children identify their strengths and their skills to improve from the rewards chart
- Spaced practice
- Elaboration
- Retrieval practice

Learning_ performance descriptors

- Monitor coping strategies
- Identify a short term goal to improve possible selves

Learning assessment_ reflective questions

For teachers:

- Is each student able to monitor their coping strategies throughout the week?
- Is each student able to identify, at least 1 aspect, they were good at
- Is each student able to identify, at least 1 aspect, they can improve?
- Is each student able to identify, at least 1 action, they can take to improve?

For students:

- What did you learn from today's activity?

Learning_ assessment tools

Teacher can use the answers to the activity templates to:

- Assessing the students' ability to monitor coping strategies
- Assessing the students' ability to identify a short term goal

Activity Linked to school subject

The activity can be connected to any form of evaluation, making the criteria explicit for children and involving them in the process of identifying their strengths and what to improve.

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Activities to share with parents or family members

Children can take home an empty chart to complete at home, choosing with their parents or family a list of activities to monitor and improve

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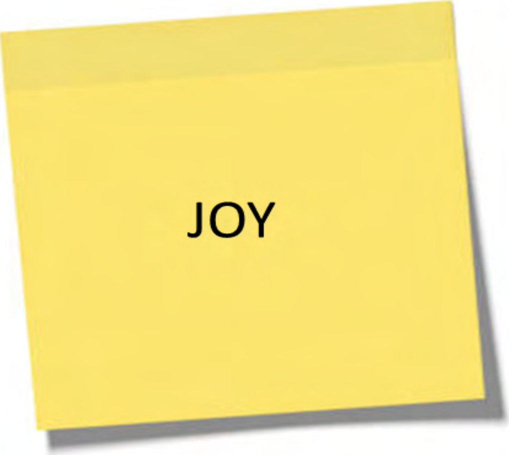
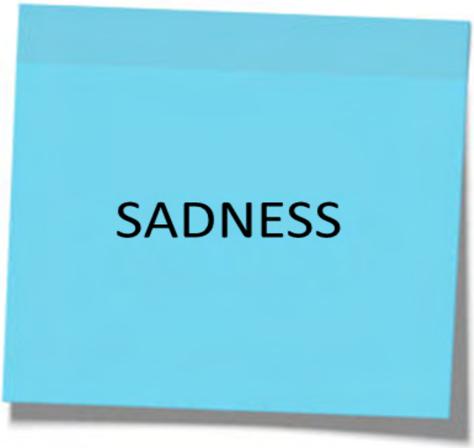
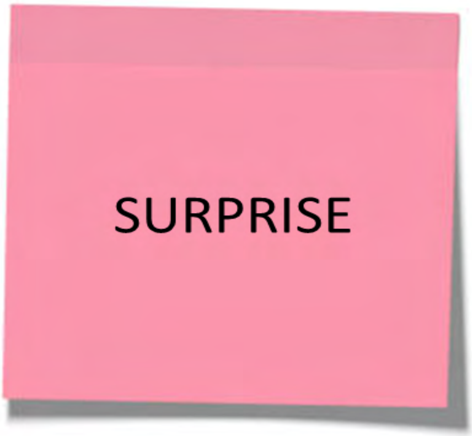
Grid 8B - analysis of PSsmile key choices

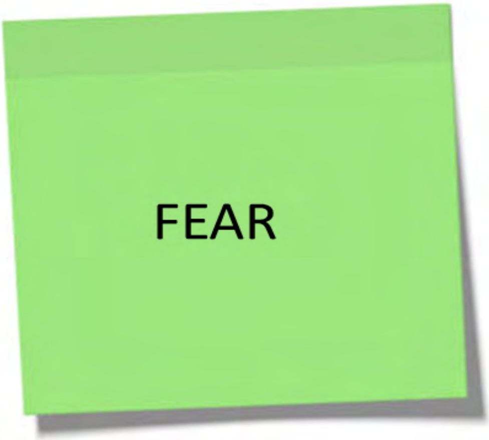
Name of the activity	Super star rewards chart
Goals Learn and practice how to monitor progress on achieving personal goals and cultivate my strengths	
Shows Orientation toward future goals	The emphasis is placed on the ability to progress on achieving personal goals
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	All the material is designed to be editable, in order to better fit the characteristics of each student
Enhances strengths and uniqueness	The activity it's about strengthen children characteristics and resources
Focuses on the agentic role (me, others) than on skills	The rewards chart asks the child to self-evaluate and, at the end of the monitoring
Consider cultural diversity in coding and expressing emotions and positive behaviour	The activity are designed in order to let the children free to evaluate themselves, on the basis of their beliefs and what's important to their
Embraces a 'decision making' step	Children are free to decide what they want improve, what they want to focus on
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: the rewards chart is presented with a double code ○ Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their self-evaluation and the related reflection ○ Multiple ways of engagement: the content of the chart is adaptable based on the strengths of the children
Are there connections with other activities and domains?	Connected to the domain Smile to My Self
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted by focusing on thoughts and behaviors that impact emotions and feelings, monitor them in order to a better awareness about their influence.
What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be made more complex by asking children to identify the aspects on which to monitor themselves, or even asking to compare their self-assessment with the evaluation someone gave them.
What kind of manipulations can be introduced to make the activity suitable for younger students?	The tasks can be adapted by decreasing or simplifying the aspects on which they have to pay attention and evaluate themself

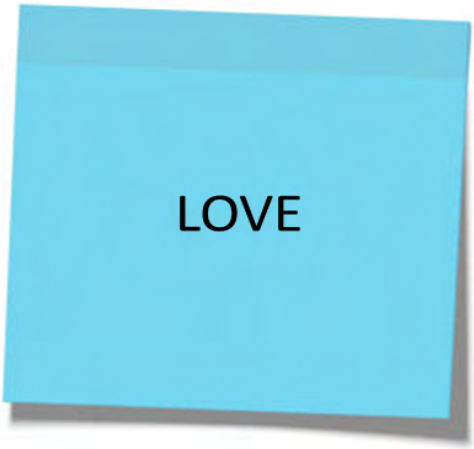
SPF.1.1.f

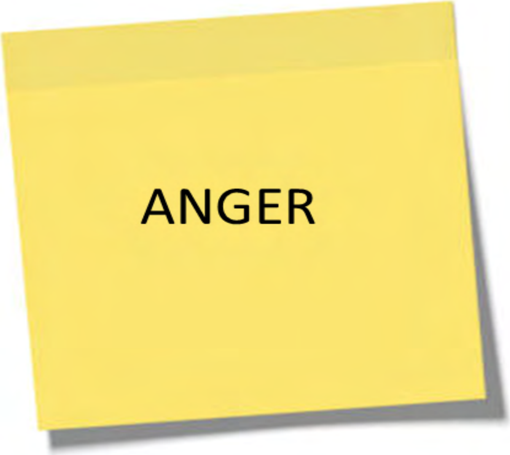












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SPF.1.2.f

Write your note next to the passengers and guess the emotion!

you can pay attention to:
gesture, tone of voice and facial expression

PASSENGER n1 ....

....

....

....

Emotion: ....

PASSENGER n2 ....

....

....

....

Emotion: ....

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SPF.1.3.f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify at least 3 passengers emotions?	☐	☐	☐	☐
Is each student able to identify at least 2 behaviors signals for each passengers?	☐	☐	☐	☐
Is each student able to describe at least 2 behaviors to express each emotion presented	☐	☐	☐	☐

Notes

SPF.1.3.f

REFLECTIVE QUESTION

What did you learn from today’s activity today?

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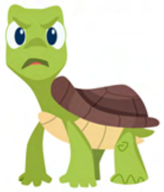
SPF.2.1.f

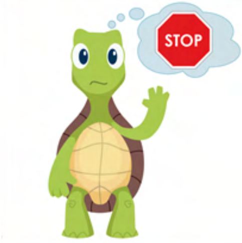
TUCKER THE TURTLE

Tucker is a turtle. He likes to play with his friends at Wet Lake School.

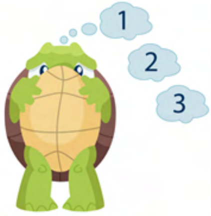
But sometimes things happen that can make Tucker really mad.
When Tucker got mad, he used to hit, kick, or yell at his friends.
His frinds would get mad or upset when he hit, kicked, or yelled at them.



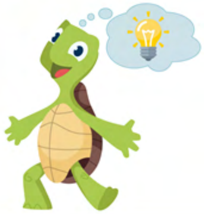
STEP 1
Tucker now knows a new way to «think like a turtle» when he gets mad.



STEP 2
He can say STOP to himself, he keep his hands, legs and body to himself!
Then he ask to himself: "how do I feel?" and if he feel mad he say to his self "I feel mad"



STEP 3
He can tuck inside his shell and take 3 deep breaths to calm down.



STEP 4
Tucker now can think on a solution or a way to make it better.

Tucker's friends are happy when he plays nicely and keep his body to himself. Friends alo like it when Tucker uses nice words.

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One day Mary was at school and wanted so much play with memory…
but 6 children were already playing with it and there was no space left for her.
Mary start to feel really really mad!

STEP 1

……………………………………………………………………………………

……………………………………………………………………………………

STEP 2

……………………………………………………………………………………

……………………………………………………………………………………

STEP 3

……………………………………………………………………………………

……………………………………………………………………………………

STEP 4

……………………………………………………………………………………

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SPF.2.3.f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify at least 2 steps?	☐	☐	☐	☐
Is each student able to identify at least 1 possible way to act?	☐	☐	☐	☐

Notes

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SPF.2.4.f

REFLECTIVE QUESTION

What did you learn from today's activity today?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

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……………………………………………………………………………………

……………………………………………………………………………………

Put in order, from 1 to 4, the steps we have learned.

Be careful there are two sentences that doesn't belong!

☐ Leave the room

☐ Say STOP to himself

☐ Think on a solution

☐ Play with a baloon

☐ Take 3 deep breaths

☐ Think like a turtle when I feel mad

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SPF.2.4.f

When you want to do something and you can't, what would you like to say or do?

Write here possible solutions

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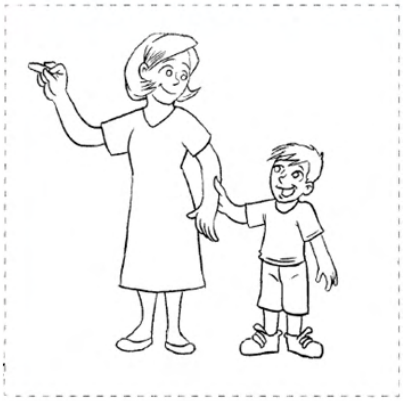
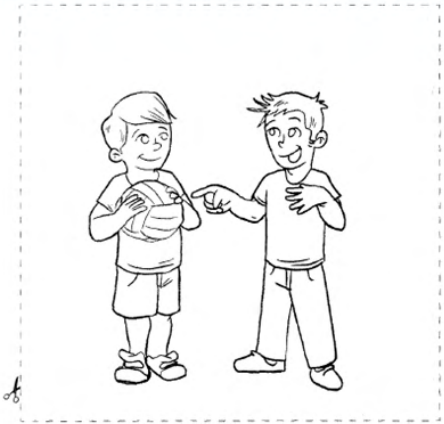
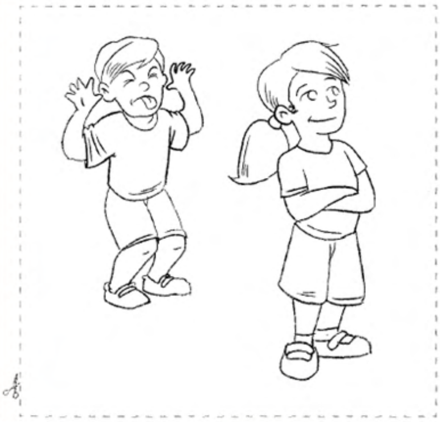


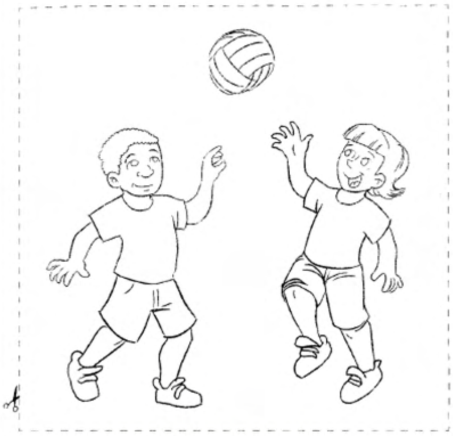
Ask for help



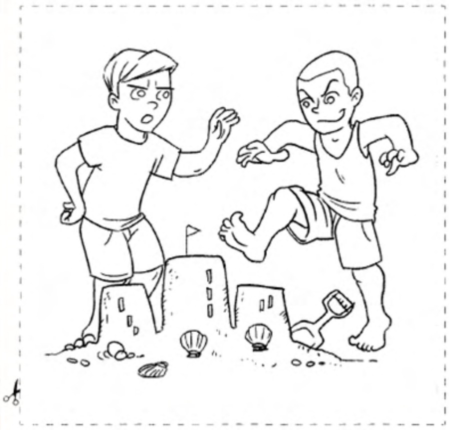
Ask nicely



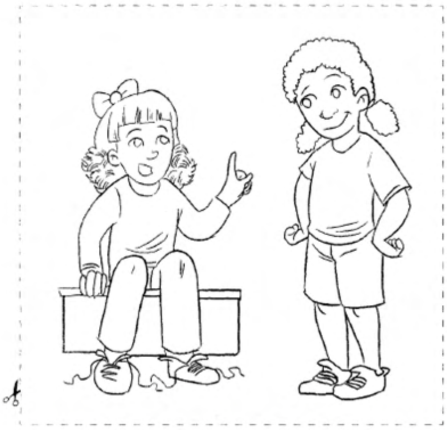
Ignore provocations



Play with someone



Say kindly "I wish you stop"



Ask: “Please may I…?”

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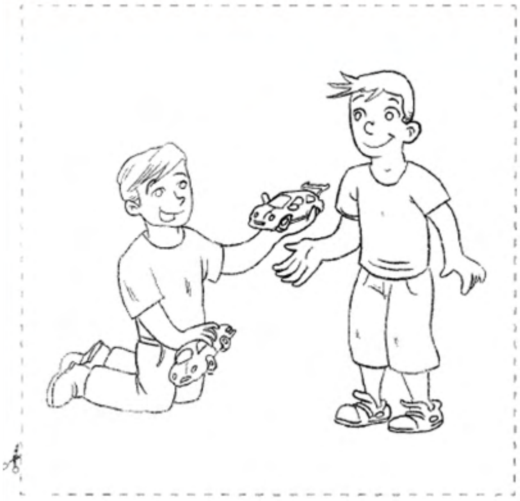
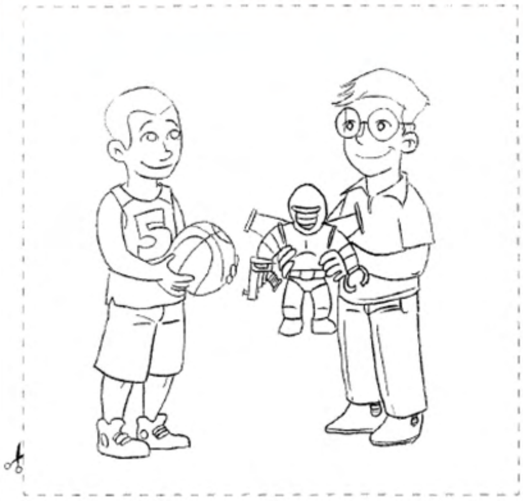
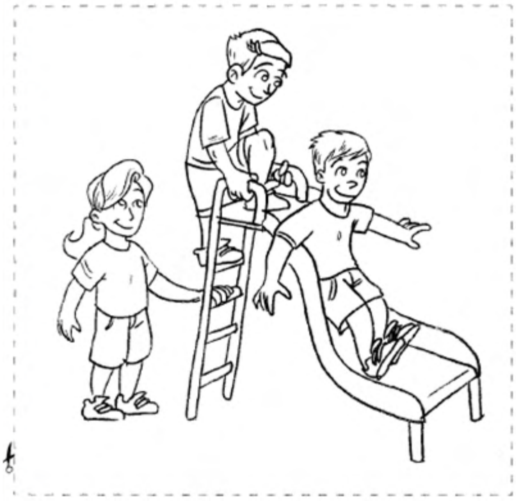
SPF.2.6.f


Share something


Exchange something


Wait your turn

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SPF.3.1.f

This math is so hard!
I'll NEVER understand
multiplication!

NEVER

NOBODY wants
play with me

NOBODY

I ALWAYS lose in game

ALWAYS

EVERYONE tease me

EVERYONE

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Examples for children

Thought monsters:	→	Alternative word:
NOBODY WANTS TO PLAY WITH ME		SOMEONE DOESN'T WANT TO PLAY WITH ME
How would you feel if nobody wants to play with you today?		How would you feel if someone doesn't want to play with you today?

Other examples:

1. I always lose in game
2. I'll never understand multiplication!
3. Everyone tease me
4. I will never draw well
5. no one ever tells me i'm creative
6. I will not like any extracurricular activities
7. I will not learn anything new next year
8. I will not find anyone who will play with me in the new school
9. I will never join the volleyball team
10. I will never study anything again

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REFLECTIVE QUESTION

What did you learn from today’s activity today?

SHOO THE MONSTERS!

Color the sentence with thought monsters	**Replace the monster sentence with the alternative words**
Somone made fun of me today	
Nobody throw to me the ball	
Everyday, everyone push me in line	
Sometime I eat ice cream	
I always forget my homework	
I never know how to spell «water»	

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SPF.2.3.f

Circle in green all emotions associated with the monsters of thought

Circle in blue all emotions associated with alternative words?

hopeful

sad

happy

annoyed

motivated

optimistic

angry

surprised

anxious

upset

irritated

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I WILL KEEP TRYING TILL I GET IT

I GROW BY LEARNING NEW THINGS

I AM NOT GOOD AT IT YET. WHIT PRACTICE I WILL BE GREAT

EVERYTHING NEED EFFORT

I HAVE MANY RESOURCES

MISTAKE HELP ME IMPROVE

YOU CAN ASK FOR HELP

I WILL TRY THE STRATEGY I'VE LEARNED

I KNOW HOW TO DO MANY THINGS

I CAN CHANGE STRATEGY

……………………………………………

……………………………………………

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SPF.4.2.f

SITUATION:

Andy can't get to the next level of his game on the playstation. He think: “This is too hard!

Daniel played his song wrong on the piano, he thinks "I'll never get good"

Angy started the swimming course. She's a little scared and she thinks: "I'll never learn to swim, I'll have to use the water wing forever!”

Sarah wants to play volleyball, she joined a team but she doesn't know the rules. She thinks “How am I going to do it?"

The teacher gave Jacob a very difficult task, he thinks: "How can I do it?"

Joe has a new dog and he doesn't play with her. She thinks "he doesn't love me"

James has to change schools and doesn't know anyone. He thinks: "I won't find new friends"

………

………

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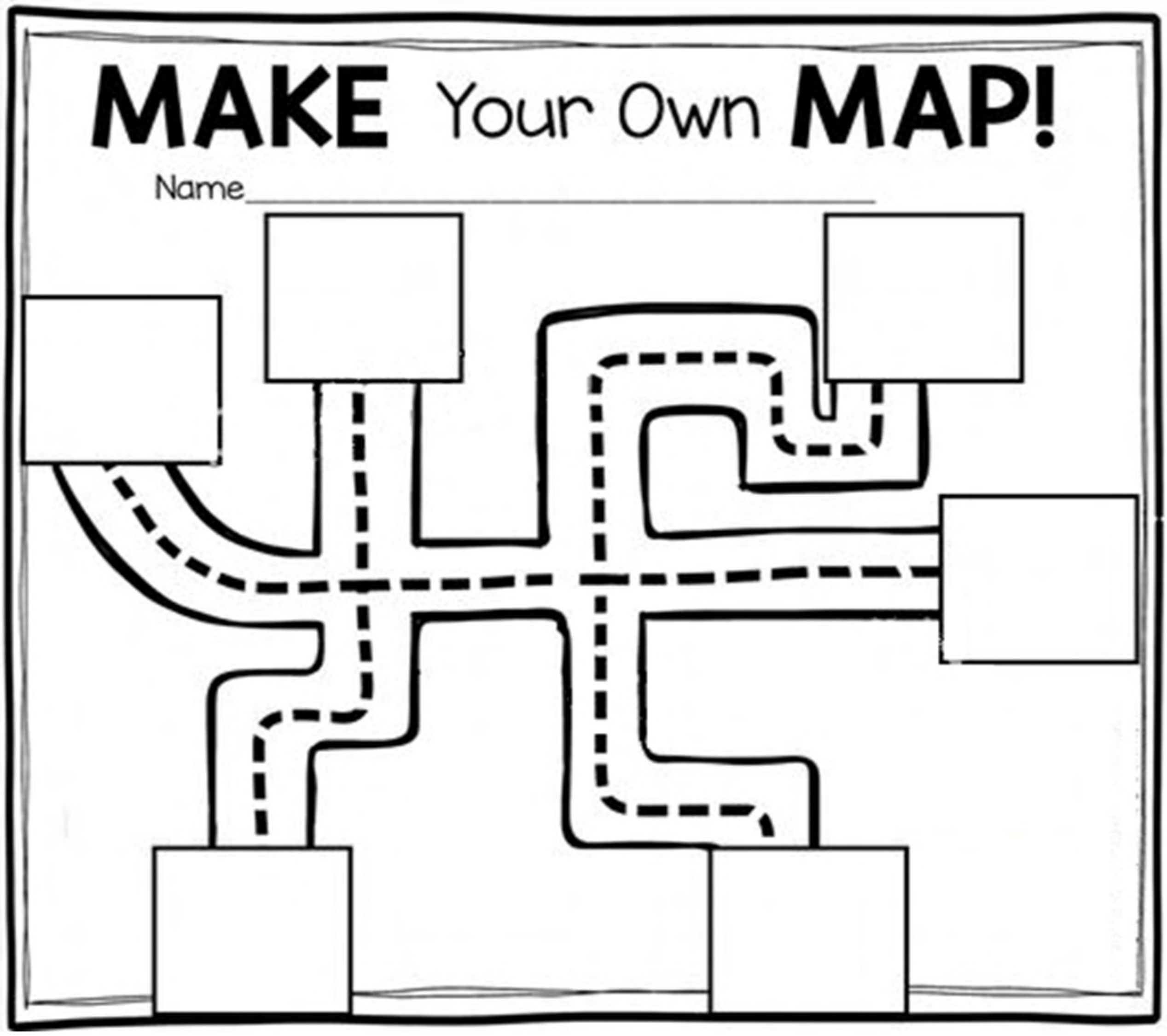
SPF.4.3.f



MAKE Your Own MAP!

Name______________________________________

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Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able identify at least 2 positive thought to deal with hypothetical situations?	☐	☐	☐	☐
Is each student able to recognize at least 2 positive emotions that come from using positive thoughts?	☐	☐	☐	☐

Notes

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REFLECTIVE QUESTION

What did you learn from today's activity today?

Andy can't get to the next level of his game on the playstation. He think: "This is too hard!

Write some positive thought for Andy:

What positive emotions do we feel when we use the treasure chest?

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SITUATION 1:

Describe the behavior by imagining to be a snails (slow and thoughtful)

Future situation in which you can do like a Snail:

Describe the behavior by imagining to be another animal (you choose)

Future situation in which you can do like a Snail:

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SPF.5.1.f

SITUATION 2:

Describe the behavior by imagining to be a snails (slow and thoughtful)

....

....

....

....

Future situation in which you can do like a Snail:

....

....

....

Describe the behavior by imagining to be another animal (you choose)

....

....

....

....

Future situation in which you can do like a Snail:

....

....

....

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SITUATION 3:

Describe the behavior by imagining to be a snails (slow and thoughtful)

Future situation in which you can do like a Snail:

Describe the behavior by imagining to be another animal (you choose)

Future situation in which you can do like a Snail:

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Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to describe at least two different behaviors to deal with the same situation?	☐	☐	☐	☐
Is each student able to identify different emotions related to animal behavior, at least in 2 different situation?	☐	☐	☐	☐
Is each student able to imagine future situations in which he/she could use the strategy, at least referring to one animal?	☐	☐	☐	☐

Notes

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REFLECTIVE QUESTION

What did you learn from today's activity today?

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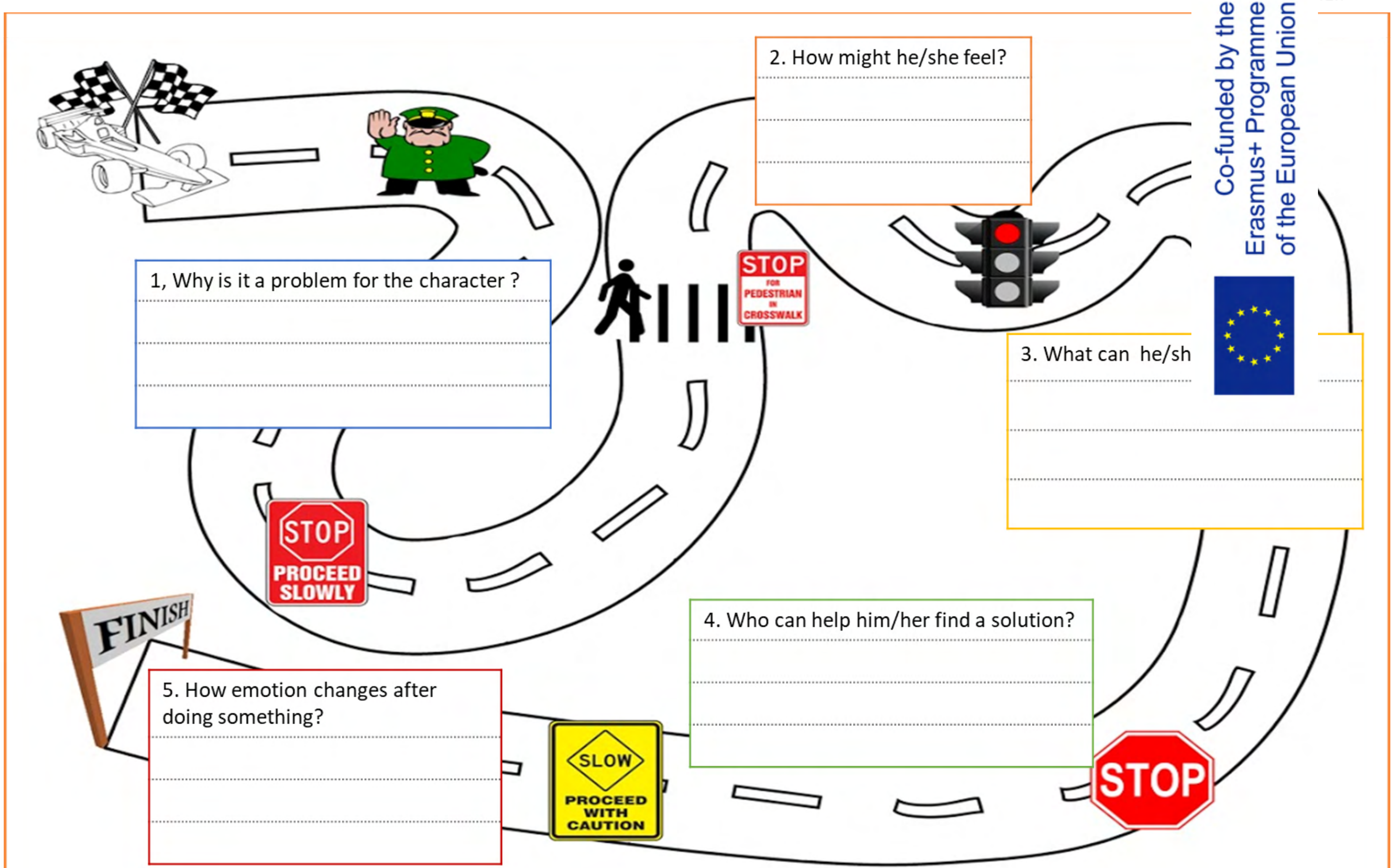
.1.f


FINISH
STOP
PROCEED SLOWLY
STOP
FOR PEDESTRIAN IN CROSSWALK
SLOW
PROCEED WITH CAUTION
STOP

1, Why is it a problem for the character ?

2. How might he/she feel?

3. What can he/sh

4. Who can help him/her find a solution?

5. How emotion changes after doing something?

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SPF.6.2.f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to follow at least 3 steps on the question pattern?	☐	☐	☐	☐
Is each student able to identify at least 3 useful questions to analyze the situations?	☐	☐	☐	☐

Notes

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REFLECTIVE QUESTION

What did you learn from today’s activity today?

Write here the useful questions to analyze the problem

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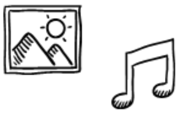
SPF.7.1.f



WRITE HERE SOME THINGS YOU LIKES TO DO IN YOUR SPARE TIME

CHOOSE ONE ACTIVITY YOU WOULD LIKE TO IMPROVE

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SPF.7.2.f

MY GOAL IS:

TO TAKE MY GOAL HAPPEN I WILL:

WHO CAN HELP ME:

THE GOAL IS IMPORTANT TO ME NOW BECAUSE:

THE GOAL IS IMPORTANT TO ME IN MY FUTURE BECAUSE:

I WILL KNOW I HAVE ACHIEVED MY GOAL WHEN:

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SPF.7.3.f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 1 action, to improve his/her plan?	☐	☐	☐	☐
Is each student able to to identify, at least 1 person, who can support him/her?	☐	☐	☐	☐
Is each student able to recognize, at least 1 aspect, that signals the achievement of the goal?	☐	☐	☐	☐

Notes

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SPF.7.4.f

REFLECTIVE QUESTION

What did you learn from today’s activity today?

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SPF.8.1.f

Name JOY

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

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SPF.8.2.f

Name

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

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SPF.7.3.f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 1 action, to improve his/her plan?	☐	☐	☐	☐
Is each student able to to identify, at least 1 person, who can support him/her?	☐	☐	☐	☐
Is each student able to recognize, at least 1 aspect, that signals the achievement of the goal?	☐	☐	☐	☐

Notes

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SPF.7.4.f

REFLECTIVE QUESTION

What did you learn from today’s activity?

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SMILE TO SOCIETY 4.0

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Grid 1A: the content and the development

Domain: **Smile to society 4.0**

Name of the activity	How other smile

Goals

Explore emotions, attitudes and feelings people I know might experience in our life contexts

- To understand how emotions are influenced by personal behavior and by others behavior
- To recognize how others feel in determined social contexts and understanding that each of us feels and respond in different ways

Duration and Frequency	Age	Persons involved	Contexts
60 min	8-11 years	Teacher Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) Introduction and explanation of the goals 2) Role play 3) Reverse role-play 4) Sharing and reflection	1) Templates	1) Template with situation (SSO.1.1.f) 2) Reflective questions for Teachers (SSO.1.2.f) for Children (SSO.1.3.f)

Short description and instructions

1) The teacher introduces the goal of the activity and informs the students that the session will involve storytelling of a hypothetical situation. (5 min)
2) The teacher picks up two volunteers and ask them to interpret a role in a hypothetical situation in which they could have found themselves. Children may be asked to present a situation described by the teacher or a situation they have actually experienced and play the role of another person (e.g. their parents, siblings, friends) (5 min each situation)
3) After the first attempt, the teacher would ask to reverse the roles, in order to make the children explore how others feel and why they behave differently. (5 min each situation)
4) During the role play the teacher should focus the attention of the children on: different behaviors that can follow from the experience of a specific emotion and the same behavior that can follow from the experience of different emotions. (10 min)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the hypothetical situation can be presented verbally and visually.
- Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their perspectives and participate in the activity.
- Multiple ways of engagement: providing different tasks, role and familiar materials for children of that age

Activity tool/exercise description:

- Template with the hypothetical situation to role play (SSO.1.1.f)
- Template for teacher reflective question (SSO.1.2.f)
- Template for children reflective question (SSO.1.3.f)

Learning_ strategies

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- Positive reinforcement: when children describe how others feel in determined situation, imagining different ways to feel and respond
- Elaboration
- Concrete Examples

Learning_ performance descriptors

- describe how emotions are influenced by personal behavior and by others behavior
- recognize that each of us feels and respond in different ways

Learning assessment_ reflective questions

For teachers:

- Is each student able to describe, at least 2, different behaviour in front of the same emotion
- Is each student able to recognize, at least 2, different emotions in front of the same situation

For students:

- What did you discover from the activity of today?
- Task: complete the sketch by describing two behaviors
- Task: complete the sketch by describing two emotion

Learning_ assessment tools

Teachers can use the answer to the template questions to:

- Assessing the students' ability to describe how emotions are influenced by personal behavior and by others behavior
- Assessing the students' ability to recognize that each of us feels and respond in different ways

Activity Linked to school subject

The activity can be connected to all disciplines in which cause-effect processes are presented or two perspectives are analyzed.

Activities to share with parents or family members

Children can share the role play game at home, asking family members to play reversing roles and explain how they feel and what they would do in that situation

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Grid 1B - analysis of PSsmile key choices

Name of the activity	**How other smile**
Goals Explore emotions, attitudes and feelings people I know might experience in our life contexts	
Shows Orientation toward future goals	The activity presents to the child hypothetical situations related to the future
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The activity engage multiple way to act end let the child free to use different way to express behaviour and feelings
Enhances strengths and uniqueness	The activity is designed to use positive resource to turn a challenge into an opportunity
Focuses on the agentic role (me, others) than on skills	The emphasis is on the ability to take the perspective of other and empathize with others
Consider cultural diversity in coding and expressing emotions and positive behavior	Students experience that emotions, attitudes and feelings of others can be vastly different.
Embraces a 'decision making' step	Children are free to choose between different way to act
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: using doble coding ○ Multiple ways of action and expression: students are allowed to use diverse communication resources ○ Multiple ways of engagement: providing different tasks and role
Are there connections with other activities and domains?	Connected to the domain Smile to Others
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted by focusing on explain what they would actively do, in case these emotions/situation were experienced by their peers/parents/siblings.
What kind of manipulations can be introduced to make the activity suitable for older students?	In order to make the activity suitable for older students, the teacher can increase the number of emotions as well as the number of possible diverse reactions and behavior.
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be adapted by simplifying hypothetical situations the teacher can also take the role of the second player and model different emotions and behaviors

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Grid 2A: the content and the development

Domain: **Smile to society 4.0**

Name of the activity Animal Theatre

Goals

Explore cultural diversities in expressing emotions, feelings, and positive mindset in social contexts:

- To discover attitudes and emotions people I know might experience in our life contexts
- To recognize and appreciate that each person has multiple identities and uniqueness

Duration and Frequency	Age	Persons involved	Contexts
60 min	8-11 years	Teacher Students	Classroom or open space

Structure of the activity	Materials used	Fact sheets
1) Introduction of the goals 2)Guessing game part 1 3)Guessing game part 2 4) Sharing and refelction	Templates	1) Template for part 1 (SSO.2.1.f) 2) Template for part 2 (SSO.2.2.f) 3) Template with questions (SS0.2.3.f) 4)Reflective questions for Teachers (SSO.2.4.f) for Children (SSO.2.5.f)

Short description and instructions

1) The teacher introduces the goal of the activity and informs the students that the activity will involve a guessing game. The game will be divided into two parts: in the first part we will guess which animals are, in the second part we will guess where these animals live. (5 min)

2) Part 1:the teacher introduces the game: “now we're ready to start our guessing game. I'll need a volunteer to get started. I will put a photo of an animal on the volunteer's back (the teacher asks the volunteer to turn around so the class can see the picture). Now we know what the picture is, but _____ (volunteer name) doesn’t. He / she has to guess and it is up to us to give him good clues. (20 min)

The rules are:

- the name of the animal cannot be suggested
- the teacher will ask the questions and the children will answer
- children's answers will be the clues, we will continue until the child has guessed the name of the animal.

The game continues until the children have guessed at least 3/4 animals and become familiar with the game rules

The teacher can ask:

Where does it live? How many legs does it have? What color is it? What sound does it make? How does it move? What does it eat? Who does it live with? Etc.

3) Part 2: the teacher changes the game: “now we are very good at guessing what animal it is, now let's change and try to guess where they are, where they live, in what context these animals are. I'll need two volunteers to get started. I'll put a photo of an animal living in one context on one volunteer's back, then I'll put a photo of the same animal living in another context on the other volunteer's back. The rules are the same as before. I will ask the questions and you will give the clues. (20 min)

In front of the two animals, the teacher can ask further questions such as:

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What does the animal do when it is in this context? and in this other one? Who does the animal meet? What emotions does the animal feel in that specific context? What thoughts? What sounds does the animal hear? What smells do you smell? How does it move in that context?

4) The teacher, with the questions proposed, guides the children to recognize the differences between the various contexts and how animals behave, think, have different emotions based on the contexts in which they are. (15 min)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the information can be provided verbally and visually
- Multiple ways of action and expression: the students are allowed to use diverse communication resources
- Multiple ways of engagement: providing different tasks and roles

Activity tool/exercise description:

- Template with animal pictures for the part 1 of the guessing game (SSO.2.1.f)
- Template with animal pictures for the part 2 of the guessing game (SSO.2.2.f)
- Template with teacher questions for the part 1 and 2 of the guessing game (SSO.2.3.f)
- Template for teacher reflective question (SSO.2.3.f)
- Template for children reflective question (SSO.2.4.f)

Learning_ strategies

- Positive reinforcement: when children identify behaviors, thoughts and emotions that characterize different contexts
- Retrieval practice
- Interleaving

Learning_ performance descriptors

- Explore attitudes and emotions that animals might experience in different life contexts
- Recognize diversities in expressing behaviour emotions, feelings in different contexts

Learning assessment_ reflective questions

For teachers:	For students:
○ Is each student able to identify what makes the animal unique in at least two different contexts?	○ What did you learn from today's activity?
	○ Describe an animal in two different contexts, write the things that make it unique

Learning_ assessment tools

Teachers can use the answer to the template questions to:

- Assessing the students' ability to identify attitudes and emotions that animals might experience in different life contexts
- Assessing the students' ability to recognize diversities in expressing behaviour emotions, feelings in different contexts

Activity Linked to school subject

The activity can be connected to science and geography: when we talk about climate changes that necessarily require modification. The activity can also be linked to migrations topic, of animals as well as people.

Activities to share with parents or family members

Children can share the game with parents or family, they can add other animals or search together for information about the animals they would like to know more about.

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Grid 2B - analysis of PSsmile key choices

Name of the activity	**Animal Theater**
Goals Explore cultural diversities in expressing emotions, feelings, and positive mindset in social contexts	
Shows Orientation toward future goals	The activity is about how animals can change their habits, thoughts and emotions in view of a current or even future change.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The activity engage multiple way to act end let the child free to use different strategy and tools
Enhances strengths and uniqueness	The activity is designed to underline the aspects that make animals unique in every context
Focuses on the agentic role (me, others) than on skills	The emphasis is on exploring actively diversities that characterize every context and who lives there
Consider cultural diversity in coding and expressing emotions and positive behavior	Each child is free to contribute their own resources and knowledges
Embraces a 'decision making' step	The activity is designed in order to guide the child to recognize the characteristics of each context by asking questions that bring out the uniqueness
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: using doble coding ○ Multiple ways of action and expression: : the students are allowed to use diverse communication resources ○ Multiple ways of engagement: providing different tasks and roles
Are there connections with other activities and domains?	Connected to the domain Smile to Others
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted by focusing on exploring emotions, feelings, thoughts and experiences that help to understand those of others and to create a positive climate in everyday life contexts
What kind of manipulations can be introduced to make the activity suitable for older students?	The activity can be made more complex by extending the reflection not only to animals but also to how people can face different behaviors, emotions and feelings in different contexts
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be adapted by simplifying the questions and providing the children help in identifying the uniqueness of each context

Grid 3A: the content and the development

Domain: **Smile to society 4.0**

Name of the activity **Wheel of my life contexts**

Goals

Explore my life context and my attitudes and feelings that characterize them

- To describe the life contexts where we spend our time
- To understand how each life context impacts our life differently

Duration and Frequency	Age	Persons involved	Contexts
(50 minutes)	8-11 years	Teacher Students	Classroom (students sitting in circle)

Structure of the activity	Materials used	Fact sheets
1)Introduction and explanation of the objectives 2)Modelling: an example of wheel 3)Wheel and questions completion 4)Sharing and reflection	1) Templates 2) Pencils	1) Template with the wheel SSO.3.1f 2) Reflective questions for Teachers SSO.3.2f for Children SSO.3.3f

Short description and instructions

1) The teacher introduces the goal of the activity and informs the students that the session will involve storytelling of a hypothetical situation: “We spend our life in different contexts (school, home, sport etc), each context is characterized by the presence of different people, by the things we do in that context, the tools we us. Each person we meet in these contexts behave and make us requests that can impact how well we are in that environment. So, the people we spend time with is important. We can visualize these different life contexts on a wheel (teacher shows the flipchart with the wheel).
To describe our life context, we can answer some questions: What are your life contexts? Who do you meet in each context? What do you do in each context? With which tool? What do they ask you to do? How happy are you in each context? (the list should include playing, learning new things, plus other suggestions from participants). At each moment in our life, we can be satisfied with how the different life contexts work for us. (5 min)
2) Teacher show an example of wheel and describe it: “here how Andy completed his/her wheel..”
Teacher asks students to help X to find ideas for answering the following questions:
What can Andy do to increase his satisfaction in the diverse life context? (10 min)
3) The teacher asks the students to fill in their wheel using the printed layout to express your level of content and expectations in the following contexts of your life (school, friends, family, hobbies, fun, health, homework, quiet time). You can alternate among contexts and also include the following possible contexts: School, friends, family, grades, fun, health, room, growth
Step 1: Now you will work on your own Wheel of life contexts, on the template provided. Next to each section of the wheel, write the names of the relevant contexts of your life. Think about where you spend your time.
Step 2: put in each section the name of the people you meet in each context, what you do, with which tools, and what they ask you to do.
Step 3: Rate your satisfaction with each context of the wheel, using 1 to 10 scores (1 low, 10 high satisfaction). In order to decide how satisfied you are with each context, compare your current

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situation, with the ideal one. For example, if spending the time at the football center is an ideal situation for you and it would mean a 10 score, if you find yourself thinking at school things are ok but could go better you might rate school 6 or 7.

Step 4: To have a visual representation of your rating, draw a line connecting the different areas as shown in the example. The final goal is to have a shape that represents your wheel of life contexts.

(15 min)

4) The teacher ask students to write down their thoughts about:
Which sections of the wheel are rated higher and which are lowest? What makes some score higher? What will you do in order to increase your score in some context? What can we do to increase our satisfaction in the diverse life context? (10 min)

5) The teacher asks the children to share their wheels and begins a reflection with some questions:
How are my priorities different from others? What are the areas that I wish to change and what areas have others chosen to change? (10 min)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the information can be provided with dual coding
- Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their context
- Multiple ways of engagement: providing different tasks and familiar materials for children of that age

Activity tool/exercise description:

- Grid with the wheel and questions to fill (SSO.3.1f)
- Template for teacher reflective question (SSO.3.2f)
- Template for children reflective question (SSO.3.3f)

Learning_ strategies

- Positive reinforcement: when children identify contexts and develop ideas on how to improve their satisfaction
- Elaboration
- Concrete examples

Learning_ performance descriptors

- Define a current situation
- To be able to set some 'mental' boxes to each priority in their lives
- Developed idea or actions to improve his/her satisfaction
- To set priorities and goals

Learning assessment_ reflective questions

For students:

- What did you learn from the wheel of today?
- What aspects of your life have you discovered?
- Which one are you priority/goals from the activity of today?

For teachers:

- Is each student able to identify a current situation at least on 3 context?
- Is each student able to developed at least 2 idea or actions to improve his/her satisfaction?
- Is each student able to set at least 2 priorities?

Learning_ assessment tools

Teachers can use the answer to the wheel's questions to:

- Assessing the students' ability to identify a current situation;
- Assessing the students' ability to set priorities and goals

○ Assessing the students' ability to identify ideas and actions to improve his/her satisfaction;

Activity Linked to school subject

All school activities in which a process is analyzed with multiple components, mathematical operations (fractions), grammar analysis, analysis of geographical environments, etc.

Activities to share with parents or family members

The created wheel can be shared at home, children can also share ideas and actions to improve them.

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Grid 3 B - analysis of PSsmile key choices

Name of the activity	**Wheel of my life**
Goals Explore my life context and my attitudes and feelings that characterize them	
Shows Orientation toward future goals	The student is asked to imagine possible actions to improve their satisfaction.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	Children are reminded that others may have different ideas, challenges, goals and priority.
Enhances strengths and uniqueness	Children bring their own set of culturally based expectations, skills, talents, abilities, and values with them into the formulate goals.
Focuses on the agentic role (me, others) than on skills	Each student are encourage to accept their situation and choose, set and develop some goals.
Consider cultural diversity in coding and expressing emotions and positive behavior	Each individual should be encouraged to pay attention to the diversity in expressing priority and possible actions.
Embraces a 'decision making' step	Each individual should be encouraged to actively reflect in own skills and define priority and goals for the future.
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: The templates are provided with dual coding. ○ Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their perspectives and participate in the activity. ○ Multiple ways of engagement: providing different tasks and familiar materials for children of that age
Are there connections with other activities and domains?	Connected to the domain Smile to Myself
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted exploring different areas of them self (interests, different people, passions, goals, characteristics, etc)
What kind of manipulations can be introduced to make the activity suitable for older students?	Teacher can ask to go back in a few months and see what has changed (not necessarily improved, but maybe a change in the point of view, maybe a change in perspective and how they view the situation)
What kind of manipulations can be introduced to make the activity suitable for younger students?	Teacher can ask to identify context and choose the most satisfying and the least satisfying. They can also brainstorm together how to set a goal, with the suggestion of classmates.

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Grid 4A: the content and the development

Domain: **Smile to society 4.0**

Name of the activity **Dove e con chi nel mondo…?**

Goals

Identify social and emotional aspects in all my life contexts:

- To explore the contexts in which we live, in terms of people with whom we spend our time
- To recognize and appreciate that each person has multiple identities and uniqueness

Duration and Frequency	Age	Persons involved	Contexts
1’ 30 min	8-11 years	Teacher Students	Classroom (students sitting in circle)

Structure of the activity	Materials used	Fact sheets
1) Introduction of the activity 2) Completion of one side of the circles 3)Completion of back side of the circles 4) Sharing and reflection	1) Templates 2) Cardboards 3) Pencils or pen 4) hook	1) Reflective questions for Teachers (SSO.4.1.f) for Children (SSO.4.2.f)

Short description and instructions

1) The teacher gives the children 7 circles, to connect with a hook, representing: me, my school, my neighbourhood, my city, my state, my country, my word. The activity will be presented at the beginning of the week and the children will have a few days to complete it. (5 min)
2) Children should complete one side of the circle representing their current image: focusing on people who are with them in those contexts and what they do together. Children can complete the circles with words, pictures, photographs, collage, etc. (40 min)
3) Once one side it’s completed, children can answer to the questions on the back of each circle: what will you add in your future? Who will you add in your future? (30 min)
4) When everyone has completed it, the teacher will give them a few minutes to share it and they will reflect together looking for a definition of belonging.
   The teacher will guide the discussion towards the recognition of uniqueness (although the children have in common numerous contexts such as the same school). (20 min)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: children are allowed to complete the circles with materials they prefer (Eg. draw with pencils, stick a picture, take a photo, etc)
- Multiple ways of action and expression: children are allowed to choose the content to put in their circles
- Multiple ways of engagement: the activity is meant to be completed during the week, children can involve different resources and people

Activity tool/exercise description:

- Template with circles (SSO.4.1f)
- Template for teacher reflective question (SSO.4.2f)
- Template for children reflective question (SSO.4.3f)

Learning_ strategies

- Positive reinforcement: when children identify and represent different contents in the circles
- Interleaving

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- Spaced practice

Learning_ performance descriptors

- explore the contexts in terms of people whom we spend our time, to reach a definition of belonging
- recognize that each person has multiple identities and uniqueness

Learning assessment_ reflective questions

For teachers:	For students:
Is each student able to identify, at least 2 context of belonging? Is each student able to identify, at least 1 new aspect, that he/she discovered?	What did you learn from the actvity of today? What are the contexts of belonging in which you are included? Describe something new that you discovered about a classmate, something you didn't know and that surprised you

Learning_ assessment tools

Teachers can use the answer to the reflective questions to:

- Assessing the students' ability to explore the contexts in terms of people whom they spend their time, and define the concept of belonging
- Assessing the students' ability to recognize that each person has multiple identities and uniqueness

Activity Linked to school subject

The activity can be connected to all disciplines in which we describes people and their relationships with their contexts (eg. an artist and his/her links with other artists and the historical context). Also when we deal with issues that concern different contexts (e.g. children have a separate recycle system in the classroom, so does their country, their city, etc.)

Activities to share with parents or family members

Children can share the activity with their family and ask them to help them add items, take photos together, search for pictures on the internet

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Grid 4 B - analysis of PSsmile key choices

Name of the activity	**Where and with Who in the world….?**
Goals Identify social and emotional aspects in all my life contexts	
Shows Orientation toward future goals	The activity is about explore components of possible future context
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	Children can fill in the circles throughout any material, tools and form
Enhances strengths and uniqueness	The activity is designed in order to emphasize the uniqueness within the contexts to which they belong
Focuses on the agentic role (me, others) than on skills	The activity puts the child at the center of the exploration process
Consider cultural diversity in coding and expressing emotions and positive behavior	The activity is designed with the aim to pay attention to every context
Embraces a 'decision making' step	The activity let the children decide what they want include on their circles
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: information can be presented with any materials ○ Multiple ways of action and expression: children are allowed to choose the content ○ Multiple ways of engagement: children can involve different resources and people
Are there connections with other activities and domains?	Connected to the domain Smile to Others
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to Other management exploring resources and supports in which they could count on to reach their goals
What kind of manipulations can be introduced to make the activity suitable for older students?	The activity can be made more complex adding a reflection about the characteristics of each context or asking children to share their circles and identify aspects of uniqueness
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be adapted by decreasing the number of circles or completing only one side of the circle (present belongs)

Grid 5A: the content and the development

Domain: **Smile to society 4.0**

Name of the activity “Helping me, helping you”

Goals

Discover changes and challenges occurring in small and large communities and understand the impact of positive mindset

- To identify emotions and feelings they may activate in persons experiencing diversities
- To explore that we can discover unexpected skills and potential opportunity hidden in these changes
- To understand that my behavior can change the people mindset and contribute to the wellbeing of people living in my community

Duration and Frequency	Age	Persons involved	Contexts
60 min	8-11 years	Teacher Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) Introduction of the activity 2) Presentation of the video 3) Discussion and reflection 4) Grid completion	1) Templates 2) Pen or pencil	1) Template with prosocial action (SSO.5.1.f) 2) Reflective questions for Teachers (SSO.5.2.f) for Children (SSO.5.3.f)

Short description and instructions

1) Expose to children a similar observation to the following: "Sometimes we felt alone and bored, or we felt cold, hungry or afraid. Sometimes we have felt bad or sick and we wanted to learn something we did not know. In all these moments, we felt the need for someone to help us, or rather, to make us company, take care of us ...Taking such a way when someone needs it means offering help. "
2) The teacher shows a video to facilitate the discussion
   eg. https://www.youtube.com/watch?v=lXJccpcIAB4
   https://www.youtube.com/watch?v=gw2XXqDyHN8
3) This reflection should serve to comment on these questions in helping:
   - When would you like to receive help? In what situations did you receive help?
   - Who did you need help from?
   - In what cases do you remember being denied help? (They did not help you when you needed it)
   - Think of what situations you have helped or have had the opportunity to do so.

   The teacher should focus on the importance to understand when we need help and to be able to recognize when others need it, too. There are many situations that they will encounter in which they will find themselves in need of a hand and they must learn how to distinguish those situations and do not fear to reach out for help to their “contextual resources” (e.g. parents, teachers, friends…).

   The teacher may offers reflections on this:
   - helping is not always offering material things, also means giving affection, company, comfort, etc
   - remember that help is "such", when your help corresponds to what the other want or need and not what it seems to you.
4) Once commented together, one needs to reflect individually and fill a grid containing some of the prosocial actions that everyone may accomplish.

The proposed situations refer to different contexts and people with whom children may have different relationships, as well as future situations.

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the information are provided verbally and visually. Eg. Teacher can change videos with a fairy tale or cartoon
- Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their perspectives and participate in the activity.
- Multiple ways of engagement: providing different task and let children free to choose prosocial actions

Activity tool/exercise description:

- Template with the prosocial actions grid (SSO.5.1f)
- Template for teacher reflective question (SSO.5.2f)
- Template for children reflective question (SSO.5.3f)

Learning_ strategies

- Positive reinforcement: when children describe situations in which he helped and was helped, in terms of behavior and feelings; when proposing prosocial actions
- Elaboration
- Retrieval practice

Learning_ performance descriptors

- Identify emotions and feelings that activate in persons experiencing help actions
- Understand that their behavior can contribute to the wellbeing of people living in their community

Learning assessment_ reflective questions

For teachers:

- Is each student able to identify, at least 1, prosocial action per each context?
- Is each student able to identify, at least 2, emotions and feelings that activate in persons experiencing help actions

For students:

- What did you learn from the activity of today?
- Write here emotions and feeling that may activate in other people when you help them

Learning_ assessment tools

Teachers can use the answer to the template ant to the reflective questions to:

- Assessing the students' ability to identify emotions and feelings that activate in persons experiencing help actions
- Assessing the students' ability to understand that their behavior can contribute to the wellbeing of people living in their community

Activity Linked to school subject

The activity can be connected to civic educations

Activities to share with parents or family members

The created table tool can also be used can take home to work with parents.
Students could be asked to complete the sheet at home with a story that they will hear from their parents.

Grid 5B - analysis of PSsmile key choices

Name of the activity	Helping me, helping you!
Goals Discover changes and challenges occurring in small and large communities and understand the impact of positive mindset	
Shows Orientation toward future goals	The student can be asked to imagine a possible scenario of the future where they think their help will be needed to others, and where they will need the help of others.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	Each child is free to contribute their own resources and knowledges
Enhances strengths and uniqueness	Children bring their own set of skills, talents, abilities, and values with them into the collaboration, altruism, and helping actions
Focuses on the agentic role (me, others) than on skills	The emphasis is on finding actions to contribute to the wellbeing of people living in my community
Consider cultural diversity in coding and expressing emotions and positive behavior	The activity are designed in order to emphasize emotions and feelings that may activate in persons experiencing diversities
Embraces a 'decision making' step	The activity let the children decide what and how they want help
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: using doble coding ○ Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their perspectives ○ Multiple ways of engagement: providing different tasks and familiar materials for children of that age
Are there connections with other activities and domains?	Connected to the domain Smile to My self
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted by focusing on helping like a component of a positive mindset that they could take care of to develop their future selves
What kind of manipulations can be introduced to make the activity suitable for older students?	The activity can be made more complex by adding more contexts in which to propose prosocial actions and contribute to the well-being of the people living in their community
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be adapted by simplifying the questions and providing the children definitions and some modelling about prosocial actions

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Grid 6A: the content and the development

Domain: **Smile to society 4.0**

Name of the activity **Service**

Goals

Discover changes and challenges occurring in my small and understand the impact of positive mindset:

- To develop ideas and actions that can be of service to others, also that help can be manifested in many different forms and despite the differences
- To put themselves in someone else's shoes and imagine how someone might feel or need
- To understand how being at the service of others can contribute to the common good

Duration and Frequency	Age	Persons involved	Contexts
0 minutes Once a month	8-11 years	Teacher Students	Classroom

Structure of the activity	Materials used	Fact sheets
1)Introduction and explanation of the objectives 2)Proposals of some service projects 3)Collective decision of the project to join 4)Grid completion about theoretical scenarios 5)Sharing and group reflection	No specific materials are needed	1) Grid with service projects SSO.6.1f 2) Reflective questions for Teachers SSO.6.2f for Children SSO.6.3f

Short description and instructions

1) The teacher explains the goal of the activity and the starting situation of the activity: "service activities are a fun and meaningful way to connect your students to the word around them. By helping others, a class service project can also help students develop empathy. (5 min)
2) The teacher shows two or three class service project that the students can do as class to make their community a better place. The teacher asks the students if they have any other ideas and writes the ideas on the blackboard (e.g. Donations of old toys, cleaning, recycling, composting) (5 min)
3) The students collectively decide which ideas are applicable in the local context. (5 min)
4) The teacher delivers a printed sheet with an example of service project and other two project to be choosen.
   For each project children are asket to indicate:
   - Who benefits from their action?
   - How they felt after completing that action?

   The students complete the grid with applicable and theoretical scenarios of contributing to the community. (15 min)
5) After they finish writing the group will share their projects and discuss. (10 min)
   To facilitate the discussion the teacher may ask the following questions: Who benefits from their action? How they felt after completing that action?

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the information are provided with dual coding

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- Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their perspectives and participate in the activity
- Multiple ways of engagement: providing different tasks and familiar materials for children of that age

Activity tool/exercise description:

- Grid with service projects and questions to fill (SSO.6.1f)
- Template for teacher reflective question (SSO.6.2f)
- Template for children reflective question (SSO.6.3f)

Learning_ strategies

- Positive reinforcement: when children come up with ideas and develop behaviors plan of how to be of service
- Elaboration
- Spaced practice
- Concrete examples

Learning_ performance descriptors

- Develop ideas of how to be of service for the community
- Explain how we can contribute to the community
- Identify contexts that who benefits from their action and describe in what way.

Learning assessment_ reflective questions

For students:

- What did you discover from the activity of today?
- How we can be of service for our community?
- Who can benefit for our service actions?
- What kinds of emotions do you expect it to elicit from our service action ?
- How should communities benefit from our actions?

For teachers:

- Is each student able to developed at least 2 actions that can contribute to the community
- Is each student able to identify at least 1 contexts that can benefits from their action
- Is each student able to describe how the community can benefit from his/her actions?

Learning_ assessment tools

Teachers can use the answer to the reflective questions to:

- Assessing the students' ability to identify ideas and actions that can be of service to others;
- Assessing the students' ability to identify contexts that can benefits from their action;
- Assessing the students' ability to describe how communities benefit from our actions;

Activity Linked to school subject

civic education: rules meaning, respecting others, etc.

Activities to share with parents or family members

The created table tool can also be used at home to work with parents.

Students could be asked to complete the sheet at home after doing a service activity that they will do from their parents.

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Grid 6 B - analysis of PSsmile key choices

Name of the activity	**Service**
Goals Discover changes and challenges occurring in my small and understand the impact of positive mindset	
Shows Orientation toward future goals	The student is asked to imagine a possible scenario of the future where they think their help can be valuable in a service situation.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The activity is about understanding that they are a distinct person from those around them and that other people may have different feelings and needs than their own. The materials for the activity are designed in order to be adapted to different students.
Enhances strengths and uniqueness	Children bring their own set of culturally based expectations, skills, talents, abilities, and values with them into the formulate an action plan. The teacher should highlight that it's important take this aspect into consideration and empathize with others.
Focuses on the agentic role (me, others) than on skills	Each individual is encourage to participate in the contribution to society and suggest strategies to be helpful to the common good.
Consider cultural diversity in coding and expressing emotions and positive behavior	Each individual should be encouraged, during the final discussion, to pay attention to the diversity in expressing emotions that may follow their actions.
Embraces a 'decision making' step	Each individual should be encouraged to choose which projects to develop and to choose the actions to carry out their plans.
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: The templates are provided with dual coding. ○ Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their perspectives and participate in the activity. ○ Multiple ways of engagement: providing different tasks and familiar materials for children of that age
Are there connections with other activities and domains?	Connected to the domain Smile to Others

Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to address management of others exploring strategies to be more empathetic and helpful to others.
What kind of manipulations can be introduced to make the activity suitable for older students?	Guide the students to which situations they will describe, that involve the greater community in a collective attempt to be of service.
What kind of manipulations can be introduced to make the activity suitable for younger students?	Guide the students to which situations they will describe, instead of letting them come up with their own stories.

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a. Grids for developing activities and checking activity choices

Grid 7A: the content and the development

Domain: **Smile to society 4.0**

Name of the activity **Escape room**

Goals

Explore positive resources and a positive social mindset in our life context:

- To explore and understand personal resources as positive social mindset in our context
- To identify positive and relevant resources (curiosity, flexibility, creativity.)
- To know how personal positive resources impact reasoning and behaviors

Duration and Frequency	Age	Persons involved	Contexts
45 min	8-11 years	Teacher Students	Classroom (students sitting in circle)

Structure of the activity	Materials used	Fact sheets
1) Escape room game 2) Group reflection and discussion	1) Templates 2) Pencils	1) Template with escape room challenge (SSO.7.1f) 2) Reflective questions for Teachers (SSO.7.2f) for Children (SSO.7.3f)

Short description and instructions

1) The teacher organizes a small escape room with puzzles to solve in group.
Children will play, the challenges include: acronyms, codes to decipher, etc.
(30 min)
2) At the end of the game the children are asked to reflect on some questions in group:
What have you learned by this new activity?
Tell me about another activity you did and what you learned new…
What new things do you expect to learn next year?...when you go to middle school?....when will you start working?
The teacher guides and reinforces the children to identify the resources they have put in place to discover new things and how this positive resources can impact reasoning and behaviors, now and in their future.
(15 min)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: the escape room challenges are represented with dual code
- Multiple ways of action and expression: : students are allowed to solve the escape challange in different way
- Multiple ways of engagement: providing different task and role

Activity tool/exercise description:

- Template with escape room challenge (SSO.3.1f)
- Template for teacher reflective question (SSO.3.2f)
- Template for children reflective question (SSO.3.3f)

Learning_ strategies

- Positive reinforcement: when children identify the resources they have put in place to discover new things and how this positive resources can impact reasoning and behaviors
- Elaboration
- Concrete examples

Learning_ performance descriptors

- explore and identify positive resources
- recognize how personal positive resources impact reasoning and behaviors

Learning assessment_ reflective questions

For teachers:

- Is each student able to identify at least 1 new skills from the activity?
- Is each student able to identify at least 1 resources that he/she put in place?
- Is each students able to identify at least 1 consequence using personal positive resources?

For students:

- What have you learned by this new activity?
- What resources have you put in place today?
- What results did you get by using those resources?

Learning_ assessment tools

Teachers can use the answer to the reflective questions to:

- Assessing the students' ability to explore and identify positive resources
- Assessing the students' ability to recognize how personal positive resources impact reasoning and behaviors

Activity Linked to school subject

The activity can be connected to all disciplines every time we introduce a task that requires positive resources such as curiosity, flexibility, or creativity.

Activities to share with parents or family members

Children can share the experience at home, asking them to tell about new things they have learned and what they expect to learn in their future.

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Grid 3 B - analysis of PSsmile key choices

Name of the activity	**Escape room**
Goals Explore positive resources and a positive social mindset in our life context	
Shows Orientation toward future goals	The activity is about reflect on positive resources can impact reasoning and behaviors, now and in the process of building future selves.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	Students are allowed to solve the escape challange in different way, with their skills and knowledge
Enhances strengths and uniqueness	The emphasis is on underling positive resources such as curiosity, flexibility, or creativity.
Focuses on the agentic role (me, others) than on skills	The activity is designated in order to put the child at the center when finding his/her solutions to the challange
Consider cultural diversity in coding and expressing emotions and positive behavior	Positive resources can be declined in different ways and forms.
Embraces a 'decision making' step	Each individual should be encouraged to actively search answers and solutions
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: ○ Multiple ways of action and expression: ○ Multiple ways of engagement:
Are there connections with other activities and domains?	Connected to the domain Smile to myself and My future
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to address managment of personal resources, focusing on practice strategies for fostering positive resources in challenging situations
What kind of manipulations can be introduced to make the activity suitable for older students?	The activity can be made more complex by increasing the number of resources and skills that children have to use or adding a reflection on how they can take care of this resources
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be adapted guiding children to identify positive resources, for examples by providing a definition of curiosity, flexibility, or creativity.

Grid 8A: the content and the development

Domain: **Smile to society 4.0**

Name of the activity **Goals for all of us!**

Goals

Explore positive future communities and a positive social mindset in our life context:

- To explore different lenses to look at possible future challenges in our community
- To use their positive mindset and turn a challenge into an opportunity
- To know how personal positive resources impact our social contexts

Duration and Frequency	Age	Persons involved	Contexts
60 min	8-11 years	Teacher Students	Classroom (students sitting in circle)

Structure of the activity	Materials used	Fact sheets
1) Introduction to the board game 2) Play the game in groups 3)Reflection and develop action plan	1) Templates 2) Pencils	1)Template with board game (SSO.8.1.f) 2)Reflective questions for Teachers (SSO.8.2.f) for Children (SSO.8.3.f)

Short description and instructions

5) The teacher shows the children a board game and explains the rules of the game. The board game has 17 boxes showing the 17 sustainable goals of the 2030 agenda. For each box, based on the color, they will find some questions to which the child must find an answer to proceed. (10 min)
https://go-goals.org/downloadable-material/

6) Children can play the game divided by small groups (30 min)

7) After playing, children can choose a question on a topic they care about and develop, individually or in group, two to three ideas about:
- what they could do to facilitate the achievement of those goals
- identify possible resources and supports
- what could they do now and what in the future

(20 min)

UDL manipulations: means of representation, of expression, etc.

- Multiple ways of representing the information: all the material can be presented with dual coding
- Multiple ways of action and expression: children can search the game answers using the tools and resources they prefer
- Multiple ways of engagement: The question cards can be adapted for the 8-10 age group and, if the children are not familiar with all the topics covered, it is possible to modify the game by dealing only with some goals.

Activity tool/exercise description:

- Template with the board game and questions (SSO.8.1f)
- Template for teacher reflective question (SSO.8.2f)
- Template for children reflective question (SSO.8.3f)

Learning_ strategies

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- Positive reinforcement: when children identify actions, resources and support to achieve the goals
- Elaboration
- Interleaving

Learning_ performance descriptors

- use their positive resource to turn a challenge into an opportunity
- recognize how personal positive resources impact our social contexts

Learning assessment_ reflective questions

For teachers:

- Is each student able to identify at least 2 positive resources to facilitate the achievement of the goal?
- Is each student able to identify at least 1 benefit for our social context?

For students:

- What did you learn from the activity of today?
- Witch yours positive resources did you use to achieve the goal?
- What are the benefits for our social context?

Learning_ assessment tools

Teachers can use the answer to the template questions to:

- Assessing the students' ability to use their positive resource to turn a challenge into an opportunity
- Assessing the students' ability to recognize how personal positive resources impact our social contexts

Activity Linked to school subject

The activity can be connected to all disciplines, the topics covered by the 2030 agenda concern geography, history and civic education

Activities to share with parents or family members

Children can share the activity with the family and ask them to add ideas to support the chosen goal

Grid 8 B - analysis of PSsmile key choices

Name of the activity	Goals for all of us!
Goals Explore positive future communities and a positive social mindset in our life context	
Shows Orientation toward future goals	The activity presents to the child common future goals to reflect and contribute
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The activity engage multiple way to act end let the child free to use different strategy and tools
Enhances strengths and uniqueness	The activity is designed to use positive resource to turn a challenge into an opportunity
Focuses on the agentic role (me, others) than on skills	The emphasis is on finding actions to contribute to the common goals
Consider cultural diversity in coding and expressing emotions and positive behavior	Each child is free to contribute their own resources and knowledges
Embraces a 'decision making' step	Children are free to choose the goals they care most about
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: using doble coding ○ Multiple ways of action and expression: all material and tools are available ○ Multiple ways of engagement: children can choose the goal they prefer
Are there connections with other activities and domains?	Connected to the domain Smile to Others
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted by focusing on how common goals impact children and their future as a member of the community
What kind of manipulations can be introduced to make the activity suitable for older students?	The activity can be made more complex by extending the reflection on the actions that can be taken to contribute to goals, as individuals and as contexts
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be adapted by simplifying the questions and providing the children with definitions and some basic information on the topic presented.

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A

During the game, you missed scoring a goal	You are his/her friend that made fun of him/her
There is a frog in your bedroom	You are the brother that sleep in the same room
The boy is always eating candies and chewing gum very loudly.	You are his/her classmate, you think he/she is really loud. Ask him to stop it
You are playing with your favorite videogames	You are his mom, she wants him/her to set the table
You'll overslept and miss the final test	You are his/her teacher…
You'll change volley team next years	You are her/his future teammate

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SSO.1.2f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each able to describe, at least 2, different behaviour in front of the same emotion	☐	☐	☐	☐
Is each student able to recognize, at least 2, different emotions in front of the same situation	☐	☐	☐	☐

Notes

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SSO.1.3f

REFLECTIVE QUESTION

What did you learn from today's activity?

Complete the sketch by describing two behaviors

Your friends offered you something to eat you don't like at all

Complete the sketch by describing two emotion

Your backpack is lost

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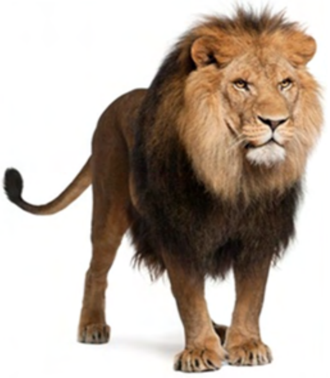
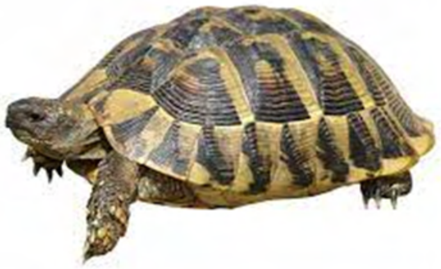
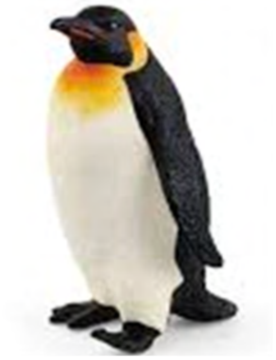
SSO.2.1f



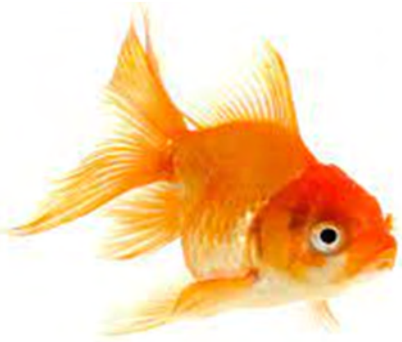
LION



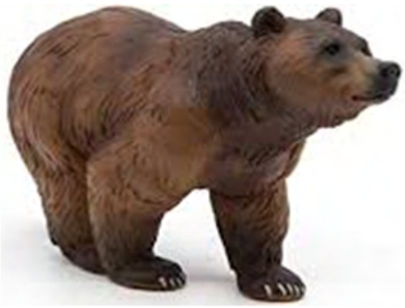
TURTLE



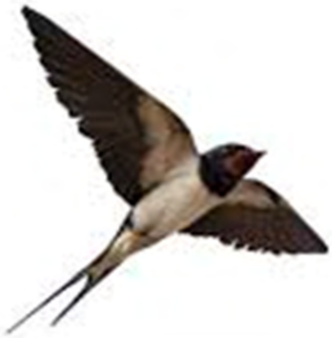
PENGUIN



FISH



BEAR



SWIFT

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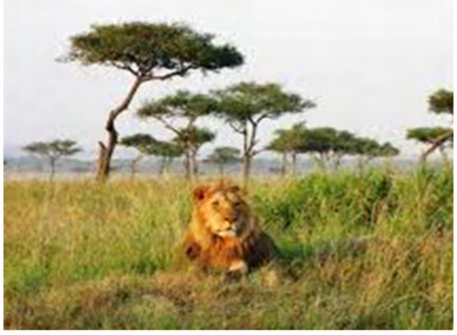
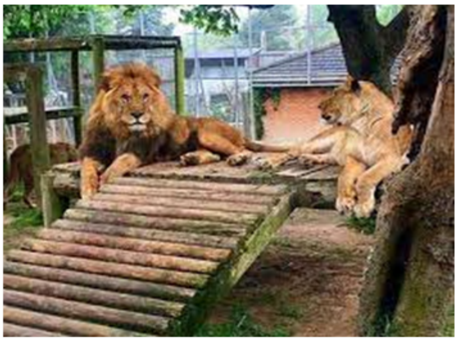
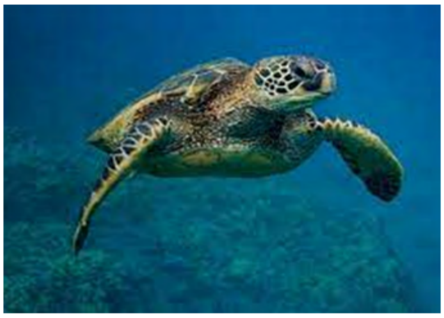


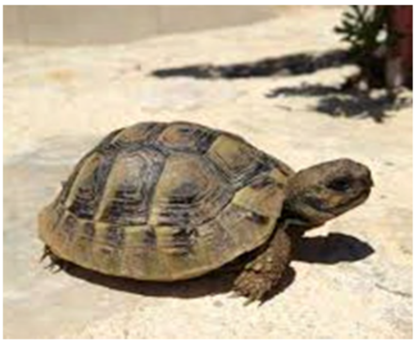
LION IN SAVANNAH



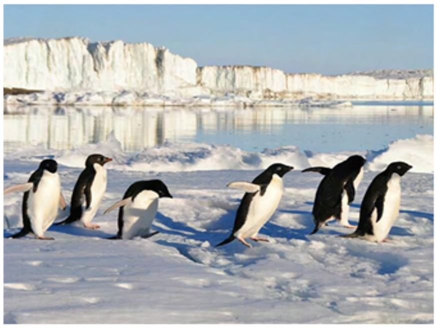
LION IN THE ZOO



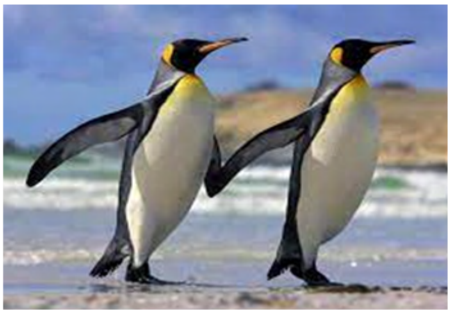
TORTOISE IN THE SEA



TORTOISE ON THE SANDY BEACH



PENGUIN AT THE SOUTH POLE, DURING WINTER



PENGUIN AT THE BEACH, DURING SUMMER

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FISH IN THE SEA

FISH IN AQUARIUM

BEAR IN THE FOREST

BEAR DURING HIBERNATION

SWIFT IN SPRING

SWIFT DURING MIGRATION, IN AUTUMN

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SSO.2.3f

SAMPLE QUESTIONS TO PROVIDE CLUES

PART 1

- Where does it live?
- How many legs does it have?
- What color is it?
- What sound does it make?
- How does it move?
- What does it eat?
- Who does it live with?

PART 2

- What does the animal do when it is in this context? and in this other one?
- Who does the animal meet?
- What emotions does the animal feel in that specific context?
- What does the animal think in that specific context? ?
- What sounds does the animal hear?
- What does it smell?
- What smells do you smell?

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Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each able to identify what makes the animal unique in at least two different contexts?	☐	☐	☐	☐

Notes

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REFLECTIVE QUESTION

What did you learn from today's activity?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

Describe an animal in two different contexts, write the things that make it unique

ANIMAL:

CONTEXT 1:

………………………………

CONTEXT 2:

………………………………

……………………………… ………………………………

……………………………… ………………………………

……………………………… ………………………………

……………………………… ………………………………

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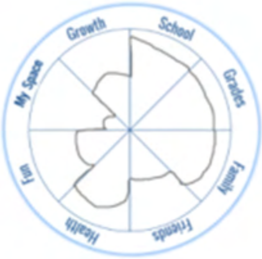
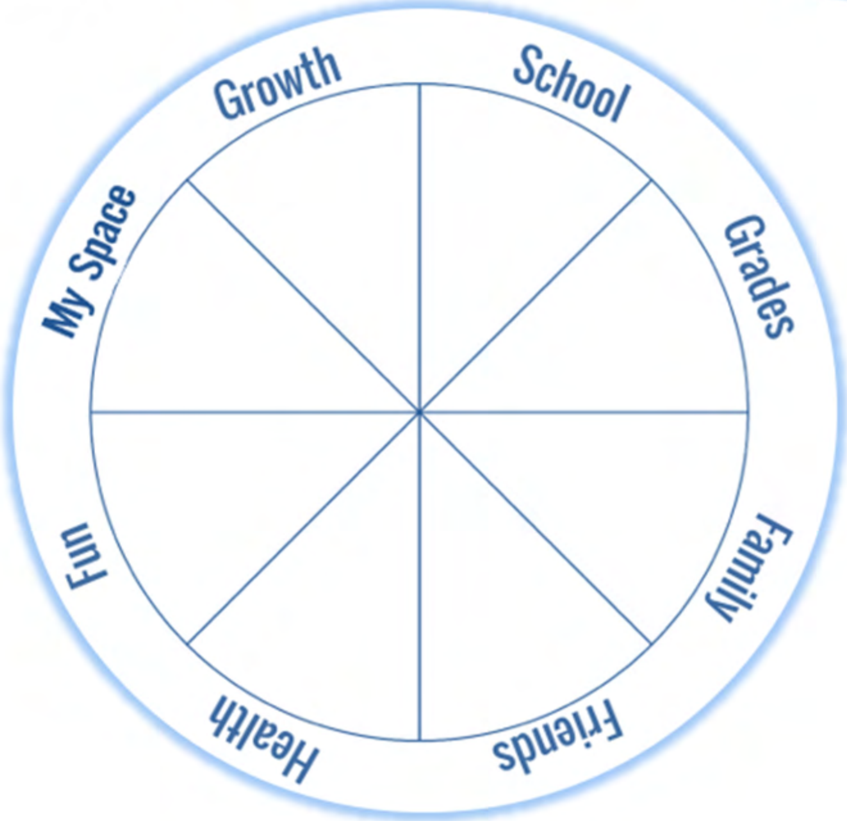
SSO.3.1f

Wheel of My Life Contexts

Think of the center of the wheel as 0 and the outer edge as 10, where 0 means *least satisfied*, and 10 means *most satisfied*. Rank your level of satisfaction within each of your life contexts by drawing a line to create a new outer edge (see example).


Growth
School
Grades
Family
Friends
Health
Fun
My Space


Growth
School
Grades
Family
Friends
Health
Fun
My Space

After a month, review your wheel and reflect:

- How do I feel about the contexts that I was not satisfied?
- Do some aspects that dissatisfied me in the past, not bother my anymore?
- How did I manage to outgrow my challenges?

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SSO.3.2f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify a current situation at least on 3 context?	☐	☐	☐	☐
Is each student able to developed at least 2 idea or actions to improve his/her satisfaction?	☐	☐	☐	☐
Is each student able to set at least 2 priorities?	☐	☐	☐	☐

Notes

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SSO.3.3f

REFLECTIVE QUESTION

What did you learn from the wheel of today ?

What aspects of your life have you discovered?

Which one are you priority/goals from the activity of today?

What kinds of emotions do you expect it to elicit from our service action?

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SSO.4.1.f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 2 context of belonging?	☐	☐	☐	☐
Is each student able to identify, at least 1 new aspect, that he/she discovered?	☐	☐	☐	☐
Is each student able to set at least 2 priorities?	☐	☐	☐	☐

Notes

SSO.4.2.f

REFLECTIVE QUESTION

What did you learn from the wheel of today ?

What are the contexts of belonging in which you are included?

Describe something new that you discovered about a classmate, something you didn't know and that surprised you

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Think of **situations** where you helped others or had the opportunity to do so, and fill in the box. Then, think of the **actions** you did or could do, to help your *family*, *friends* and *classmates*.

	Family	**Friends**	**Classmates**
Situation:	***The person in this story lost their backpack. What could I do to help them?***		
Actions:	……………………………… ………………………………	……………………………… ………………………………	……………………………… ………………………………
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Here are some situations where your help might be useful.
Write below what you would say and what you would do
(at least 2 actions)

On of your classmate has lost his backpack

....

....

....

....

Mom got a flat tire

....

....

....

....

Next week a new classmate arrives in your school

....

....

....

....

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Write below what you would say and what you would do
(at least 2 actions)

Your brother has to complete a very important science project before next month

....

....

....

....

Your uncle has to prepare his suitcase

....

....

....

....

Your sister is worried because she will change music school

....

....

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SSO.5.2f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 2, prosocial action per each context	☐	☐	☐	☐
Is each able to identify, at least 2, emotions and feelings that activate in persons experiencing help actions	☐	☐	☐	☐

Notes

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SSO.5.3f

REFLECTIVE QUESTION

What did you learn from today's activity?

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Write here emotions and feeling that may activate in other people when you help them

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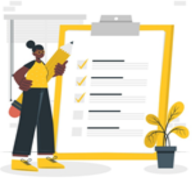
SSO.6.1f



SERVICE ACTIVITY:
Clean up litter around your school or at a nearby park

Who benefits for this actions?

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What did I feel after compleating this actions?

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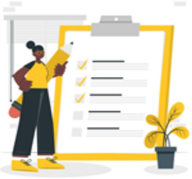

SERVICE ACTIVITY:

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Who benefits for this actions?

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What did I feel after compleating this actions?

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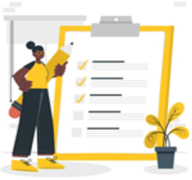

SERVICE ACTIVITY:

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Who benefits for this actions?

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What did I feel after compleating this actions?

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SSO.6.2f

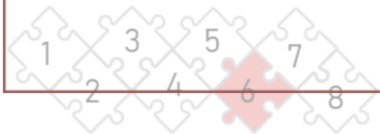
Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each able to developed at least 2 actions that can contribute to the community	☐	☐	☐	☐
Is each student able to identify at least 1 context that can benefits from the actions ?	☐	☐	☐	☐
Is each student able to describe how the community can benefit from his/her actions?	☐	☐	☐	☐

Notes



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SSO.6.3f

REFLECTIVE QUESTION

What did you learn from today's activity?

How we can be of service for our community?

Who can benefit from our service actions?

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SSO.6.3f

What kinds of emotions do you expect it to elicit from our service action?

How should communities benefit from our actions?

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SSO.8.1.f

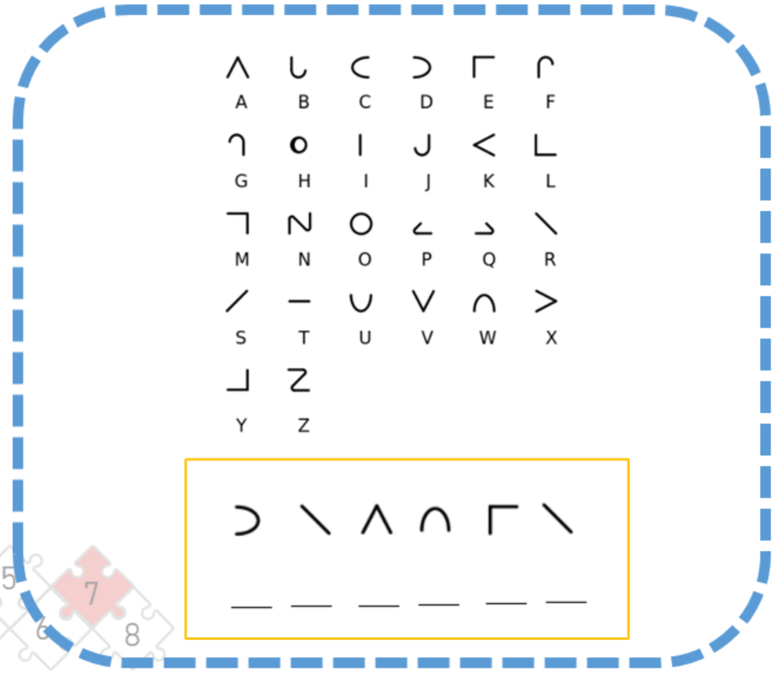
1) The game starts with this message. The clue is hidden in the shopping list: by reading only the first letters you get the word TABLE. The next clue will be under a table.

Hi children,
while you are looking for the secret code
I'm going to prepare a snack ....
This is the shopping list:

- Tomato
- Apple
- Banana
- Lemon
- Eldberry

Try reading the menu, it might give you a clue to find the next message!

2) The coded message indicates the next clue. To guess the word, children must use the legend that indicates which symbol corresponds to each letter of the alphabet. The secret word is DRAWER. The next clue will be in a drawer.



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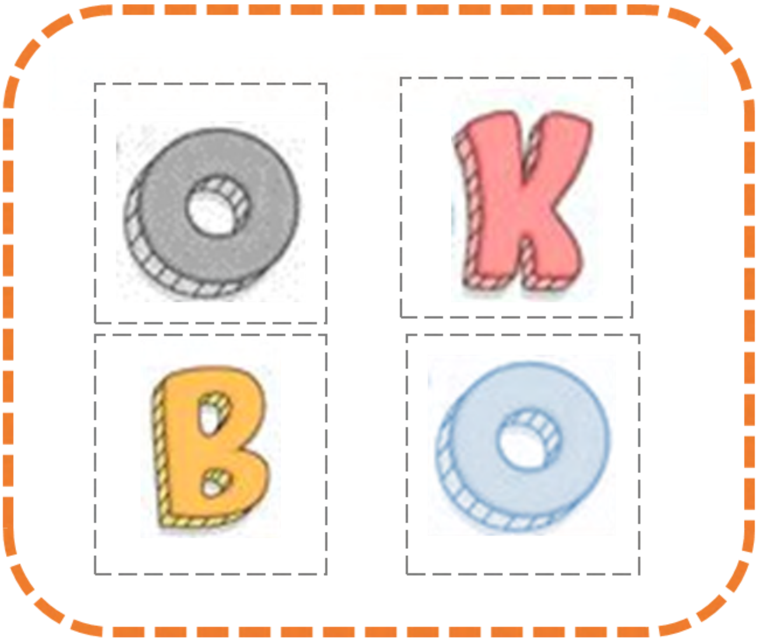
SSO.8.1.f

3) In the drawer they will find cards with letters to rearrange. The word will be BOOK. If you have a lot of books, choose one that has more than 30 pages, you could put a ribbon on it or place the book in an unusual space such as on the window.



4) Place this tag at the beginning of the book, immediately after the cover so that it can be seen. Children will have to do all the calculation to find the page where the next clue is written. The solution is page 22.

7+5+6-2+8-4+9+1-5-3+10-4-6

page __ __

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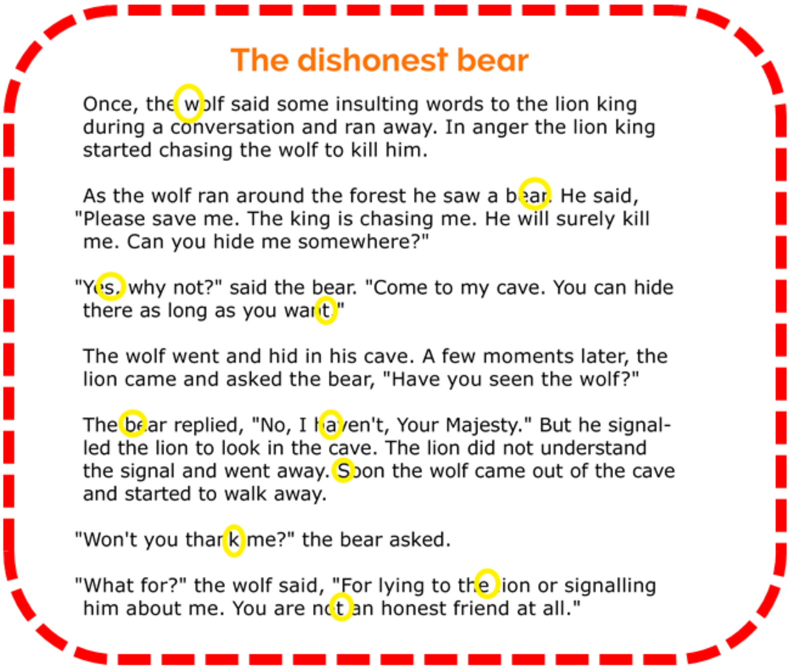
5) The solution is page 22, on that page circle the letters needed to compose a new word. The word will indicate where you have hidden the final surprise. It could be waste basket, black board, etc.



The dishonest bear

Once, the wolf said some insulting words to the lion king during a conversation and ran away. In anger the lion king started chasing the wolf to kill him.

As the wolf ran around the forest he saw a bear. He said, "Please save me. The king is chasing me. He will surely kill me. Can you hide me somewhere?"

"Yes, why not?" said the bear. "Come to my cave. You can hide there as long as you want."

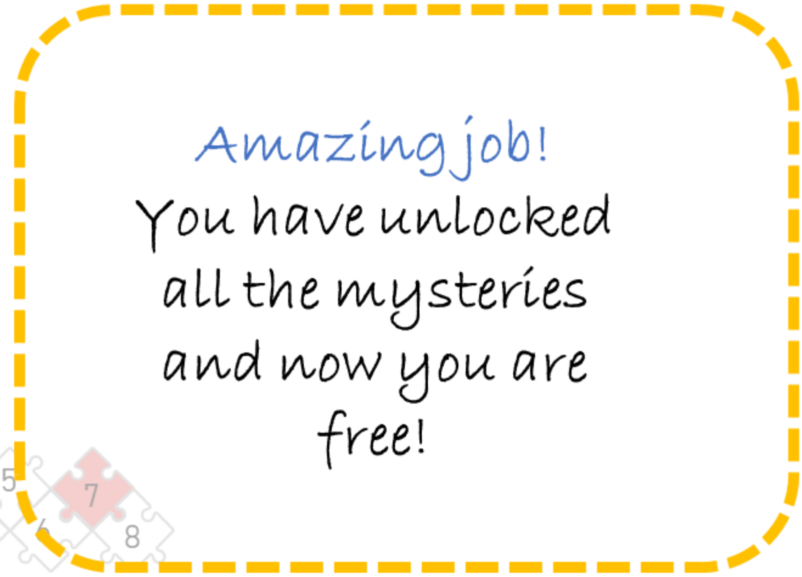
The wolf went and hid in his cave. A few moments later, the lion came and asked the bear, "Have you seen the wolf?"

The bear replied, "No, I haven't, Your Majesty." But he signalled the lion to look in the cave. The lion did not understand the signal and went away. Soon the wolf came out of the cave and started to walk away.

"Won't you thank me?" the bear asked.

"What for?" the wolf said, "For lying to the lion or signalling him about me. You are not an honest friend at all."

6) They have reached the last clue. This last card can be packaged so that it is fun to be able to find it, for example it can be hidden in an inflated balloon, in a box full of constructions, inside a bottle, etc.



Amazing job!

You have unlocked all the mysteries and now you are free!

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SSO.8.2.f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify at least 2 positive resources to facilitate the achievement of the goal?	☐	☐	☐	☐
Is each student able to identify at least 1 benefit for our social context?	☐	☐	☐	☐

Notes

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SSO.8.3.f

REFLECTIVE QUESTION

What did you learn from the activity of today ?

Witch yours positive resources did you use to achieve the goal

What are the benefits for our social context?

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SSO.4.1.f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 2 positive resources to facilitate the achievement of the goal?	☐	☐	☐	☐
Is each student able to identify, at least 1 benefit for our social context?	☐	☐	☐	☐

Notes

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SSO.4.1.f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 2 positive resources to facilitate the achievement of the goal?	☐	☐	☐	☐
Is each student able to identify, at least 1 benefit for our social context?	☐	☐	☐	☐

Notes

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SMILE TO OTHERS

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Grid 1A: the content and the development

Domain: **Smile to Others**

Name of the activity Walk the Talk

Goals

Identify and explore ways to react in challenging interpersonal situations with other:

- To explore and understand that different people have different opinions, emotions and feelings
- To learn a way to better express our opinions by better understanding those of others
- To explore ways to react positively in challenging interpersonal situations in the classroom, at home, and in other life settings.

Duration and Frequency	Age	Persons involved	Contexts
40 minutes	8-11 years	Teachers Students	Gym or open space

Structure of the activity	Materials used	Fact sheets
1) Introduction and instructions with demonstration of the task; 2) Implementation of the task; *3)* Group debate and reflection.	1) Templates 2) Computer and data show;	1) Template with visual scenes (SO.1.1.f) 2) Template with visual supports for communication (SO.1.2.f) 3) Template with reflective question for teacher (SO.1.3.f) for children (SO.1.4.f)

Short description and instructions

1) The students are instructed to walk freely around the classroom or a designated space, without touching each other. The students are supposed to walk around while they listen to the selected music and to stop walking and make their reflection and decision as soon as the music stops playing. (5 min)

2) The teacher explains that a hypothetical situation will be described (read aloud) and/or shown (with pictures) while the students are walking around. When the music stops playing, the students should express their feelings and thoughts regarding the situation, using words and/or the visual supports provided for communication (emotions keyrings and thinking signs).

After the first experience with the activity, the teacher may revise the instructions and make any clarification. (20 min)

When the students are used to participate in the activity without difficulties, the teacher may upgrade the activity and:

- ask students to group according to their shared thoughts or emotions;
- ask students to explain the expressed though or emotion;
- ask a question about the thought or emotion expressed by a colleague;
- compare own thoughts and emotions about specific situations with the ones of a colleague;
  - reflect about how challenging it is, in a group, to have people who feel and think differently about the same topic or situation;
  - reflect about the asset is, in a group, to have people feeling and thinking differently about the same topic or situation.

3) The teacher start a reflection on the activity following these questions:

- Why do people have different thoughts and feelings about the same issue or situation?

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- How challenging is it, in a group, to have people who feel and think differently about the same topic or situation?
- How positive is it, in a group, to have people feeling and thinking differently about the same topic or situation?

(15 min)

Possible connection of the activities with cartoons and other references that make the conversation about emotions and feelings more tangible and clear.

Activity tool/exercise description:

- Template with visual scenes (SO.1.1.f)
- Template with visual supports for communication, emotions keyrings and thinking signs (SO.1.2.f)
- Template for teacher reflective question (SO.1.3.f)
- Template for children reflective question (SO.1.4.f)
- Calm background music (Example: https://www.youtube.com/watch?v=pd4j9osCNT4)

UDL manipulations: means multiple ways of representation, of expression, etc.

- Multiple ways of representing the information: the hypothetical situations are presented verbally and using pictures.
- Multiple ways of action and expression: students can express their thoughts and feelings verbally or using pictures.
- Multiple ways of engagement: the activity incorporates movement as well as conversation as a way to engage different learners.

Learning_ strategies

- Positive reinforcement: when children express their feelings and thoughts regarding the situation, when children explore interpersonal situations
- Dual coding
- Retrieval practice

Learning_ performance descriptors

- Express own thoughts and feelings regarding diverse situations;
- recognize that different people have different opinions, emotions and feelings
- Reflect about the advantages and disadvantages of having persons with divergent perspectives within the group.

Learning assessment_ reflective questions

Teachers

- Is each student able to describe, at least 2, situations that lead to two different thoughts / emotions
- Is each student able to identify, at least 2, advantage to having persons with different opinion, emotions and feelings

Students

- Situation task
- Write here some advantages of having persons with different opinion, emotions and feelings in our classroom?

Learning_ assessment tools

Teacher can use the answers the answer to the a reflective questions to:

- Assessing the students' ability to explore and understand that different people have different opinions, emotions and feelings
- Assessing the students' ability to react positively in challenging interpersonal situations

Activity Linked to school subject

The activity can be connected to all disciplines in witch we present a strategy to better understand or face situations in which different people have different opinions (eg. Story or civic education)

Activities to share with parents or family members

Students can take home the thinking signs and the emotions keyrings, in order to repeat the activity and reflections with other caregivers

Grid 1B - analysis of PSsmile key choices

Name of the activity	**Walk the talk**
Goals Identify and explore ways to react in challenging interpersonal situations with other	
Shows Orientation toward future goals	The activity is about reflecting about own perspective about diverse issues and topics and understanding others´ perspective. As the group becomes proficient in the activity, more abstract and future-related topics and situations may be brought into the activity.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The materials for the activity are designed in order to be adapted to different students.
Enhances strengths and uniqueness	The activity highlights the diversity of perspective within all and every individual in the group.
Focuses on the agentic role (me, others) than on skills	Each individual should be encouraged to actively participate in the activity by expressing, in multiple modalities, their thoughts and feelings about specific situations.
Consider cultural diversity in coding and expressing emotions and positive behaviour	The materials for the activity are designed in order to be adapted to different students.
Embraces a 'decision making' step	Each individual should be encouraged to actively reflect in own thoughts and feelings about different situations; acknowledging that the way the student thinks and feels will guide the decision-making process.
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: the hypothetical situations are presented verbally and using pictures. ○ Multiple ways of action and expression: students can express their thoughts and feelings verbally or using pictures. ○ Multiple ways of engagement: the activity incorporates movement as well as conversation as a way to engage different learners.
Are there connections with other activities and domains?	Connected to the domain Smile to Smile to Myself

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Are there possible manipulations of the activity to move with the same activity to another domain?	The activity may be used to focus on being aware about own feelings and thoughts, as well as the feelings and thoughts of others
What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be completed using writing, making it more abstract and complex for older students.
What kind of manipulations can be introduced to make the activity suitable for younger students?	The tasks can be completed using symbols, drawing or arts and crafts, according to the students' skills.

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Grid 2A: the content and the development

Domain: **Smile to Others**

Name of the activity **In MY/YOUR shoes**

Goals

To identify and practice behaviors that promote an empathetic and positive climate in group activities:

- To explore and identify emotions, feelings, thoughts and experiences that help to understand those of others and to create a positive climate in everyday life contexts
- To practice sharing the same experiences and discussing our thoughts, emotions and feelings
- To learn how sharing feelings, thoughts and experiences can facilitate a positive climate in our group;

Duration and Frequency	Age	Persons involved	Contexts
50 minutes	8-11 years	Teachers Students	Gym or garden (open space)

Structure of the activity	Materials used	Fact sheets
1) Introduction and instructions with demonstration of the task; 2) Task completion in “one’s shoes”; 3) Individual reflection *4)* Task completion in “other’s shoes” *5)* Individual reflection *6)* Sharing and group reflection *7)* Start creating a bookmark	~~1)~~ Fact ~~sheets~~ ~~2)~~ Visual model 3) Materials to create bookmarks 4) Music and video player * 5) Power point presentation of the templates* *optional	1) Template checklist (SO.2.1f) 2) Template for conclusions (SO.2.2f) *3)* Visual model (SO.2.3f; SO.2.4f; SO.2.5f) 4) Reflective questions For Teachers (SO.2.6f) For Children (SO.2.7f)

Short description and instructions

1) The students gather together around a circle and the teachers gives them the instructions: a series of motor tasks – walking, running, jumping, climbing stairs, kicking the ball, dancing - will be completed by each student and a short reflection about the completion of the tasks will be made individually, using a reflection template as guide. (5 min)
2) Children will carry out the motor tasks wearing their shoes, we can do the activity with background music:https://www.youtube.com/watch?v=pd4j9osCNT4 (10 min)
3) After the motor tasks and the reflection are completed, the group will discuss various opinions from the experience. (5 min)
   To facilitate the discussion the teacher may ask the following questions:
   What was different between the two situations? What was more difficult? What was easier? What was funnier? Was anything strange in the experience?
4) After the group discussion, the students get together again in the circle and the teachers gives a new instruction: asks the students to repeat the motor tasks by introducing one or more variations like a blindfold, a backpack on the shoulders, a hand band, etc. The students are instructed to perform the same series of motor tasks in “someone else’s shoes” and to complete the individual reflection using the same guiding template. (10 min)
5) After the second round, the group gathers again to share their reflections and compare how they felt and what was different in the two different experiences: In My Shoes vs In Your Shoes. (5 min)

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6) The teacher might co-create conclusions with the group and reflect about the meaning of the idiomatic expression: waking in your shoes. (10 min)
To facilitate the discussion the teacher may ask the following questions: What was different between the two experiences? What was more difficult? What was easy? What was funny? Was there something strange in the experience? How did you feel the first time? And the second? In what situations did you happen to feel the same as in the first and as in the second? Do you always think, feel and experience reality in the same way as other persons? How can we try to be in "other person's shoes"? What feelings, thoughts and experiences may contribute to a positive climate in a group?
7) The students start to create a bookmark, with pictures about empathy, the children will then complete the activity at home (5 min)

Activity tool/exercise description:

- Template "task checklist" to compare the series of motor task in one's shoes and other's shoes (SO.2.1f)
- Template for final conclusions (SO.2.2f)
- Visual model to present motor tasks (SO.2.3.f; SO.2.4.f; SO.2.5.f)
- Template for teacher reflective question (SO.2.6.f)
- Template for children reflective question (SO.2.7.f)

UDL manipulations: means multiple ways of representation, of expression, etc.

- Multiple ways of representing the information: The templates are provided with dual coding.
  Eg. The teacher may orally explain the tasks and/or use the pictures prepared in a power point template, as well as demonstrate what is expected in each task.
- Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their perspectives and participate in the activity.
- Eg. The teacher can use a student's imagination and ask them to perform motor task imaging to be an athlete, a grandparent, a baby, etc.
- Multiple ways of engagement: providing different tasks and materials for the activity
  Eg. Allowing the children to choose their variations they want to experience
  Eg. The teacher may use a short video in the end of the activity to illustrate the attitude of being aware and empathetic towards others' feelings, thoughts, needs and expectations.
  Video: *Missão? Empatia e Gratidão* https://www.youtube.com/watch?v=aSVBakv_2jY

Learning_ strategies

- Positive reinforcement: when children identify emotions, feelings, thoughts and experiences that contribute to understand those of others and to create a positive climate in everyday life contexts
- Guiding the groups for reflection and discussion
- Retrieval practice
- Concrete examples
- Interleaving

Learning_ performance descriptors

- Explain how having different feelings, thoughts and experiences may challenge a positive climate in the group;
- Explain how sharing the same feelings, thoughts and experiences may facilitate a positive climate in the group;
- Describe strategies in order to understand and share the others' feelings, thoughts and experiences;
- Describe strategies to maintain a positive mindset when persons in the group do not share the same feelings, thoughts and experiences.

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Learning assessment_ reflective questions

Teachers

- Is each student able to share the other’s feelings, thought and experiences?
- Is each student able to recognize that sharing the same feelings, thought and experiences may facilitate a positive climate in the group?
- Is each student able to name at least one strategy to understand the other’s feeling, thought and experiences?
- Is each student able to name at least one strategy to maintain a positive climate in the group?

Students

- What did you learn from today’s activity?
- How can we share our feelings, thoughts and experiences?
- How can we try to be in “other person’s shoes”?
- How did you share the other’s feelings, thought and experiences?
- How did you maintain a positive climate in the group?

Learning_ assessment tools

Teacher can use the answers the answer to the a reflective questions to:

- Assessing the students’ ability to share their own feelings, thoughts and experiences;
- Assessing the students’ ability to understand others’ feelings, thoughts and experiences;
- assessing the students’ ability to find strategies to create a positive mindset and group climate with diverse people.

Activity Linked to school subject

Language, Arts & Crafts, Physical Education

Activities to share with parents or family members

Students can take home a bookmark with pictures representing being empathetic and contributing to a positive climate in the group to share with friends and relatives.

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Grid 1B - analysis of PSsmile key choices

Name of the activity	**In my-your shoes**
Goals To identify and practice behaviors that promote an empathetic and positive climate in group activities	
Shows Orientation toward future goals	The activity is designated in order to promote pro-social behaviors and create a positive climate.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The activity is about understanding diversity in a group and finding ways to be more empathetic.
Enhances strengths and uniqueness	The teacher should highlight that each person in the group has own emotions, thoughts and experiences that are worth to share.
Focuses on the agentic role (me, others) than on skills	Each individual should be encouraged to actively participate in the individual tasks and group reflections.
Consider cultural diversity in coding and expressing emotions and positive behavior	The materials for the activity are designed in order to be adapted to different students.
Embraces a 'decision making' step	Each individual should be encouraged to actively reflect in the experience in own shoes and in other shoes. Each individual is encourage to participate in the group reflections and suggest strategies to be empathetic and create a positive climate in the group.
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: The templates are provided with dual coding. ○ Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their perspectives and participate in the activity. ○ Multiple ways of engagement: providing different tasks and materials for the activity, allowing the children to choose their group.
Are there connections with other activities and domains?	Connected to the domain Smile to Myself
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to address awareness of others without exploring strategies to be more empathetic and inclusive of others.

What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be completed using conversation, writing, drawing or arts and crafts, according to the students' skills.
What kind of manipulations can be introduced to make the activity suitable for younger students?	The tasks can be completed using conversation, writing, drawing or arts and crafts, according to the students' skills.

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Grid 1A: the content and the development

Domain: **Smile to Others**

Name of the activity Positive relationship

Goals

To explore and understand how to take care of my social strengths and progress in building future positive relationships:

- To identify the components of our positive relationships
- To recognize that people can be resources and supports in our daily life,
- To explore forms of pro-social behavior to promote and cultivate our relationships

Duration and Frequency	Age	Persons involved	Contexts
45 minutes	8-11 years	Teachers Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) Part I: "Puzzle of positive relationships" 2) Part II: "My favourite people" 3) Part III: "Letter to a favourite person"; 4) Sharing and group reflection.	1) Fact sheets 2) Music and video player 3) Materials to create a letter to a favorite person 4) Paper, pen, pencils, scissors and glue	1) Puzzle template (SO.3.1f) 2) List of key words (SO.3.2f) 3) List of people template (SO.3.3f) 4) Template for teacher reflective question (SO.3.4f) 5) Template for children reflective question (SO.3.5f)

Short description and instructions

Part I: "Puzzle of positive relationships" (15 min)

- The teacher brings the class together in small groups and distributes the template with a puzzle and keywords related to positive relationships to each group. The teacher provides the materials already cut.
- Each group watches one of the two videos (depending on the age of the group). After watching the video, the groups should choose a few keywords from those provided and stick one of these for each piece of the puzzle.
- The groups should bring the pieces and glue them together, completing the puzzle.
- The teacher may help with the task, giving examples (orally and with the provided visual supports) and promoting the reflection by the end of the task, while presenting the most commons words and expressions recalled to describe positive relationships.

Part II: "My favourite people" (15 min)

- The students should work individually in this activity and the task is to create a list of people with whom they have positive relationships. The students can use a blank sheet of paper or a template created for the task.

Part III: "Letter to a favourite person" (15 min)

- The teacher requests the students to prepare a gift for a person with whom the students have a positive relationship and deliver it to that person. Students can write a letter, make a drawing, choose a music, make a poem … that shows how important are these people. The teacher should help in whatever is necessary.

- The students may use a blank sheet or the template provided for the effect and they may write and draw the content of the letter.

Activity tool/exercise description:

- Puzzle template SO.3.1f
- List of key words to stick on puzzle SO.3.2f
- Template for make a list of people with whom they have positive relationships SO.3.3f
- Template for teacher reflective question (SO.3.4f)
- Template for children reflective question (SO.3.5f)
- Video suggested: - Stick and Stone: https://www.youtube.com/watch?v=XTYfji4YiS0
  - UP: https://www.youtube.com/watch?v=wTDP-A--BhE

UDL manipulations: means multiple ways of representation, of expression, etc.

- Multiple ways of representing the information: The templates are provided with dual coding.
  Eg. Words and pictures for puzzle
- Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their perspectives and participate in the activity
- Multiple ways of engagement: providing different tasks and materials for the activity, allowing the children to choose their preferred modalities.
  Eg. Make a drawing, choose a music, make a poem

Learning_ strategies

- Positive reinforcement: when children identify keywords related to positive relationships, when children show any form of commitment to creating the gift for their favorite person.
- Concrete examples
- Interleaving
- Dual coding

Learning_ performance descriptors

- Identify characteristics of positive relationships;
- Name persons with whom they have positive relationships;
- Identify the positive aspects of their relationships;
- Implement a pro-active action towards a favorite person.

Learning assessment_ reflective questions

Teachers

- Is each student able to identify at least 3 key words related to positive relationships?
- Is each student able to recognize at least 2 positive key words referring to the “favorite person” they have chosen?

Students

- What did you learn from today’s activity?
- Write here some key words of a positive relationship
- What are the characteristics of your positive relationships, with the person you choose?

Learning_ assessment tools

Teacher can use the answers the answer to the a reflective questions to:

- Assessing the students’ ability to identify key words related to positive relationships
- Assessing the students’ ability to identify the positive aspects of their relationships

Activity Linked to school subject

The activity can be connected to all disciplines, teachers can describe positive relationship who connect for example two or more scientists for a discovery, historical figures for a conquest, a group of children for the soccer team.

Activities to share with parents or family members

Students can take home the puzzle of positive relationship, the list of favorite persons and the letter wrote to deliver for one of the positive relationships in their life, and share the content of the activity with caregivers.

Grid 1B - analysis of PSsmile key choices

Name of the activity	**Positive Relationship**
Goals To explore and understand how to take care of my social strengths and progress in building future positive relationships	
Shows Orientation toward future goals	The activity is about identifying positive relationships in one's life and to have a positive action towards one of these persons.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The activity provides the opportunity for the students to use their skills – drawing, writing, music … - to implement a positive action towards someone they appreciate
Enhances strengths and uniqueness	The activities are designed to emphasize the uniqueness of each person and through them to identify positive relationships that add value to their life.
Focuses on the agentic role (me, others) than on skills	Each individual should be encouraged to actively seek out the characteristics that make people and their relationships with these people unique.
Consider cultural diversity in coding and expressing emotions and positive behaviour	The activity are designed in order to let the children free to choose the key words and express pro-social behaviors.
Embraces a 'decision making' step	Each individual is encouraged to reflect about his/her life and make decision on how to be positive towards someone they appreciate.
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: The templates are provided with dual coding. ○ Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their perspectives and participate in the activity. ○ Multiple ways of engagement: providing different tasks and materials for the activity, allowing the children to choose their preferred modalities.
Are there connections with other activities and domains?	Connected to the domain Smile to Society 4.0
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity can be adapted in order to explore different context and strategy to be more empathetic and helpful to our life context.

What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be made more complex by differentiate positive and negative relationships, finding the key words for the two categories.
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity can be adapted by simplifying situations and providing different examples of positive relationships.

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Grid 4A: the content and the development

Domain: **Smile to Others**

Name of the activity Giving is Receiving

Goals

Learn a way to take care of my social strengths and practice pro-social behaviors in our everyday life:

- To propose prosocial actions to create a positive mindset in our environment
- To explore positive relationships with others through personal needs that we can fulfill
- To practice pro-social behaviors in our everyday life

Duration and Frequency	Age	Persons involved	Contexts
60 minutes	8-11 years	Teachers Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) Introduction and instructions with demonstration of the task; 2) Preparation of the cootie catcher; 3) Description of good deeds and kind actions; 4) Playing with the cootie catcher; 5) Sharing and reflection	1) Templates 2) Pen or pencils 3) Paper	1) Template for creating a Cootie Catcher (SO.4.1.f) 2) Template for creating a Kindness Project (SO.4.2.f) 3) Template for creating a Happiness Diary (SO.4.3.f) 4) Template with reflective question for teacher (SO.4.4.f) for children (SO.4.5.f)

Short description and instructions

1) The teacher explains that giving to others has been proven to make people happier and gives the students the idea of creating a Cootie Catcher with ideas of good deeds and kind actions towards other people. (5 min)
2) After watching a video about how to make a cootie catcher, the students create their own cootie catchers. (10 min)
3) The students are encouraged to brainstorm about possible ideas of good deeds and kind actions to write in each blank space. The teacher can give ideas of good deeds, but should listen first to the students' ideas. If necessary, the students can draw or pick up pictures of good deeds and kind actions from the visual supports prepared for the activity. (15 min)
4) The students may play with the cootie catchers and afterwards reflect with the teacher, following questions from the teacher. (10 min)
5) The teacher start a reflection on the activity following these questions:
   - What is a good deed? What is a kind action?
   - Can you think of good deeds and kind actions you can use in your daily life?
   - An you remember situations when people were kind towards you?
   - What are the advantages of being kind towards other people?

   The students are encouraged to create a Kindness Project or Happiness Diary to use in the family setting. (15 min)

   Implementation of the activity could be repeated in different moments in time:

   1st trial: experience the activity and have a clear understanding of the good deeds and kind actions;

2nd trial: sharing the results from the Kindness Project, Happiness Diary or other kind actions implemented in other contexts.

Activity tool/exercise description:

- Template for creating a Cootie Catcher (SO.4.1.f)
- Template for creating a Kindness Project (SO.4.2.f)
- Template for creating a Happiness Diary (SO.4.3.f)
- Template for teacher reflective question (SO.4.4.f)
- Template for children reflective question (SO.4.5.f)

UDL manipulations: means multiple ways of representation, of expression, etc.

- Multiple ways of representing the information: the templates are provided with dual coding.
- Multiple ways of action and expression: the students are allowed to use diverse modalities (speech, writing, drawing and pictures) to illustrate good deeds and kind actions.
- Multiple ways of engagement: providing different materials for the activity, allowing the children create their personalized cootie catcher, preparing an activity to use in other settings.

Learning_ strategies

- Positive reinforcement: when children propose good deed and kind action
- Interleaving
- Retrieval practice

Learning_ performance descriptors

- propose prosocial actions and explore positive relationships
- practice pro-social behaviors in our everyday life

Learning assessment_ reflective questions

Teachers

- Is each student able to identify, at least 2, good deed and kind action
- Is each student able to propose, at least 1, prosocial action that he/she can do?

Students

- What did you learn from today's activity?
- Write here some good deed and kind action
- Write here some actions that you can do in your everyday life

Learning_ assessment tools

Teacher can use the answers the answer to the a reflective questions to:

- Assessing the students' ability to propose prosocial actions
- Assessing the students' ability to practice pro-social behaviors in our everyday life

Activity Linked to school subject

The activity can be connected to Arts & Crafts

Activities to share with parents or family members

Students are encouraged to take one of the activities to continue the work in the family setting:

- Kindness Project – selection of good deeds and kind actions to use with friends and family;

Happiness Diary – notes of moments of shared happiness promoted by the student.

Grid 4B - analysis of PSsmile key choices

Name of the activity	**Giving is Receiving**
Goals Learn a way to take care of my social strengths and practice pro-social behaviors in our everyday life	
Shows Orientation toward future goals	The activity is prepared in a way that students will think about good deeds and kind actions that can be applied in the life of the students, in the present and in the future.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The materials for the activity are designed in order to be adapted to different students.
Enhances strengths and uniqueness	Each child is encouraged to create an individualized Cootie Catcher with the good deeds and kind actions that reinforce own skills and profile.
Focuses on the agentic role (me, others) than on skills	Each child is encouraged to create an individualized Cootie Catcher with the good deeds and kind actions that reinforce own skills and profile.
Consider cultural diversity in coding and expressing emotions and positive behaviour	The materials for the activity are designed in order to be adapted to different students.
Embraces a 'decision making' step	Each individual should be encouraged to actively reflect in own abilities to be kind toward others.
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: the templates are provided with dual coding. ○ Multiple ways of action and expression: the students are allowed to use diverse modalities (speech, writing, drawing and pictures) to illustrate good deeds and kind actions. ○ Multiple ways of engagement: providing different materials for the activity, allowing the children create their personalized cootie catcher, preparing an activity to use in other settings.
Are there connections with other activities and domains?	Connected to the domain Smile to Smile to Myself
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity may be used to focus on positive relationships that the student has in his/her life.

What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be completed using writing, drawing or arts and crafts, according to the students' skills.
What kind of manipulations can be introduced to make the activity suitable for younger students?	The tasks can be completed using writing, drawing or arts and crafts, according to the students' skills.

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Grid 5A: the content and the development

Domain: **Smile to Others**

Name of the activity: Blindfolded Leadership

Goals

To explore and practice behaviors that promote a cooperative climate in group activities:

- To explore ways we can collaborate in a problem solving situation
- To recognize strategies that promote an empathic, friendly and cooperative climate in group activities
- To identify how to improve our cooperation and contribute to common goals

Duration and Frequency	Age	Persons involved	Contexts
40 minutes	8-11 years	Teachers Students	Open space

Structure of the activity	Materials used	Fact sheets
1) Introduction and instructions with demonstration of the task; 2) Organization of groups and definition of the group leaders and members; 3) Rules explanation 4) Play game 5) Individual reflection and group discussion; 6) Group sharing and reflection. 7) Picture illustrating a teamwork	1) Template 2) Blindfolds 3) 4 boxes 4) Objects to hide	1) Template for object collection (SO.5.1. f) 2) Reflection template (SO.5.2.f) 3) Template with image to color (SO.5.3.f) 4) Template with reflective question for teacher (SO.5.3.f) for children (SO.5.4.f)

Short description and instructions

1) The teacher goes with the group into an open space and asks the children to divide themselves in groups of 5
2) Each group is asked to decide together who will be the group leader and who will be the group members. The teacher delivers blindfolds to the children, so that all the group members, except the group leader, are blindfolded. If any child is not comfortable with using blindfolds, painted glasses to impact on visual skills may substitute the blindfolds
   The teacher places diverse school items within the open space where the activity takes place, allowing only the group leaders to see where the objects are being placed. If possible, the objects should be placed in different heights, using a string to tie the objects;
3) The teacher explains that the group leader should guide each of the 4 group members, in order for the 5 objects to be found. Each child is allowed to find only 1 object. Once an object is found, the child is allowed to remove the blindfold, bring the object to the group box (kept by the leader) and support the leader and the other group members in finding the remaining objects;
4) The game should be played for 10 minutes by each group leader. Then, the groups have the opportunity to repeat the activity with other children playing the role of the group leader;
5) When the activity ends, the groups are encouraged to take notes of their work as a team, strategies and their achievements, using the reflection template.

With the whole group, the teacher asks questions to gather input from the group members and leaders:

- What was easier? What was harder?
- How did the leader help? How did the members help?
- How could you support the leader? How could you support the members?
- How can I improve my cooperation in order for the group to be more successful?

6) A short video about shared goals and team work may be presented by the teacher for help the sharing and discussion about experience Eg https://www.youtube.com/watch?v=ZnjJpa1LBOY&t=91s
https://www.youtube.com/watch?v=fUXdrl9ch_Q

7) The teacher provides a picture illustrating a teamwork situation for the children to take home to colour and share the activity and the main ideas with other persons.

Activity tool/exercise description:

- Template for object collection (SO.5.1. f)
- Reflection template (SO.5.2.f)
- Template with picture to colour (SO.5.3.f)
- Template for teacher reflective question (SO.5.4.f)
- Template for children reflective question (SO.5.5.f)

UDL manipulations: means multiple ways of representation, of expression, etc.

- Multiple ways of representing the information: The templates are provided with dual coding.
- Multiple ways of action and expression: : the students are allowed to use diverse modalities (speech, writing, drawing and pictures) to share ideas and participate in the activity.
- Multiple ways of engagement: providing different materials for the activity, providing a flexible an activity in which participation is flexible, allowing children to define group and play different roles in the group

Learning_ strategies

- Positive reinforcement: when children describe strategies and achievements about teamwork
- Concrete examples
- Retrieval practice
- Interleaving

Learning_ performance descriptors

- recognize strategies to collaborate in a problem solving situation
- identify how to improve our cooperation and contribute to common goals

Learning assessment_ reflective questions

Teachers

- Is each student able to identify, at least 2, strategies to cooperate?
- Is each student able to identify, at least 1, tips to improve his/her cooperation?

Students

- What did you learn from today's activity?
- Write here some strategies that your groups used to cooperate
- What tips would you give yourself to improve cooperation

Learning_ assessment tools

Teacher can use the answers the answer to the a reflective questions to:

- Assessing the students' ability to identify strategies that promote an empathic, friendly and cooperative climate in group activities
- Assessing the students' ability to improve their cooperation and contribute to common goals

Activity Linked to school subject

The activity can be connected to all disciplines in witch we describe how characters cooperate for a common goal.

Activities to share with parents or family members

Students are encouraged to take a picture to color at home, representing the idea of teamwork

Grid 5B - analysis of PSsmile key choices

Name of the activity	**Blindfolded Leadership:**
Goals To explore and practice behaviors that promote a cooperative climate in group activities	
Shows Orientation toward future goals	The activity is prepared to work on cooperation skills. The reflection may help the students plan ways to improve in the future. The activity may be repeated with the idea of improving cooperation in each trial.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The materials for the activity are designed in order to be adapted to different students.
Enhances strengths and uniqueness	Each child is encouraged to occupy different roles in the group in different trials at the activity. Group reflection encourages the participation of every student.
Focuses on the agentic role (me, others) than on skills	Each child is encouraged to occupy different roles in the group in different trials at the activity.
Consider cultural diversity in coding and expressing emotions and positive behaviour	The materials for the activity are designed in order to be adapted to different students.
Embraces a 'decision making' step	Each individual should be encouraged to actively reflect in own abilities to be a better group leader and group member.
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: The templates are provided with dual coding. ○ Multiple ways of action and expression: the students are allowed to use diverse modalities (speech, writing, drawing and pictures) to share ideas and participate in the activity. ○ Multiple ways of engagement: providing different materials for the activity, providing a flexible an activity in which participation is flexible, allowing children to define group and play different roles in the group.
Are there connections with other activities and domains?	Connected to the domain Smile to Myself
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity may be used to focus on being pro-actively kind and supportive of other people.

What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be completed using writing, drawing or arts and crafts, according to the students' skills.
What kind of manipulations can be introduced to make the activity suitable for younger students?	The tasks can be completed using writing, drawing or arts and crafts, according to the students' skills.

Grid 6A: the content and the development

Domain: **Smile to Others**

Name of the activity: Memory Challenge

Goals

To identify end explore positive mindset strategies to adopt in challenging situations:

- To explore the benefits we have when we work together
- To identify common goals and strategies in team work
- To learn how we can contribute to common goals

Duration and Frequency	Age	Persons involved	Contexts
35 minutes	8-11 years	Teachers Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) Introduction and instructions with demonstration of the task; 2) Individual work; 3) Small group work; 4) Large group reflection and discussion.	1) Templates 2) Powerpoint presentation of the activity 3) Video player	1) Template for individual work (SO.6.1.f) 2) Template for group work (SO.6.2.f) 3) Visual supports for the memory task (SO.6.3.f) 4) Template for reflection (SO.6.4.f) 5) Template with reflective question for teacher (SO.6.5.f) For children (SO.6.6.f)

Short description and instructions

1) The teacher gives the instruction that the students will participate in a memory challenge, first individually, and later in small groups (3-4 students). The teacher demonstrates the memory task, using one of the suggested sequences: 7 or 12 colours, numbers, pictures or words.
   The activity consists on memorizing a series of 7 or 12 items in a sequence, with the option of using words, pictures, numbers or colours. The students are allowed to choose the type of stimuli they prefer to use according to their skills, developmental level and preferences. The teacher might present the stimuli with a powerpoint projection, orally or using pictures of the sequences.
2) The students are asked to memorize the sequence individually, using a template to complete the task. For the students who are able to evoke the information, the task may not be supported by the visual supports. For the students who have difficulty in evoking the information, visual supports will be used,

so the students are allowed to choose the items from a list, instead of evoking them. The teacher might cue the students in how to maintain motivation and engagement in the task (e.g. sharing strategies to improve memory outcomes).

3) After completing the task individually, the same memory task is completed in groups of 3-4 students. The teacher might cue the students in how to better work as a team (e.g. share responsibilities in terms of memorizing the items from the sequence).

4) By the end, the results from the individual work are compared with the results from the group work.
   - How challenging is the memory task? How do you feel when the demand is too high?
   - How can you support a colleague that is not managing the demand of the task?
   - What are the common goals of the team?
   - What was easier/more difficult in the team work? How can you improve your team's work?
   - What might be the advantages of working as a team? What might be the advantages of working alone?

   The teacher may ask questions and gather comments from the students and draw the final conclusion: in general, working as a team may create collaboration challenges, but it tends to bring better outcomes. Specific preferences and situations may be addressed, depending on the input from the children.

A short video about teamwork can be visualized with the group, reinforcing the main conclusion of the activity (https://www.youtube.com/watch?v=Dh5vfCRaUnU)

Activity tool/exercise description:

- Template for individual work (SO.6.1.f)
- Template for group work (SO.6.2.f)
- Visual supports for the memory task (SO.6.3.f)
- Template for reflection (SO.6.4.f)
- Template for conclusions or teacher reflective question (SO.6.5.f)
- Template for children reflective question ((SO.6.6.f)

UDL manipulations: means multiple ways of representation, of expression, etc.

- Multiple ways of representing the information: providing the stimuli in different modalities; giving instructions orally and visually; demonstrating the task.
- Multiple ways of action and expression: possibility of participating in the task orally or using the visual stimuli provided.
- Multiple ways of engagement: providing options for children to use different stimuli and different levels of difficulty of the task, providing options of working with different colleagues, setting individuals and group goals for the task.

Learning_ strategies

- Positive reinforcement: when children
- Concrete examples
- Retrieval practice

Learning_ performance descriptors

- explore the benefits to work together
- identify common goals and strategies in team work

Learning assessment_ reflective questions

Teachers	Students
	What did you learn from today's activity?

○ Is each student able to identify, at least 2, benefit about working together ○ Is each student able to recognize, at least 4, common goals and strategies?	› What are the benefits of group working? › Write here 2 common goals and 2 strategies in team work

Learning_ assessment tools

Teacher can use the answers the answer to the a reflective questions to:

- Assessing the students' ability to
- Assessing the students' ability to

Activity Linked to school subject

The activity can be connected to all disciplines in witch we describe how some characters or scientist found a common strategy to solve a problem

Activities to share with parents or family members

The students can choose one set of items (list of 7 and list of 12 elements) to take home and implement the activity, working as a team with a caregiver or sibling.

Grid 6B - analysis of PSsmile key choices

Name of the activity	**Memory Challenge**
Goals To identify end explore positive mindset strategies to adopt in challenging situations	
Shows Orientation toward future goals	Each time the activity is repeated, the students may define goals to improve teamwork and the team's performance in the task.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The materials for the activity are designed in order to be adapted to different students.
Enhances strengths and uniqueness	The teacher should be able to highlight when the individuals and groups are cooperating effectively. Each individual is encouraged to actively participate in the group task.
Focuses on the agentic role (me, others) than on skills	Each individual should be encouraged to actively participate in the group task.
Consider cultural diversity in coding and expressing emotions and positive behaviour	The materials for the activity are designed in order to be adapted to different students.
Embraces a 'decision making' step	Each individual should be encouraged to actively participate in the group task, making suggestions for common goals and strategies to cooperate in the group task.
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: providing the stimuli in different modalities; giving instructions orally and visually; demonstrating the task.

	○ Multiple ways of action and expression: possibility of participating in the task orally or using the visual stimuli provided. ○ Multiple ways of engagement: providing options for children to use different stimuli and different levels of difficulty of the task, providing options of working with different colleagues, setting individuals and group goals for the task.
Are there connections with other activities and domains?	Connected to the domain Smile to Myself
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity may be used to focus on resources and supports that the students can use in challenging situations.
What kind of manipulations can be introduced to make the activity suitable for older students?	The memory task has two levels of difficulty: 7 and 12 items sequences The stimuli in the sequences may be: words, numbers, pictures or colours
What kind of manipulations can be introduced to make the activity suitable for younger students?	The memory task has two levels of difficulty: 7 and 12 items sequences

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Grid 7A: the content and the development

Domain: **Smile to Others**

Name of the activity Shared Reading: Por quatro cantitos de nada!

Goals

Learn to establish and contribute to common goals, identify how they affect our future in the community and predict their value:

- To explore positive mental strategies that we can adopt in difficult situations;
- To learn to collaborate with others and find a solution to a problem
- To learn how to find solutions together, try them out and monitor the result

Duration and Frequency	Age	Persons involved	Contexts
60 minutes	8-11 years	Teachers Students	Classroom

Structure of the activity	Materials used	Fact sheets
1) Introduction and instructions with demonstration of the shared reading task; 2) Shared reading of the story; 3) 1st trial: Reflection in groups about alternative solutions; 4) 2nd trial: Sharing alternative solutions and reflecting about the reflection question *5)* Large group reflection and discussion.	1) Templates 2) Powerpoint presentation or video and video player 3) Paper, pencil, crayons, scissors	1) Template with story (SO.7.1f) 2) Template for problem solving (SO.7.2.f) 3) Template with reflective question for teacher (SO.7.3.f) for children (SO.7.4.f)

Short description and instructions

1) The teacher explains that the whole group will be part of a shared reading experience. Each student will be assigned parts of a story to read aloud or to tell to the group. (5 min)
2) The students may read from the text book, listen from the video and tell to the group or tell the story from what they understand from the illustration. Different options of representation should be presented for the students to choose their preferred modality. (20 min)
https://www.youtube.com/watch?v=NpIjcL2zn3o
3) In the first trial, as the story is read and when the problem in the narrative is presented, the teacher instructs the students to perform the reflection and teamwork activity. A template and arts and crafts materials will be provided for the solution to be co-created in teams. (10 min)
4) In the second trial, as the story is read and when the problem in the narrative is presented, the students are encouraged to share their reflections and ideas. (15 min)
5) The teacher asks the group reflective questions to think about, in a large group conversation.
To facilitate sharing and reflection teacher can present this following questions:
   - What is the problem in the story?
   - Who belongs to a minority? What would be an inclusive solution for the problem?
   - Can you identify a similar problem in your community?
   - Can you think of possible solutions?

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The teacher gives each student a copy of the story to explore in other contexts. (10 min)

Activity tool/exercise description:

- Template with story (SO.7.1f)
- Template for problem solving (SO.7.2.f)
- Template for teacher reflective question (SO.7.3.f)
- Template for children reflective question (SO.7.4.f)

UDL manipulations: means multiple ways of representation, of expression, etc.

- Multiple ways of representing the information: The story is presented in text, powerpoint presentation, video and with illustration and there is a template that supports the understanding of the problem.
- Multiple ways of action and expression: The students can read from the book or use a recorded tape to participate in the shared reading and they can co-create the solution for the problem using different materials.
- Multiple ways of engagement: possibility of working in pairs or groups, use of an illustrated story, use of reflective questions related to the students' life context.

Learning_ strategies

- Positive reinforcement: when children propose strategies and collaborate with other to find a solution
- Concrete examples
- Dual coding

Learn to establish and contribute to common goals, identify how they affect our future in the community and predict their value:

- To explore positive mental strategies that we can adopt in difficult situations;
- To learn to collaborate with others and find a solution to a problem
- To learn how to find solutions together, try them out and monitor the result

Learning_ performance descriptors

- Explore and identify positive strategies, try them and monitor results
- Contribute to collaborate with other in common goals

Learning assessment_ reflective questions

Teachers	Students
Is each student able to identify, at least 2, positive strategies he/she used to find a solution?	What did you learn from today's activity?
Is each student able to identify, at least 1, strategy to collaborate with his/her group?	Witch strategies did you try for include little square?
	Write here some strategies you used to collaborate with your group

Learning_ assessment tools

Teacher can use the answers the answer to the a reflective questions to:

- Assessing the students' ability to identify strategies, try them out and monitor the result
- Assessing the students' ability to collaborate with others and find a solution to a problem

Activity Linked to school subject

The activity can be connected to Language Class Arts and Crafts Mathematics

Activities to share with parents or family members

A copy of the story is given to each student, as well as the problem solving template, in order for the activity to be repeated in the family setting.

Grid 7B - analysis of PSsmile key choices

Name of the activity	**Memory Challenge**
Goals To identify end explore positive mindset strategies to adopt in challenging situations	
Shows Orientation toward future goals	The activity focuses first in the story and later in the students community, encouraging the reflection on how to improve the community.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The materials are prepared considering multiple ways of representation of information and multiple ways of action and expression. The story focuses on the topic of inclusion and minority/majority.
Enhances strengths and uniqueness	Each child is allowed to work individually, in pairs, small group and with the whole class. Every child is encouraged to bring solutions to the problem of the narrative, promoting individual and shared decision making.
Focuses on the agentic role (me, others) than on skills	Every child is encouraged to bring solutions to the problem of the narrative, promoting individual and shared decision making.
Consider cultural diversity in coding and expressing emotions and positive behaviour	The materials are prepared considering multiple ways of representation of information and multiple ways of action and expression.
Embraces a 'decision making' step	Every child is encouraged to bring solutions to the problem of the narrative, promoting individual and shared decision making.
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: The story is presented in text, powerpoint presentation, video and with illustration and there is a template that supports the understanding of the problem. ○ Multiple ways of action and expression: The students can read from the book or use a recorded tape to participate in the shared reading and they can co-create the solution for the problem using different materials. ○ Multiple ways of engagement: possibility of working in pairs or groups, use of an illustrated story, use of reflective questions related to the students' life context.

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Are there connections with other activities and domains?	Connected to the domain Smile to Smile to Society
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity might be used to explore how to improve the community where the students live.
What kind of manipulations can be introduced to make the activity suitable for older students?	Older students may read the story with a text. Older students may explore news related to problems in the community.
What kind of manipulations can be introduced to make the activity suitable for younger students?	The activity includes a children's book that may be simplified using diverse materials for manipulation and storytelling.

Grid 8A: the content and the development

Domain: **Smile to Others**

Name of the activity What makes a good friend

Goals

Explore useful strategies to take care of my prosocial skills and explore the gain now and in the future:

- To explore the positive relationships we have with others
- To identify the strengths we have in our friendships and take care of them
- To recognize the aspects we would like to improve to become a "good friend"

Duration and Frequency	Age	Persons involved	Contexts
40 minutes	8-11 years	Teacher School Assistant	Classroom

Structure of the activity	Materials used	Fact sheets
1) Introduction and instructions with demonstration of the task; 2) Drawing one good friend; 3) Describing the characteristics or traits of a good friend; 4) Defining goals to become a better friend: what characteristics or traits to develop. *5)* Large group reflection and discussion.	1) Computer and data show; 2) Powerpoint presentation; 3) Templates; 4) Visual supports for time concepts; 5) Diverse materials for arts and crafts; 6) Video: Toy Story-You've got a friend in me https://www.youtube.com/watch?v=Zy4uiiy0qgA	1) Template for drawing a good friend (SO.8.1.f) 2) Template for describing a good friend (SO.8.2.f) 3) Template for setting goals to become a better friend (SO.8.3.f) 4) Visual supports for time concepts (SO.8.4.f) 5) Template with reflective questions For teacher (SO.8.5.f) For children (SO.8.6.f)

Short description and instructions

1. The teacher gives the instruction that the students will make a drawing of one of their good friends. The students can use the template provided to draw, as well as use other materials for arts and crafts (5 min)

2. After the drawing of the good friend, the teacher explains that the students should think about the traits or characteristics that make a good friend. The students can use the template provided and they can think of the friend they just drew or any other person.
   The students should think of traits of a good friend in terms of: Good Deeds, Kind Words, Forgiveness, Helping Others, and Social Participation (10 min)
3. The students are asked to reflect about different traits or characteristics of a good friend they wish to develop and challenged to set goals for the near and/or distant future.
   The students and the teacher can use the templates provided, as well as the visual supports to represent time concepts (10 min)
4. After completing the task individually, the students are encouraged to share their goals and reflections with the group (10 min)
5. The teacher may ask questions for reflection (5 minutes)
   - Can you name one of your good friends? What are the characteristics of a good friend?
   - What are the friendship skills you would like to improve? How can you improve these skills?

A short video about being a good friend can be shown to the group (3 min)

Activity tool/exercise description:

- Template for drawing a good friend (SO.8.1.f)
- Template for describing a good friend (SO.8.2.f)
- Template for setting goals to become a better friend (SO.8.3.f)
- Visual supports for time concepts (SO.8.4.f)
- Template with reflective questions for teacher (SO.8.5.f)
- Template with reflective questions for children (SO.8.6.f)

UDL manipulations: means multiple ways of representation, of expression, etc.

- Multiple ways of representing the information: the templates are provided with dual coding.
- Multiple ways of action and expression: the students are allowed to use diverse arts and crafts materials to illustrate a good friend and his/traits and characteristics.
- Multiple ways of engagement: providing different materials for the activity, allowing the children to choose a good friend to illustrate and setting own goals

Learning_ strategies

- Positive reinforcement: when children identify strengths in their friendships and recognize what they would like improve to become a good friend
- Spaced practice
- Dual coding

Learning_ performance descriptors

- describe the characteristics of a good friend;
- define goals to improve friendship skills

Learning assessment_ reflective questions

Teachers

- Is each student able to identify, at least 3, strengths in their friendships?
- Is each student able to identify, at least 1, characteristics he/she would like improve to became a good friend?

Students

- What did you learn from today's activity?
- Write here some characteristics that make your friend a good friend
- Which are the characteristics you would like improve to became a good friend?

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Learning_ assessment tools

Teacher can use the answers the answer to the a reflective questions to:

- Assessing the students' ability to describe the characteristics of a good friend;
- Assessing the students' ability to define goals to take care or improve friendship skills

Activity Linked to school subject

The activity can be connected to all disciplines, teacher can describe the strengths of each character introduced and show children how they improved their strengths (historical figure, artist, scientist, etc.).

Activities to share with parents or family members

Students can take home the link of the music about being a friend, as well as their plan with the goals to become a better friend. Caregivers are encouraged to explore the goals with the students.

Grid 8B - analysis of PSsmile key choices

Name of the activity	**What makes a GOOD friend**
Goals Explore useful strategies to take care of my prosocial skills and explore the gain now and in the future	
Shows Orientation toward future goals	The activity is about defining goals to improve friendship skills on the short and long term.
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	The materials for the activity are designed in order to be adapted to different students.
Enhances strengths and uniqueness	The teacher should highlight characteristics that make each student a good friend and reinforce the importance of working on goals related to individual's friendships skills.
Focuses on the agentic role (me, others) than on skills	Each individual should be encouraged to actively participate in the individual assessment task.
Consider cultural diversity in coding and expressing emotions and positive behaviour	The materials for the activity are designed in order to be adapted to different students.
Embraces a 'decision making' step	Each individual should be encouraged to actively reflect in own skills and define goals for the future, deciding on his/her strengths and areas of improvement.

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Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	○ Multiple ways of representing the information: The templates are provided with dual coding. ○ Multiple ways of action and expression: the students are allowed to use diverse arts and crafts materials to illustrate a good friend and his/traits and characteristics. ○ Multiple ways of engagement: providing different materials for the activity, allowing the children to choose a good friend to illustrate and setting own goals.
Are there connections with other activities and domains?	Connected to the domain Awareness of Self / Smile to Myself
Are there possible manipulations of the activity to move with the same activity to another domain?	The activity may be used to focus on positive relationships that the student has in his/her life and highlight resources and supports that the students can use to improve friendship skills.
What kind of manipulations can be introduced to make the activity suitable for older students?	The tasks can be completed using writing, drawing or arts and crafts, according to the students' skills.
What kind of manipulations can be introduced to make the activity suitable for younger students?	The tasks can be completed using writing, drawing or arts and crafts, according to the students' skills.

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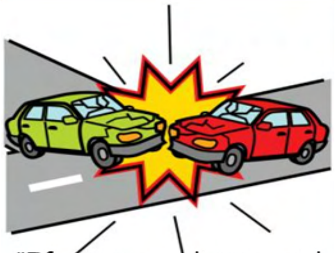
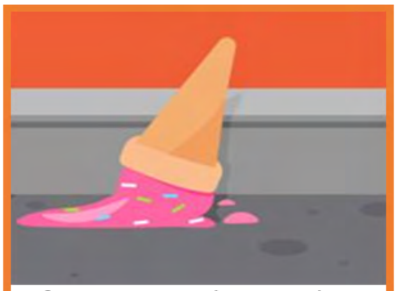
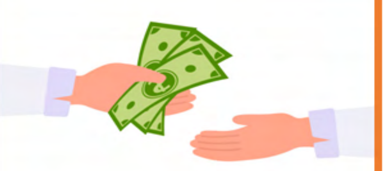


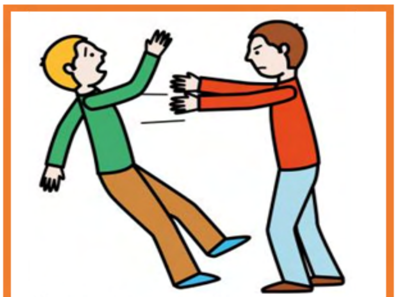
“If you were driving and another car went against yours”



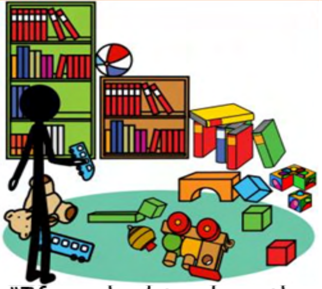
“If you were walking and your ice cream fell on the floor”



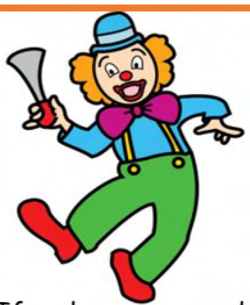
“If someone gave you money”



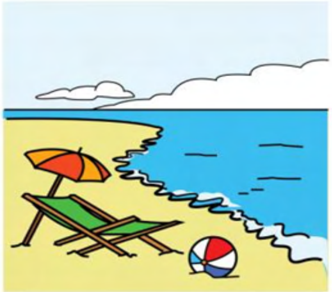
“If someone in the playground pushed you”



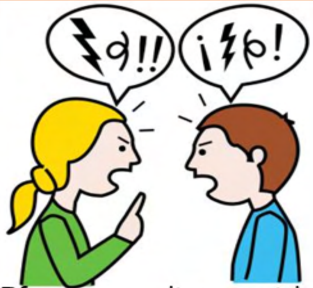
“If you had to clean the room”



“If a clown appeared in front of you”



“If you went to the beach”



“If you were discuss with a friend”

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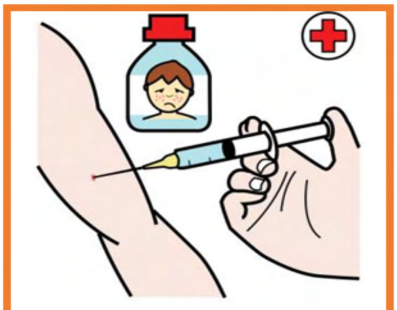
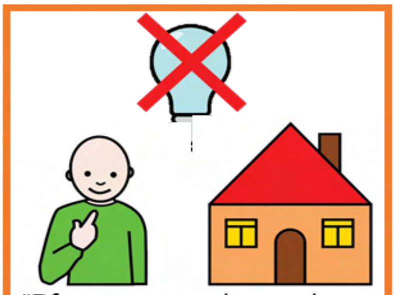
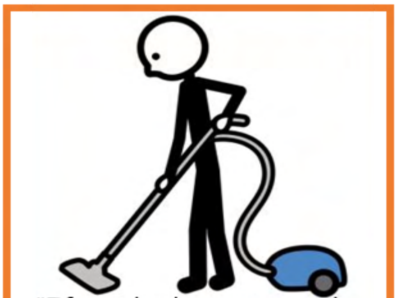


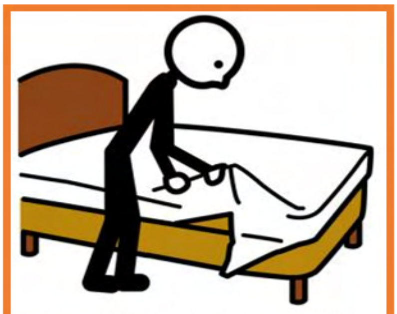
"If you had to get a vaccine"



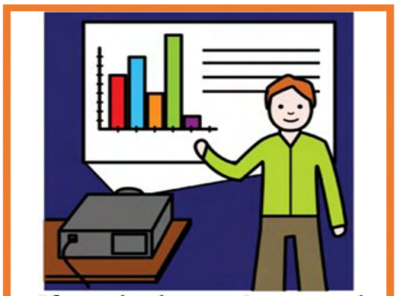
"If you were at home alone and the power went out"



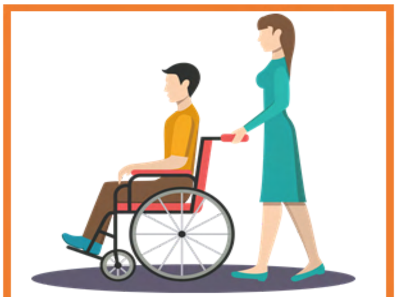
"If you had to vacuum the house"



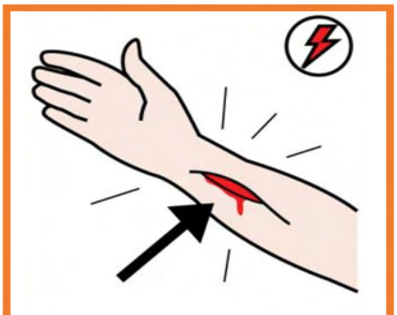
"If you made your bed"



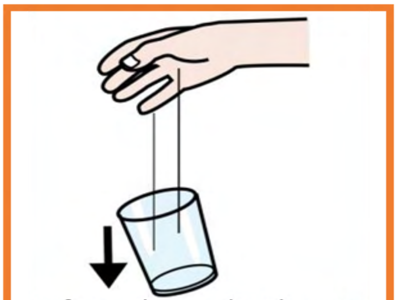
"If you had to make an oral presentation"



"If you had to help someone in a wheelchair"



"If you cut yourself"



"If you dropped a glass on the floor"

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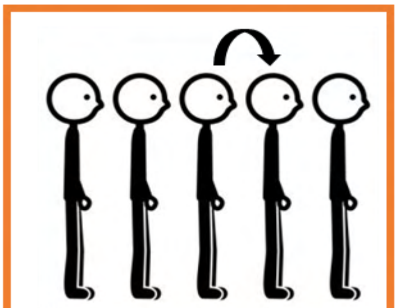
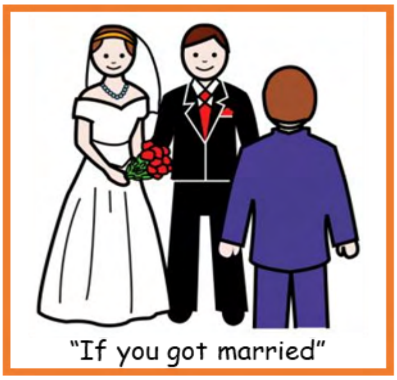


"If someone passed you in a row"



"If you got married"

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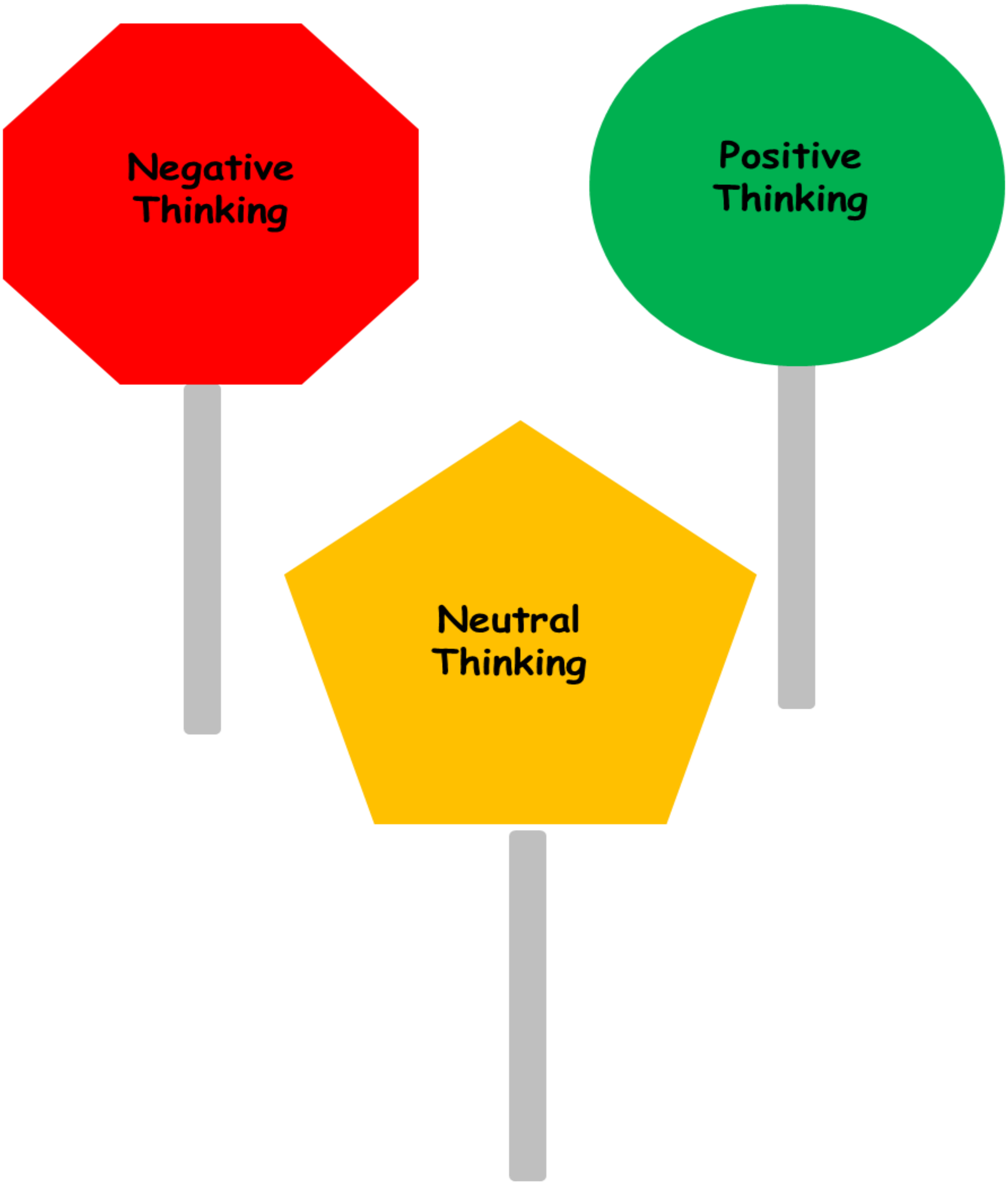
SO.1.2.f

Positive/ negative/ neutral thinking rackets


Negative Thinking
Positive Thinking
Neutral Thinking

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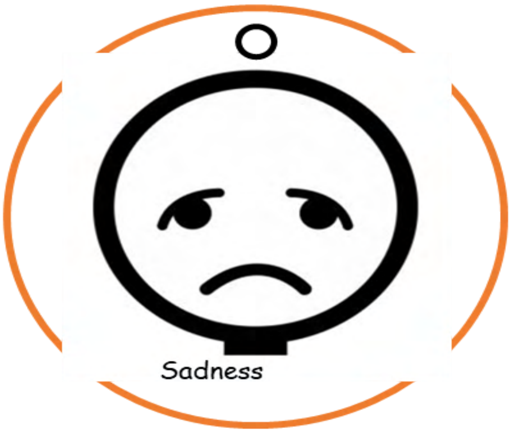
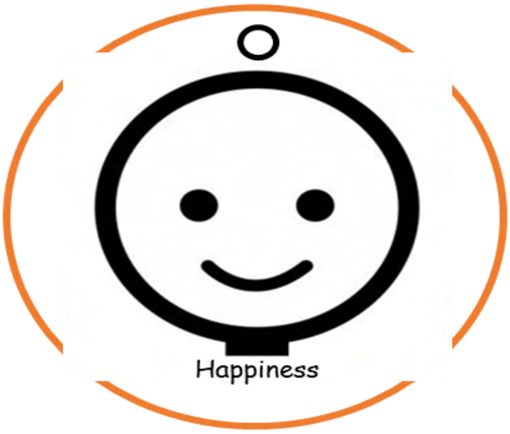
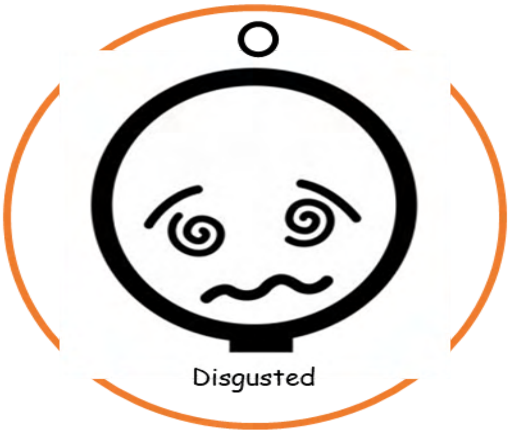
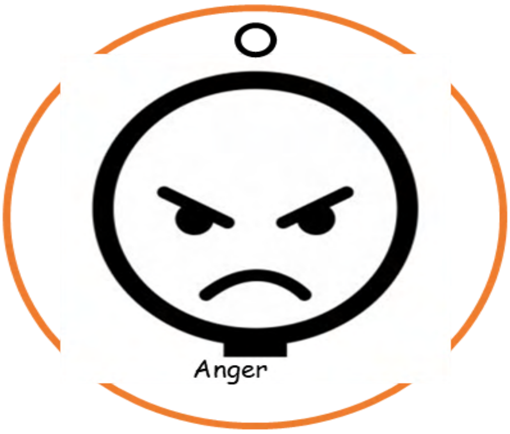
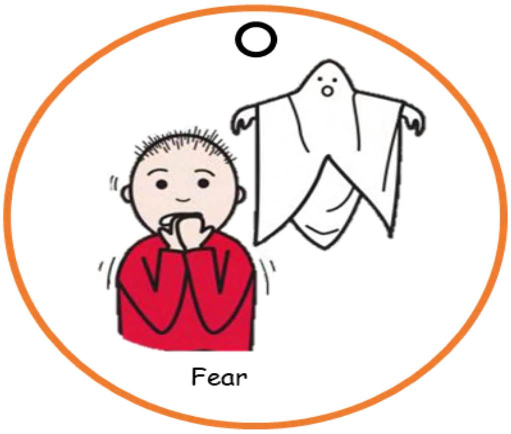
SO.1.2.f











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SO.1.3f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to describe, at least 2, situations that lead to two different thoughts and emotions	☐	☐	☐	☐
Is each student able to identify, at least 2, advantage to having persons with different opinion, emotions and feelings	☐	☐	☐	☐

Notes

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REFLECTIVE QUESTION

Describe a situation and 2 different opinion, emotions and feelings

SITUATION:

opinion, emotions and feelings

opinion, emotions and feelings

Write here some advantages of having persons with different opinion, emotions and feelings in our classroom?

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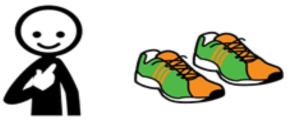
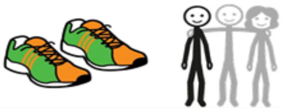
SO.2.1f

Activity 	My Shoes 		others shoes 	
Walk 	✓ ○	✗ ○	✓ ○	✗ ○
Run 	✓ ○	✗ ○	✓ ○	✗ ○
Jump 	✓ ○	✗ ○	✓ ○	✗ ○
Climbing stairs 	✓ ○	✗ ○	✓ ○	✗ ○
Kick the ball 	✓ ○	✗ ○	✓ ○	✗ ○
Dancing 	✓ ○	✗ ○	✓ ○	✗ ○

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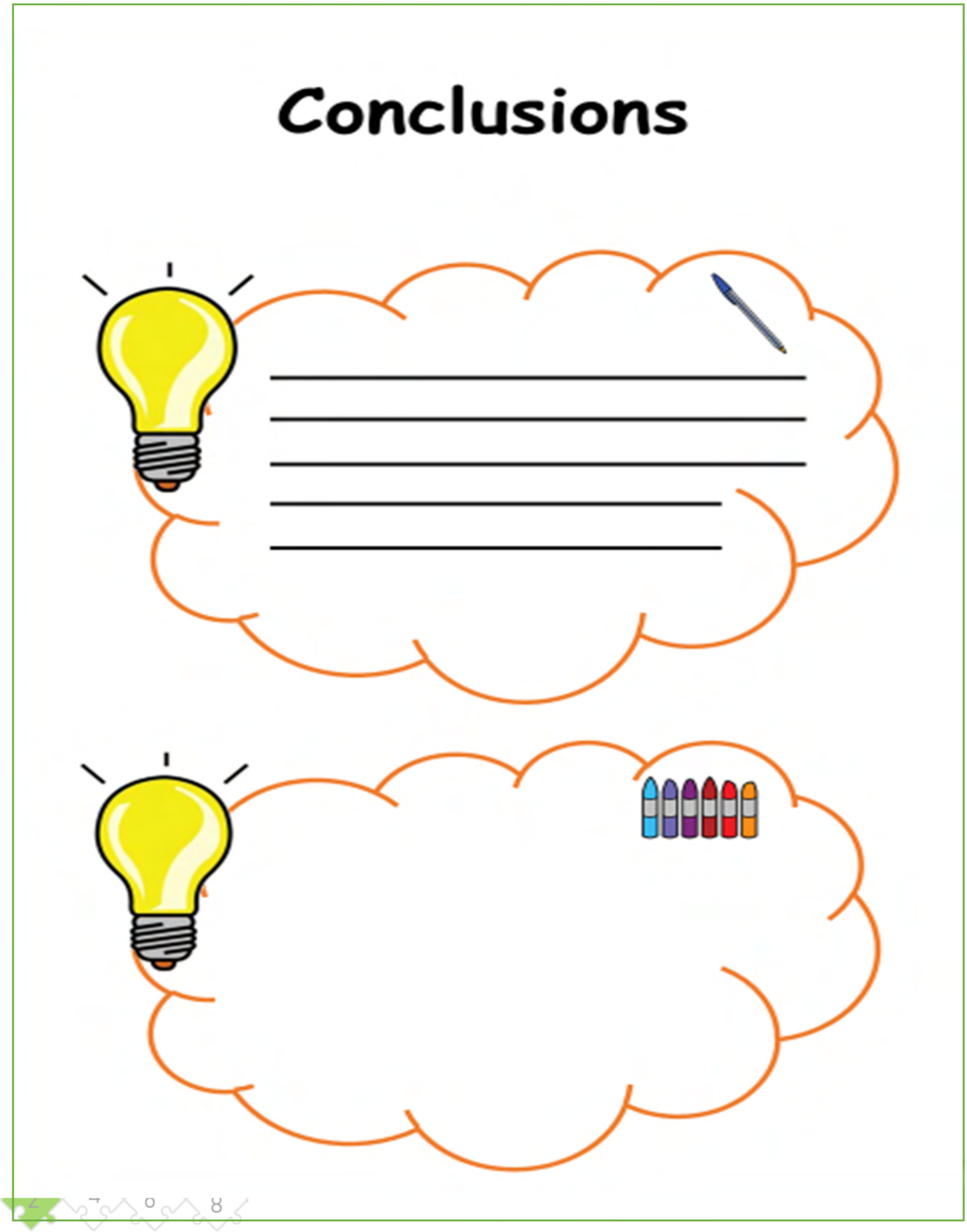
SO.2.2f



Conclusions

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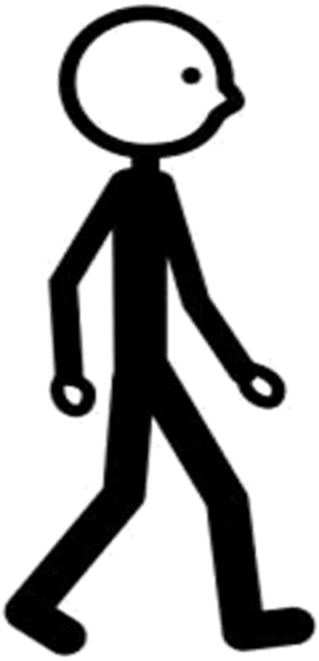
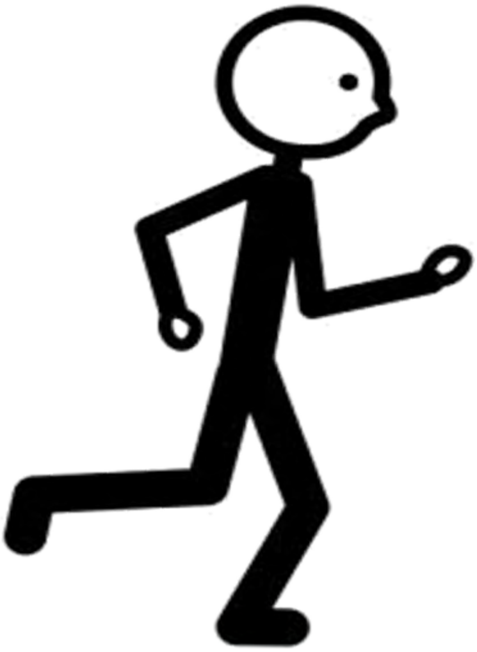
SO.2.3f





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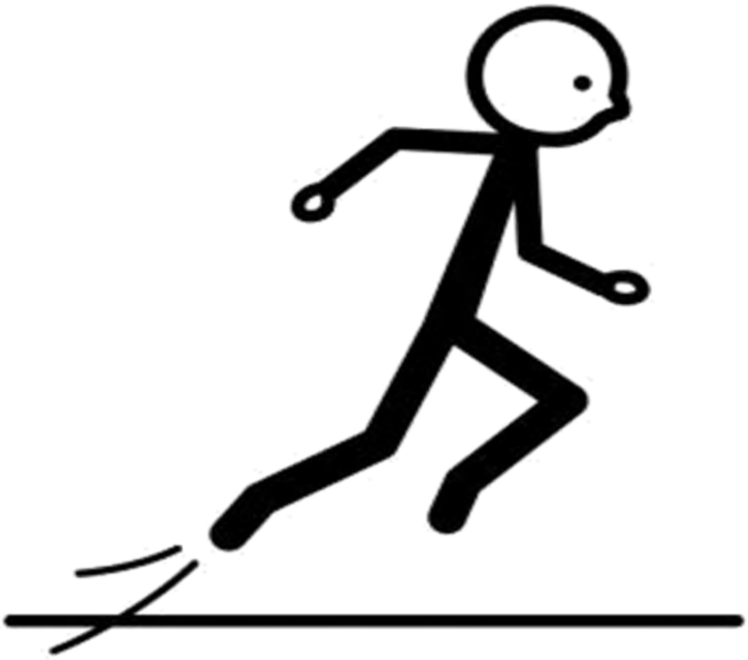
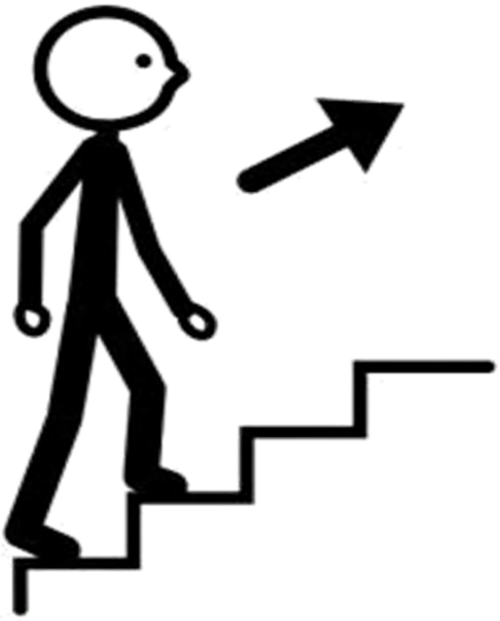
SO.2.4f





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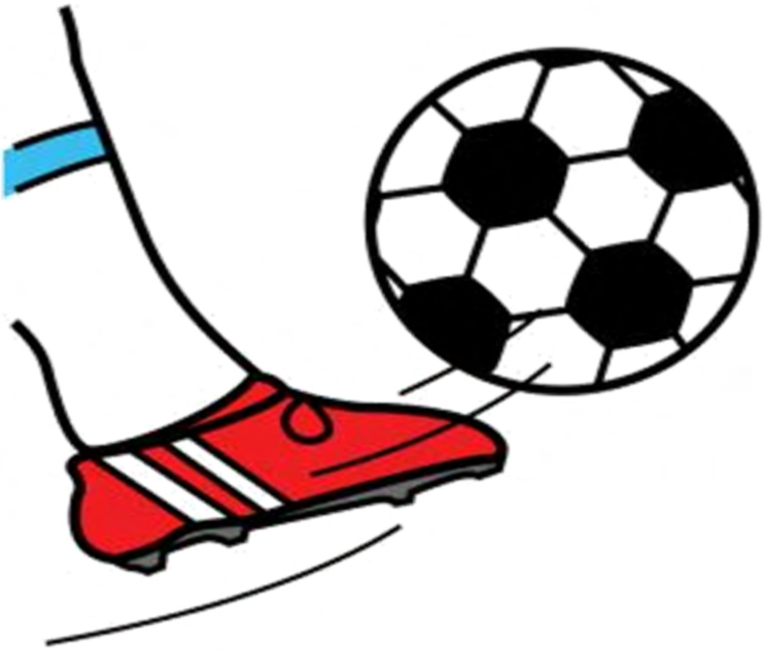
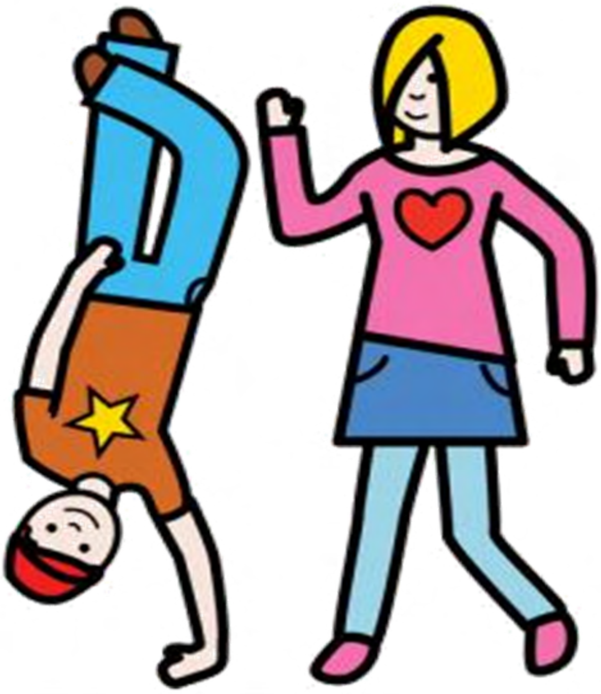
SO.2.5f





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SO.2.6f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to share the other's feelings, thought and experiences?	☐	☐	☐	☐
Is each student able to recognize that sharing the same feelings, thought and experiences may facilitate a positive climate in the group?	☐	☐	☐	☐
Is each student able to name at least one strategy to understand the other's feeling, thought and experiences?	☐	☐	☐	☐
Is each student able to name at least one strategy to maintain a positive climate in the group?	☐	☐	☐	☐

Notes

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SO.2.7f

REFLECTIVE QUESTION

Part 1

What did you learn from today's activity?

How can we share our feelings, thoughts and experiences?

How can we try to be in "other person's shoes"?

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SO.2.7f

REFLECTIVE QUESTION

Part 2

How did you share the other’s feelings, thought and experiences?

How did you maintain a positive climate in the group?

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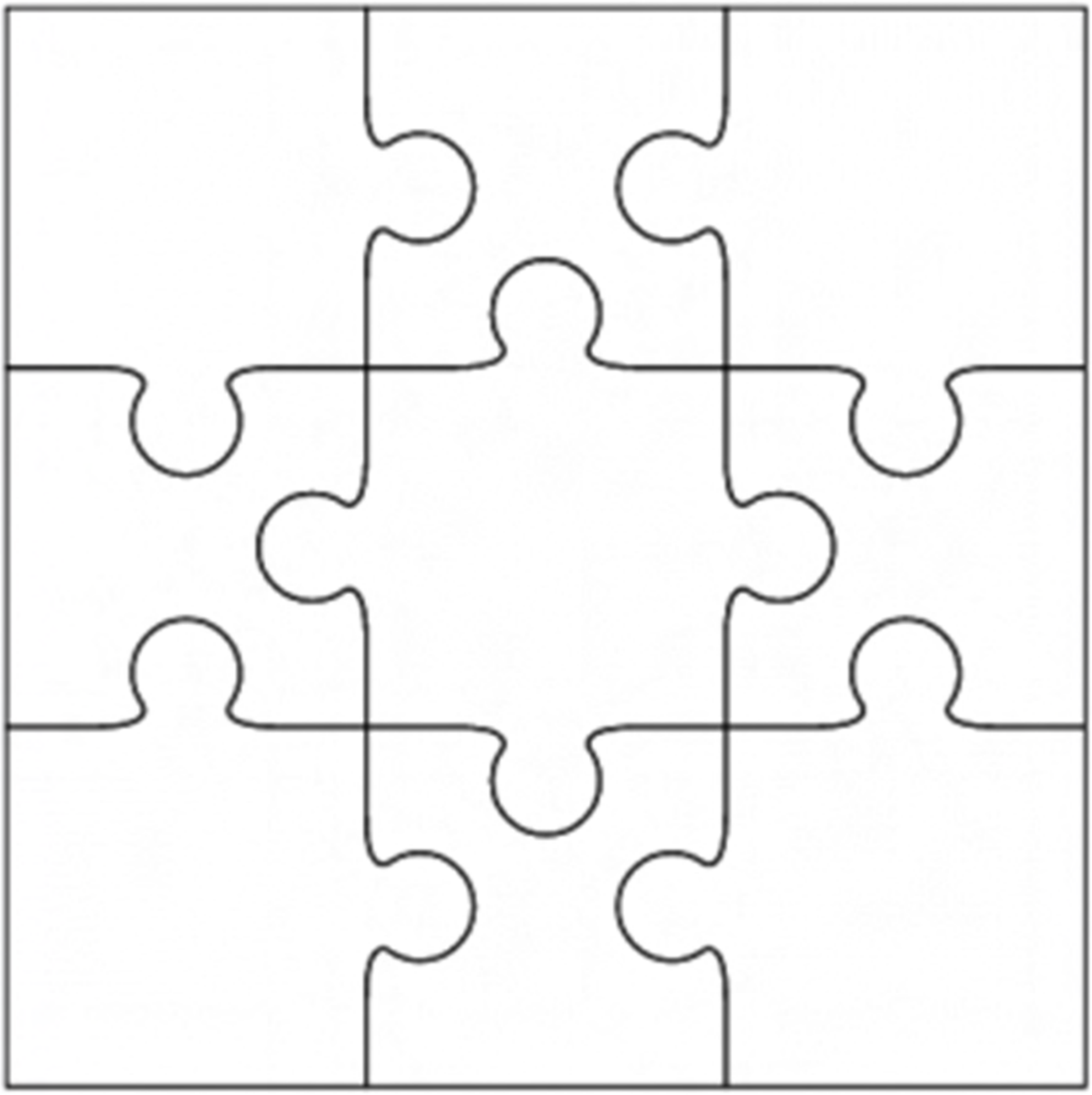
SO.3.1f



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List of Words and Expressions - Positive Relationships

Embrace others

Help others

Encourage others

To forgive

Greet

Playing with others

Talk

Understanding others

Smile for others

Be friend

Respect others

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SO.3.3f

People List

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SO.3.4f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify at least 3 key words related to positive relationships?	☐	☐	☐	☐
Is each student able to recognize at least 2 positive key words referring to the “favorite person” they have chosen?	☐	☐	☐	☐

Notes

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SO.3.5f

REFLECTIVE QUESTION

What did you learn from today's activity?

……………………………………………………………………………………………

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Write here some key words of a positive relationship?

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What are the characteristics of your positive relationships, with the person you choose?

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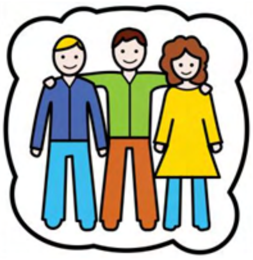
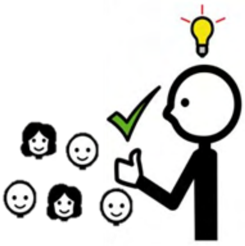
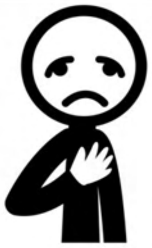
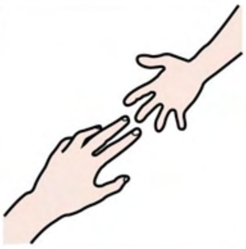
SO.3.6f

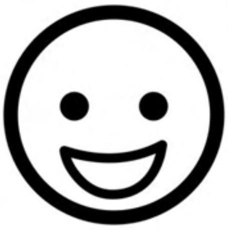
Visual support:
List of Words and Expressions - Positive Relationships

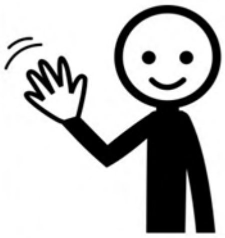


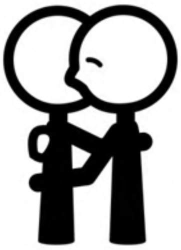


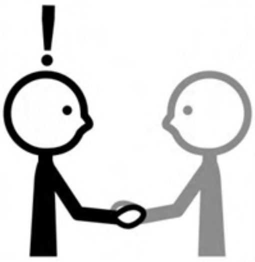


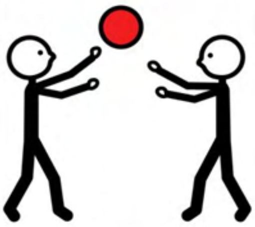


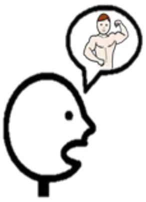


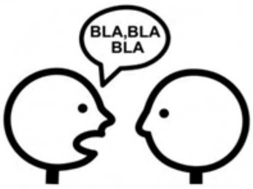












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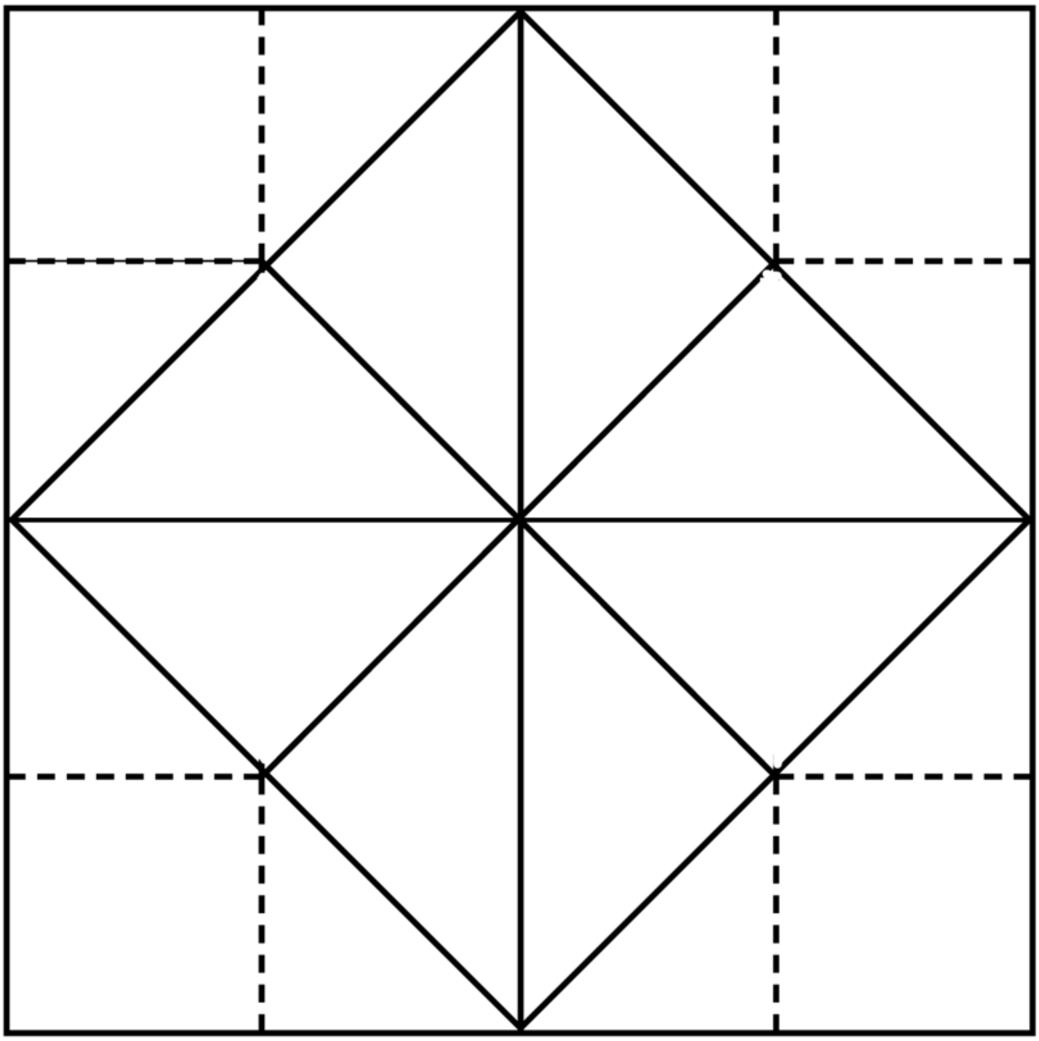
SO.4.1.f

Cootie Catcher



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Kindness Actions

Give a colleague "five"

Participate in a task

Greet someone

Write a letter to someone

Praise a colleague

Let somebody pass ahead

Share something of yours

Helping a colleague

Go to a colleague who is alone

Make a drawing for someone

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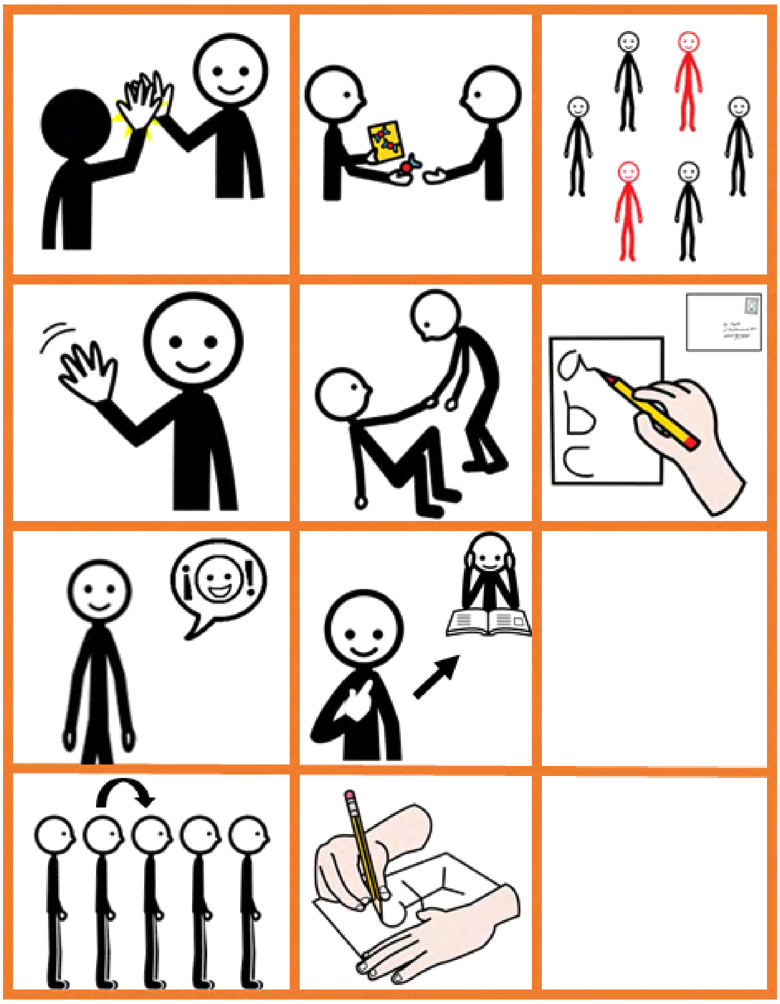
SO.4.2f

Kindness Actions



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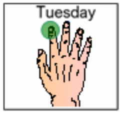
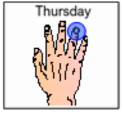
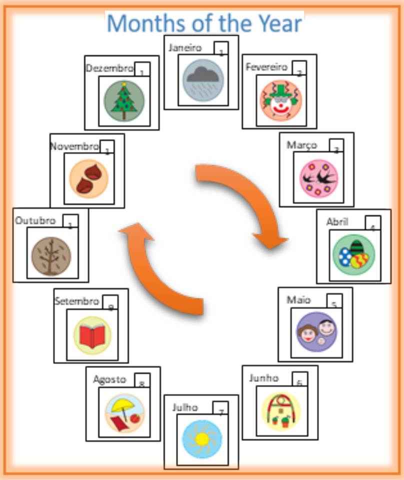
SO.4.3f

Diary of Happiness

Monday	Tuesday 	Wednesday	Thursday 	Friday	Saturday	Sunday
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐


Months of the Year
Janeiro
Fevereiro
Março
Abril
Maio
Junho
Julho
Agosto
Setembro
Outubro
Novembro
Dezembro

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SO.4.3f

Daily acts of kindness

PEOPLE	________	________	________	________	________
☺ 👍					
☺ 👍					
☺ 👍					
☺ 👍					

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SO.4.4f

Daily acts of kindness

 PEOPLE	 ______	 ______	 ______		 ______
☺ 👍					
☺ 👍					
☺ 👍					
☺ 👍					

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SO.4.5f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 2, good deed and kind action	☐	☐	☐	☐
Is each student able to propose, at least 1, prosocial action that he/she can do?	☐	☐	☐	☐

Notes

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SO.4.5f

REFLECTIVE QUESTION

What did you learn from today's activity?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

Write here some good deed and kind action

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

Write here some actions that you can do in your everyday life

……………………………………………………………………………………

……………………………………………………………………………………

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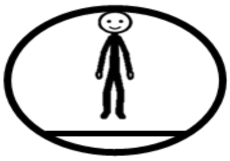
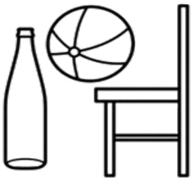
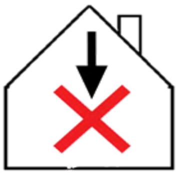
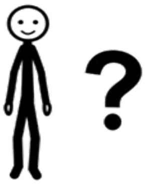
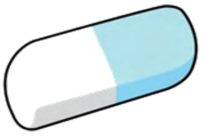
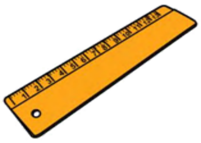
SO.5.1.f

Leader



 OBJECTS	 PLACE	 PERSON
PENCIL		☺
PEN		☺
 ERASER		☺
 RULER		☺
PENCIL SHARPENER		☺

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SO.5.2.f

Conclusions:

Results:

____
____
____
____
____

Strong points:

____
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Improving:

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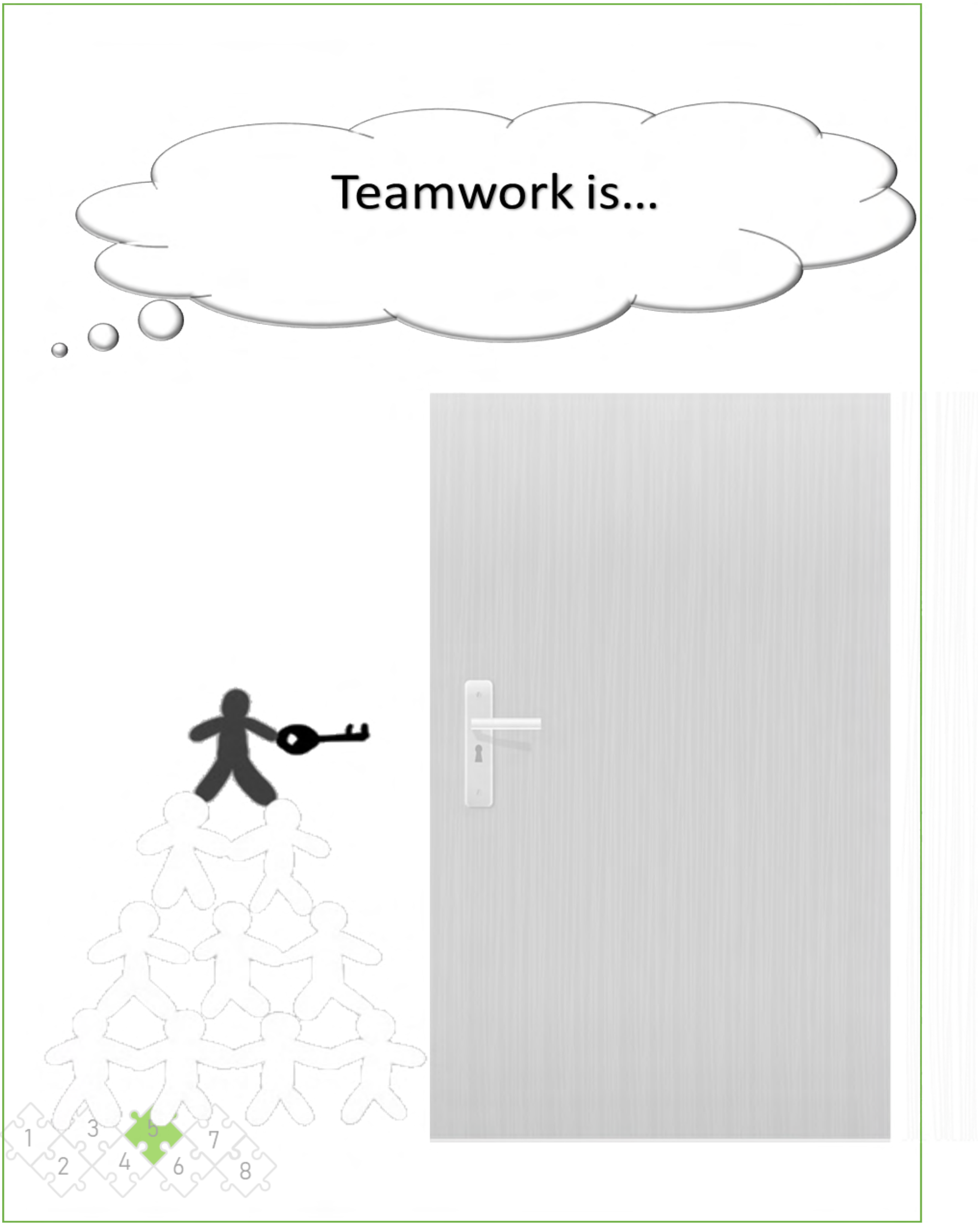
SO.5.3.f


Teamwork is...

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SO.5.2.f

Conclusions:

Results:

Strong points:

Improving:

SO.5.4f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 2, strategies to cooperate?	☐	☐	☐	☐
Is each student able to identify, at least 1, tips to improve his/her cooperation?	☐	☐	☐	☐

Notes

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SO.5.5f

REFLECTIVE QUESTION

What did you learn from today’s activity?

Write here some strategies that your groups used to cooperate

What tips would you give yourself to improve cooperation?

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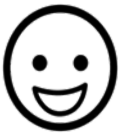
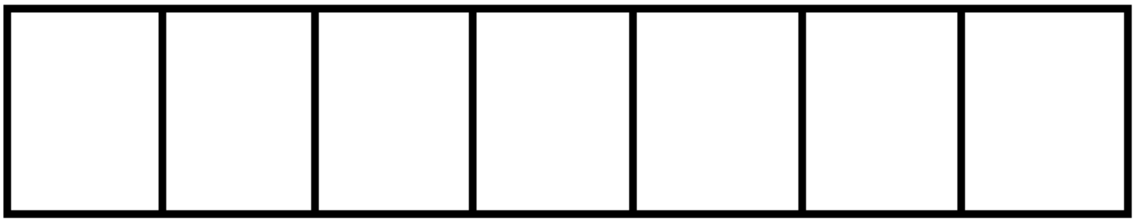
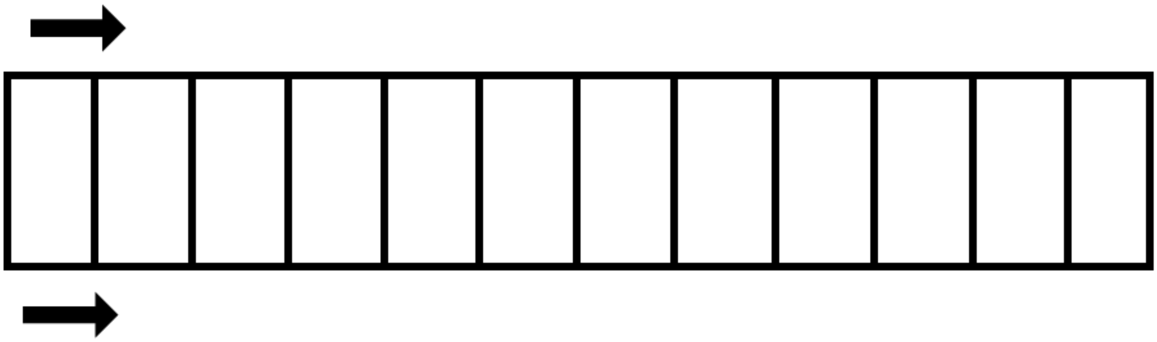
SO.6.1.f







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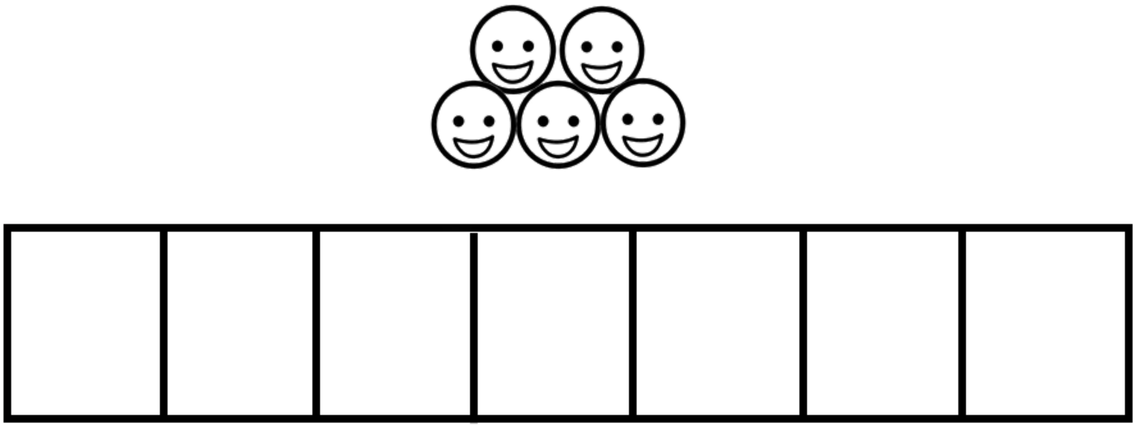
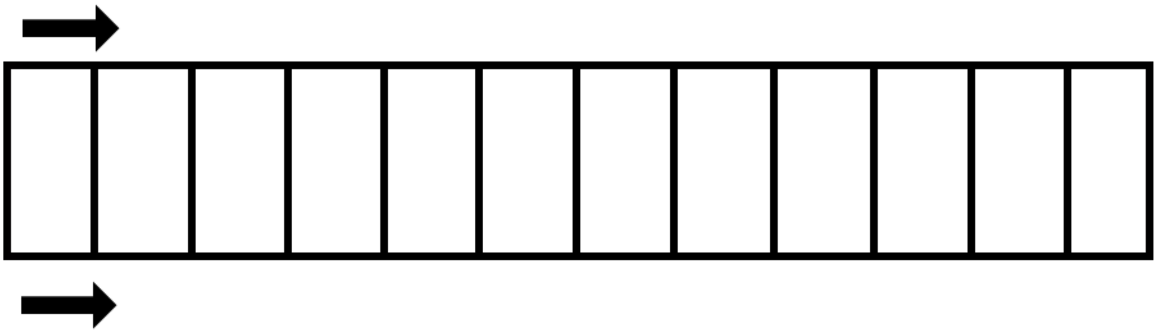
SO.6.2.f





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SO.6.3.f

Number Sequences - 7

3 6

4 8 7

1 9

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Number Sequences - 12

9	6	1
7	4	2
5	8	1
7	4	3

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SO.6.3.f

Word Sequence - 7

BALL

FROG

PEN

CLOTH

BOTTLE

LASAGNA

GAME

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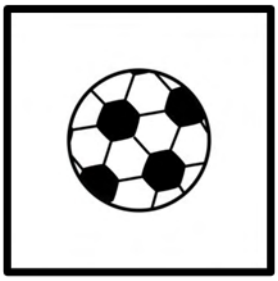
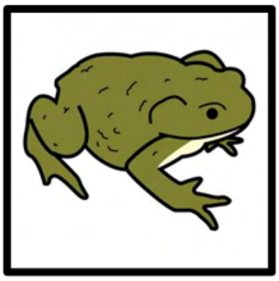
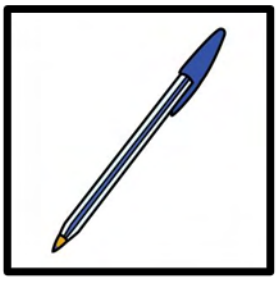
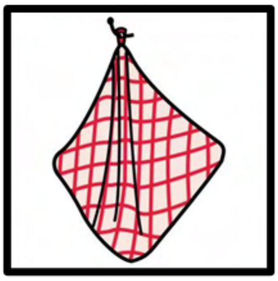
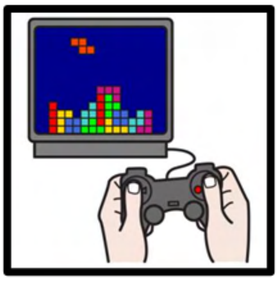
Image Sequences - 7

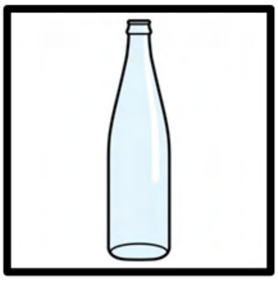


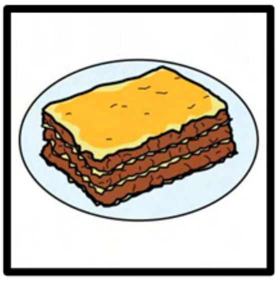












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Word Sequence - 12

COOKIE	DUCK	ORANGE
TABLE	PENCIL	SPONGE
DICE	BOX	SHOE
WATER	MOBILE PHONE	SHIRT

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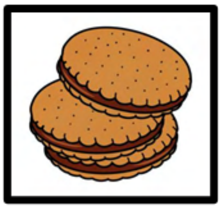
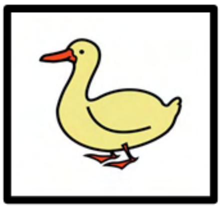
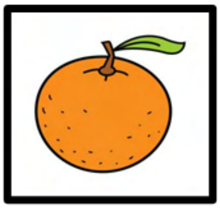
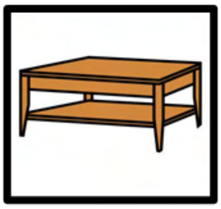
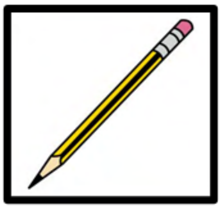
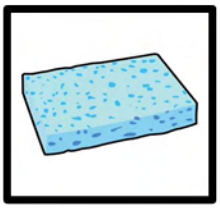
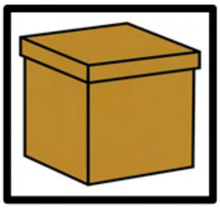
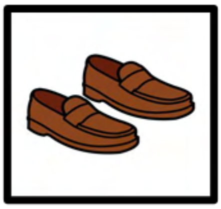
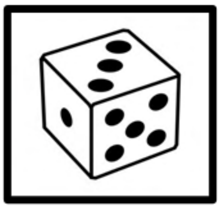
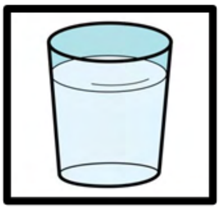
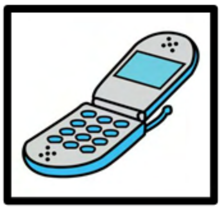
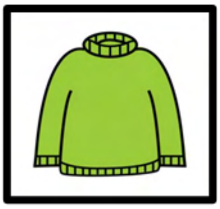
SO.6.3.f

Image Sequences - 12

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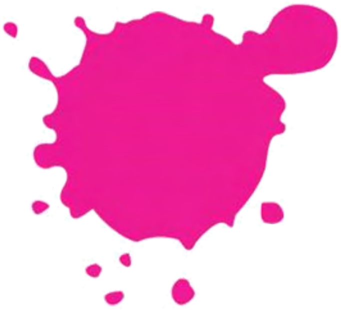
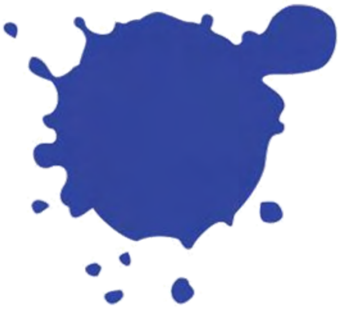
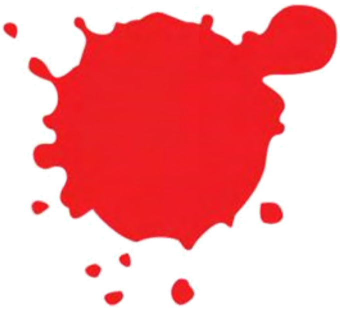
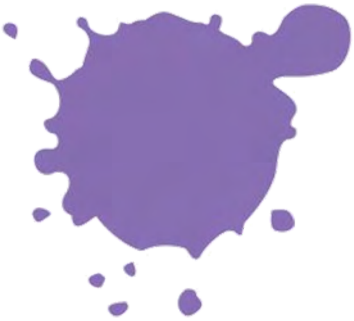
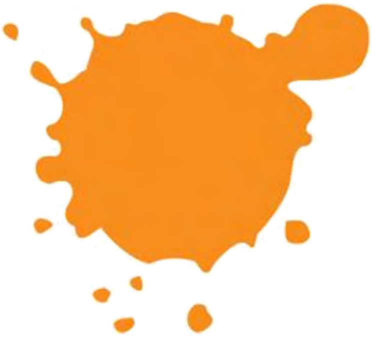
Color Sequences - 7

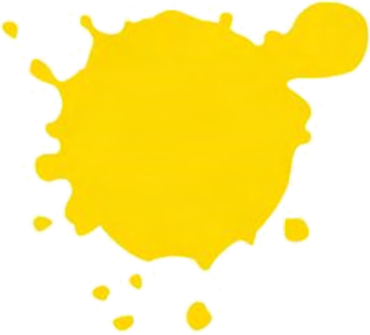












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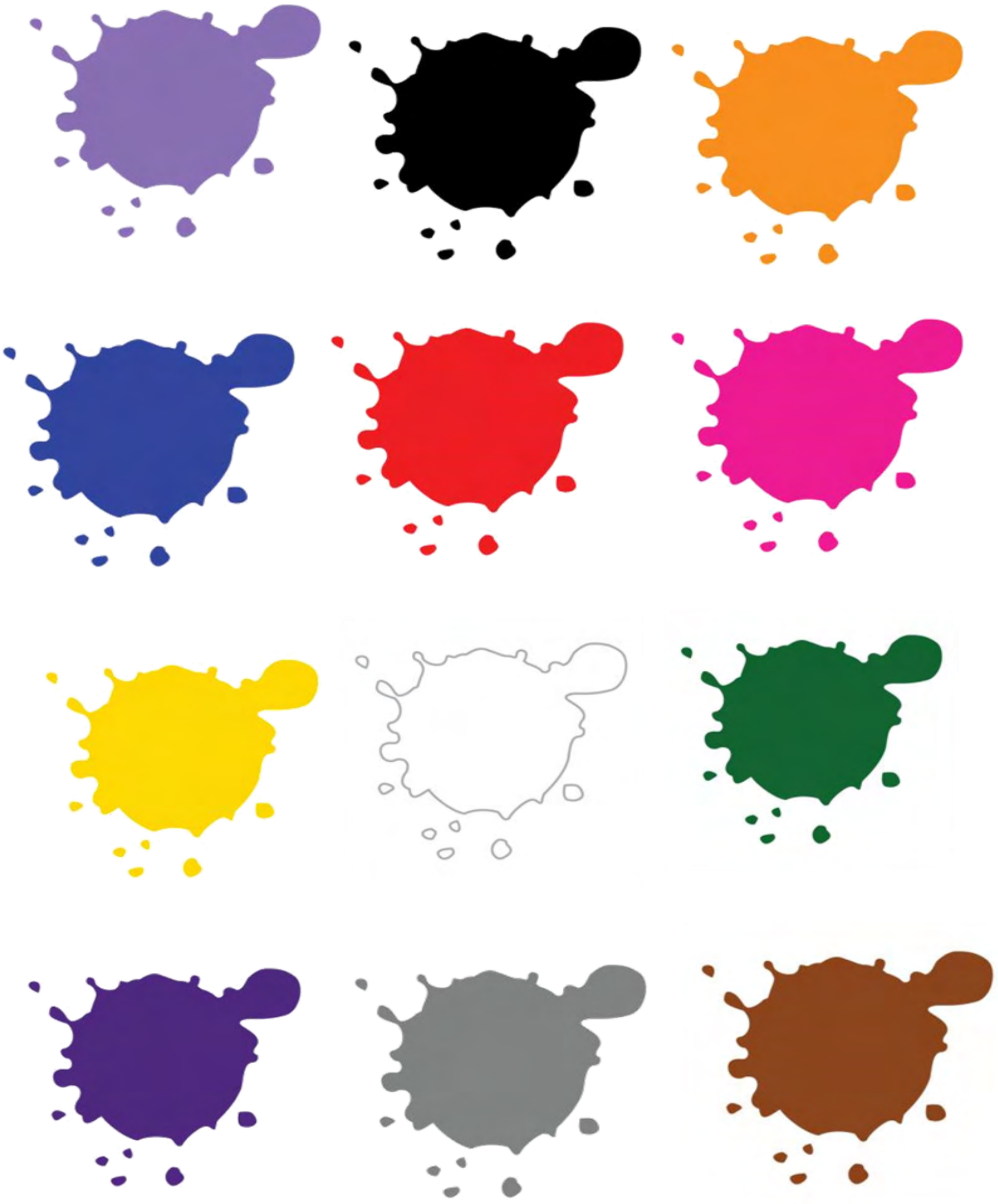
Color Sequences - 12



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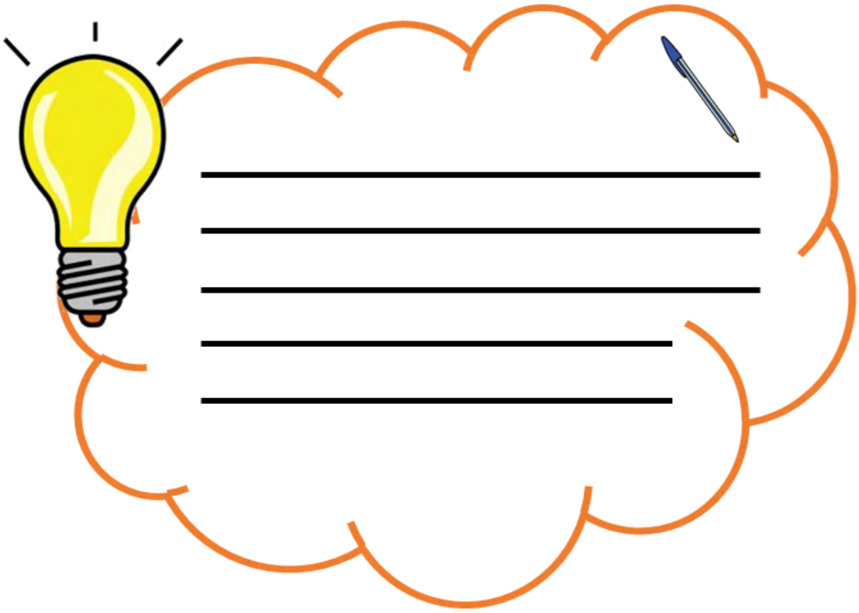
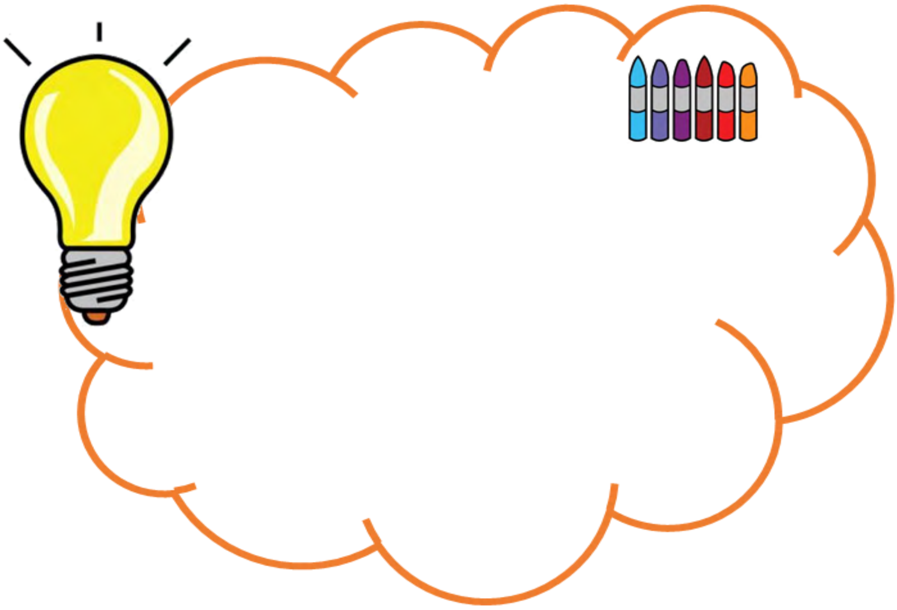
Conclusions





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Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 2, benefit about working together	☐	☐	☐	☐
Is each student able to recognize, at least 4, common goals and strategies?	☐	☐	☐	☐

Notes

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REFLECTIVE QUESTION

What did you learn from today's activity?

....

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What are the benefits of group working?

....

....

....

....

Write here 2 common goals and 2 strategies in team work

....

....

....

....

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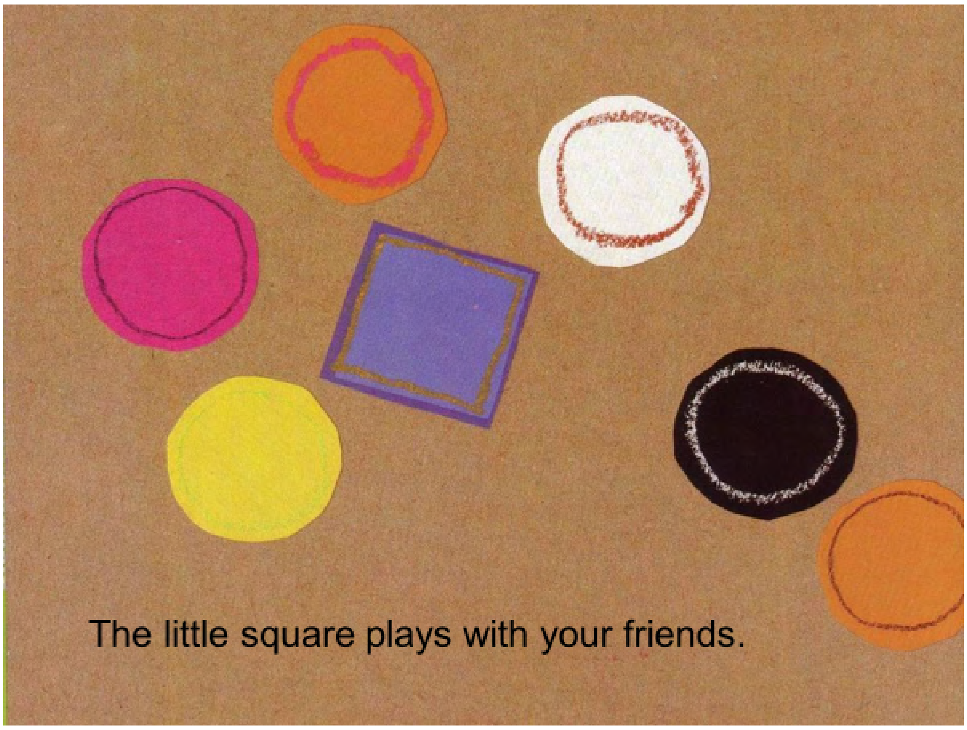
For four little corners of nothing

Jérôme Ruillier

Editorial Juventud



The little square plays with your friends.

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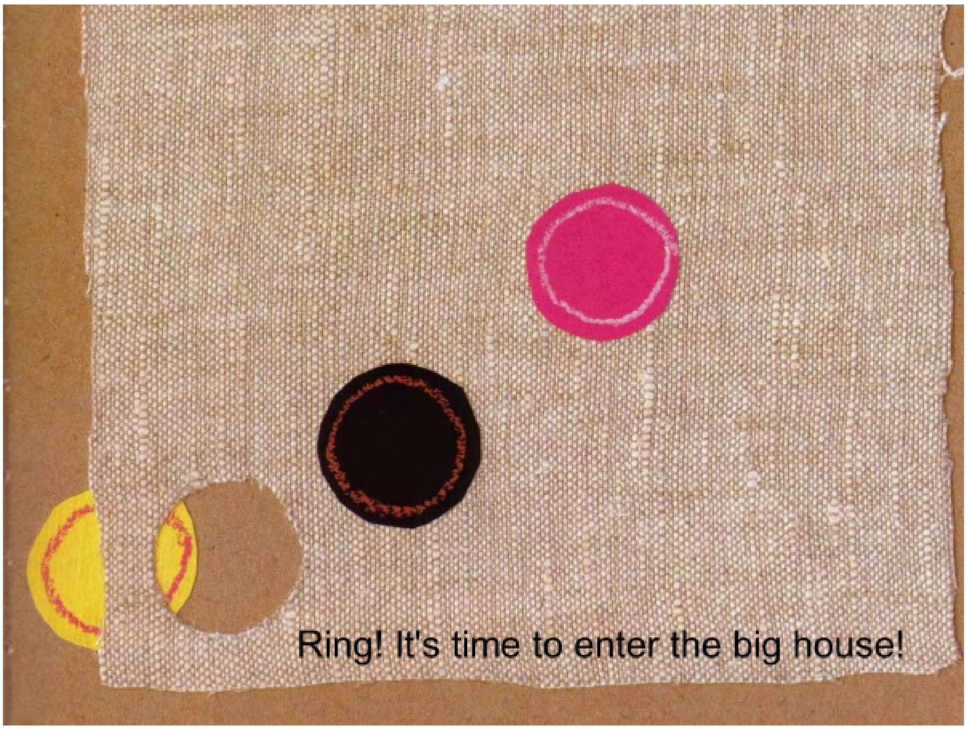
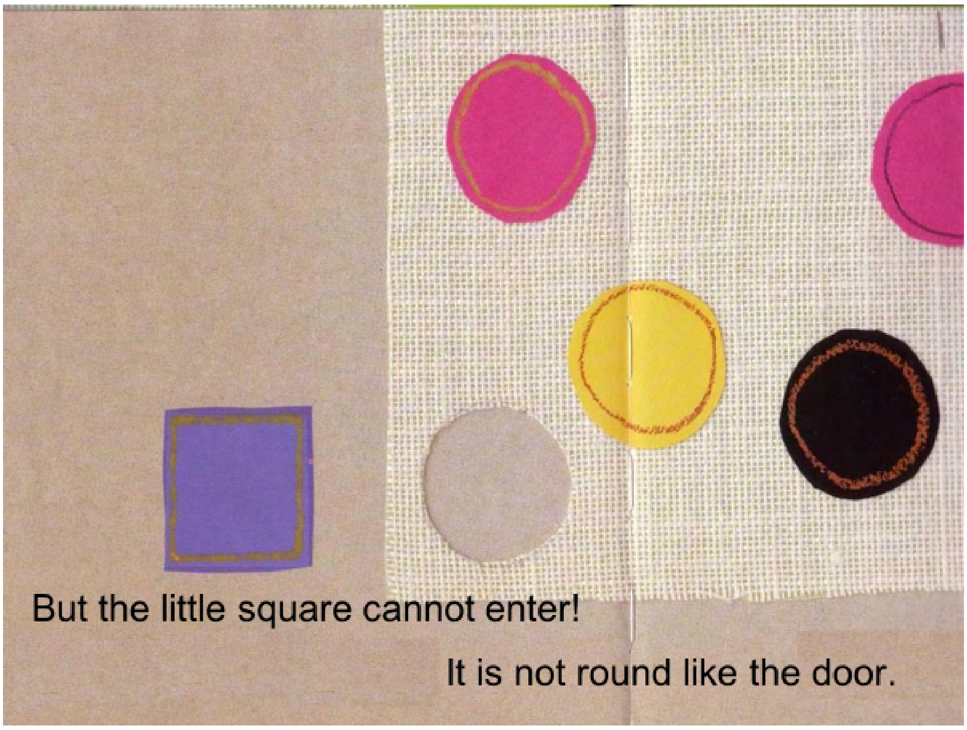
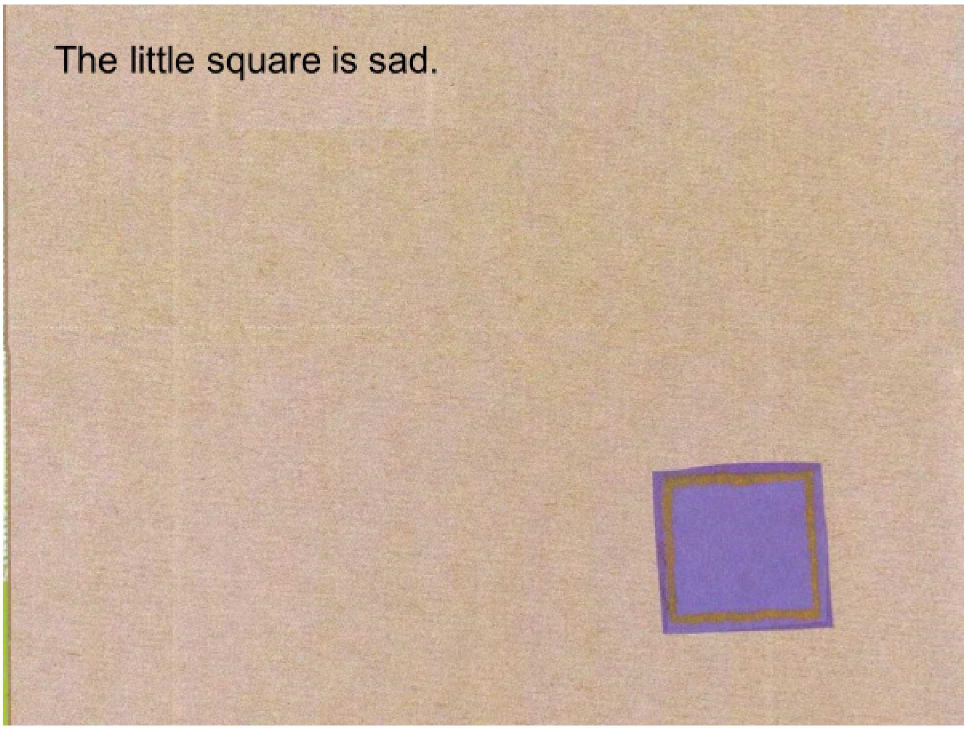


Ring! It's time to enter the big house!

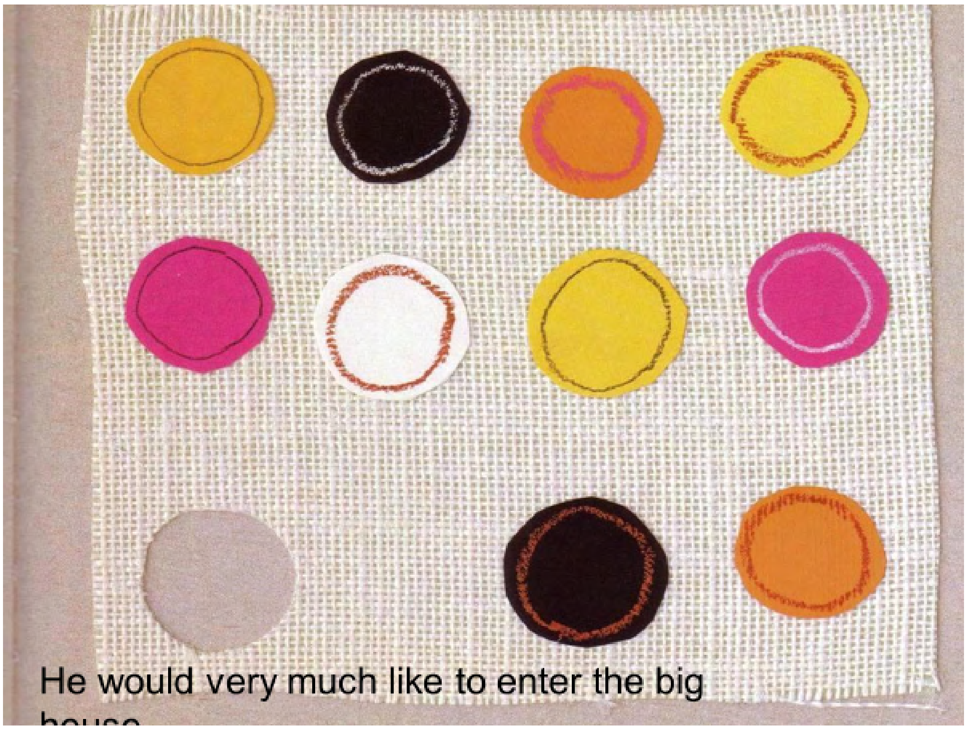


But the little square cannot enter!

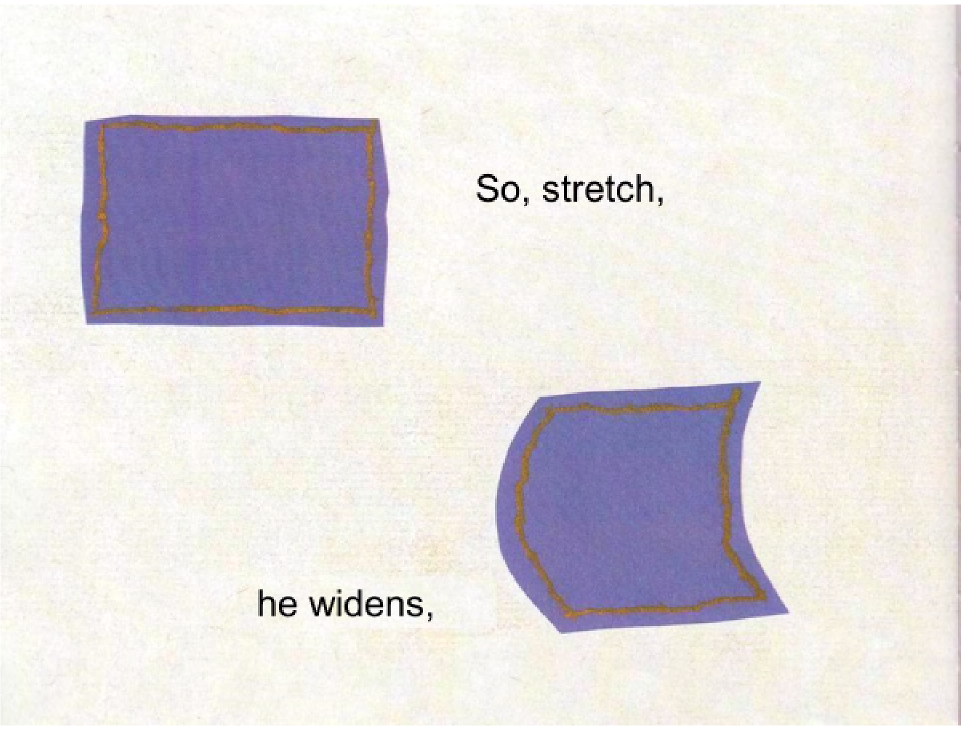
It is not round like the door.



The little square is sad.

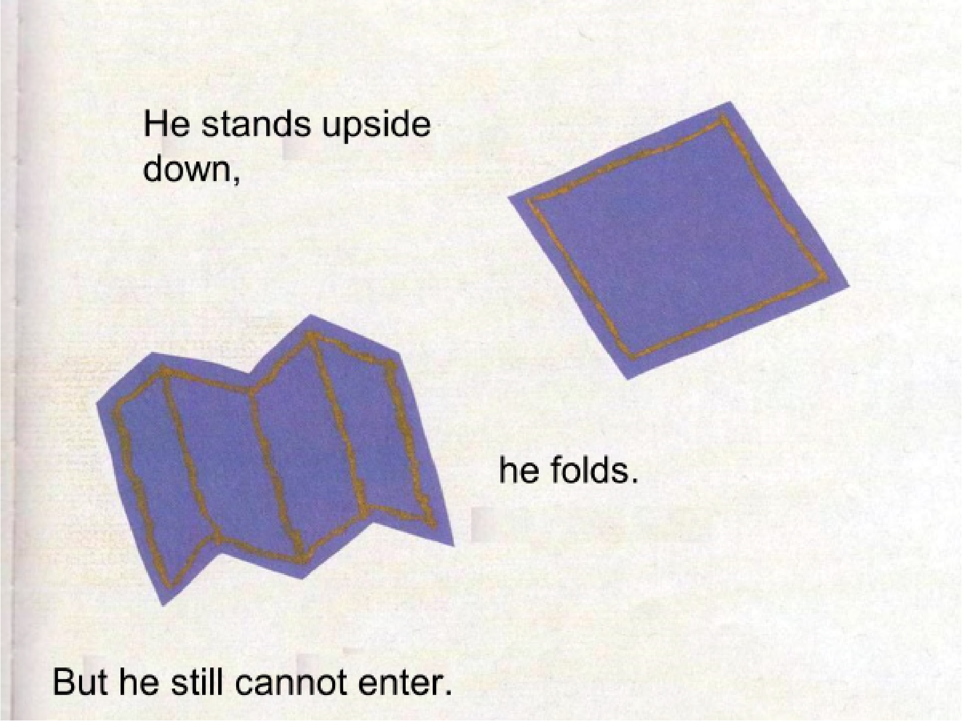


He would very much like to enter the big house



So, stretch,

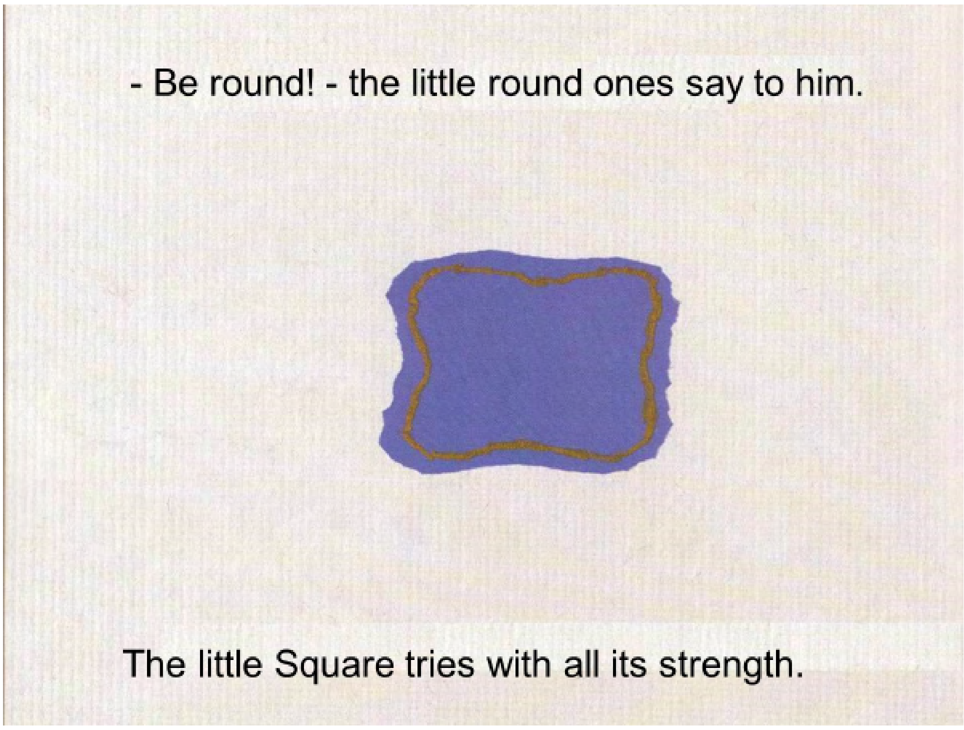
he widens,



He stands upside down,

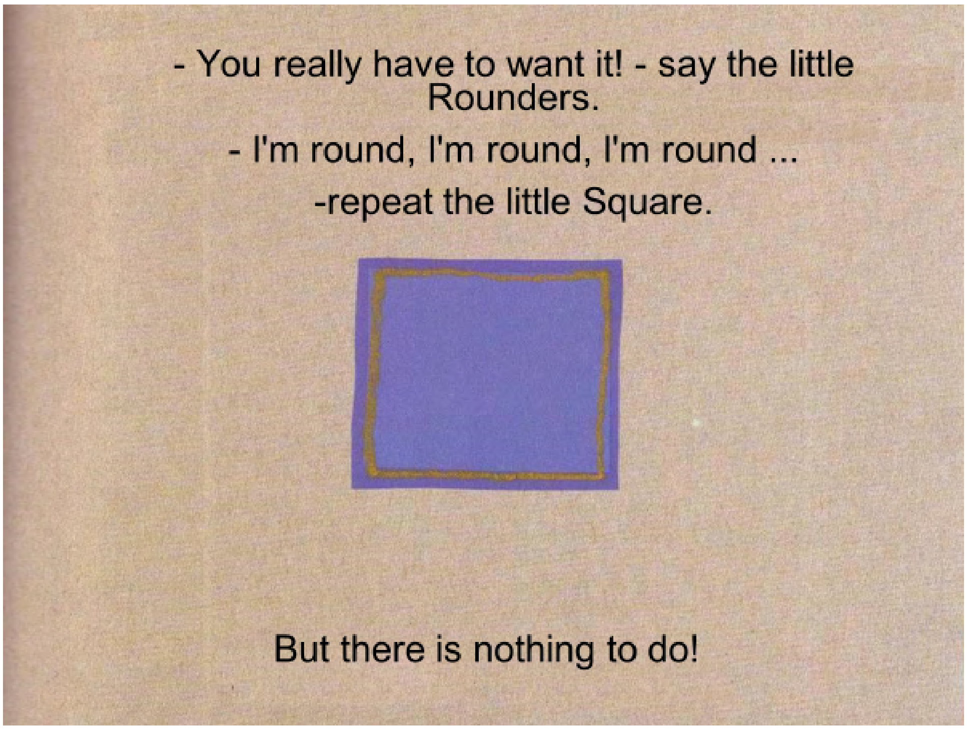
he folds.

But he still cannot enter.



- Be round! - the little round ones say to him.

The little Square tries with all its strength.



- You really have to want it! - say the little Rounders.

- I'm round, I'm round, I'm round ...

-repeat the little Square.

But there is nothing to do!

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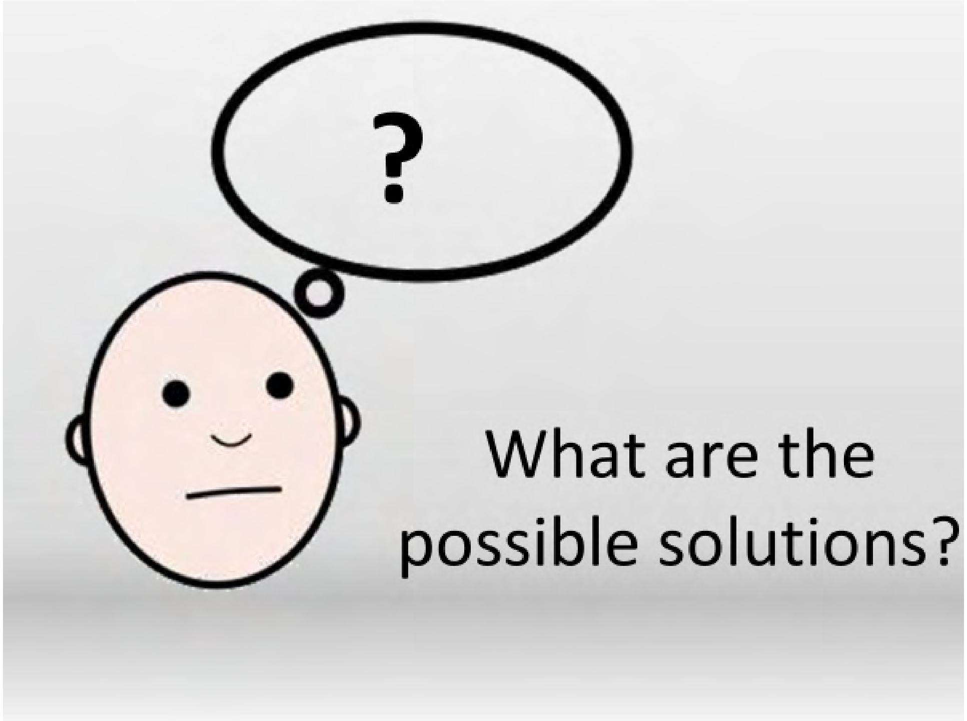
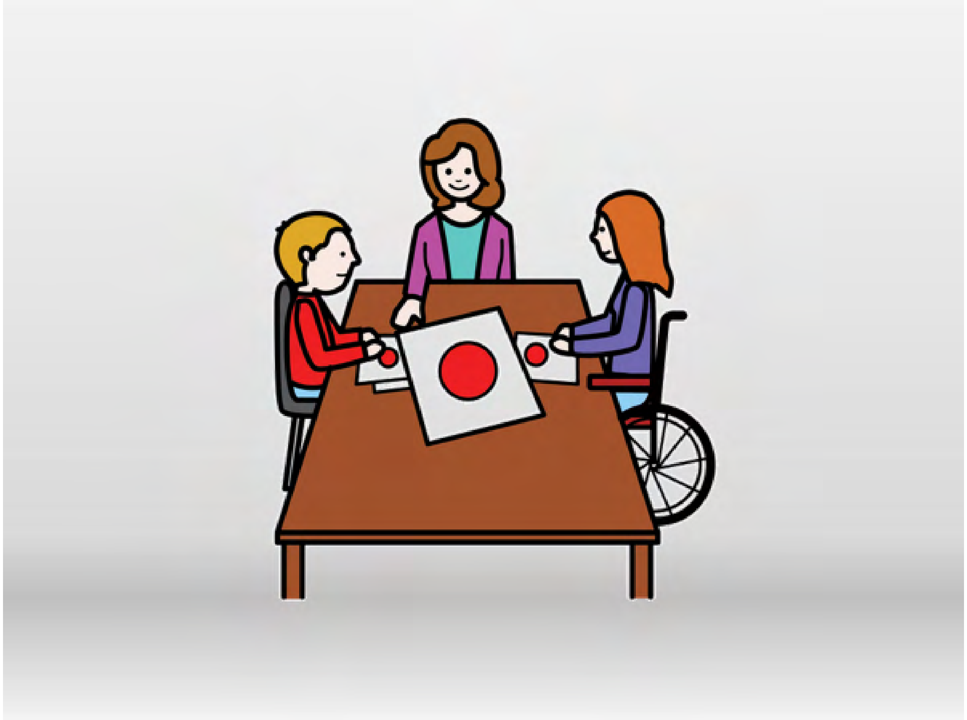


What are the possible solutions?



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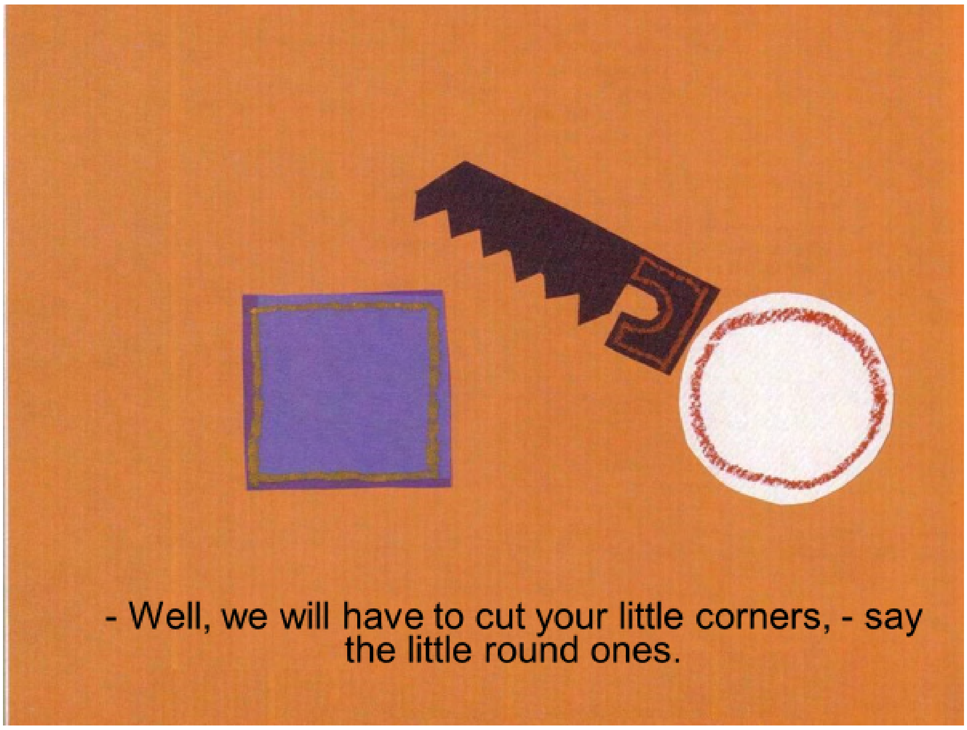
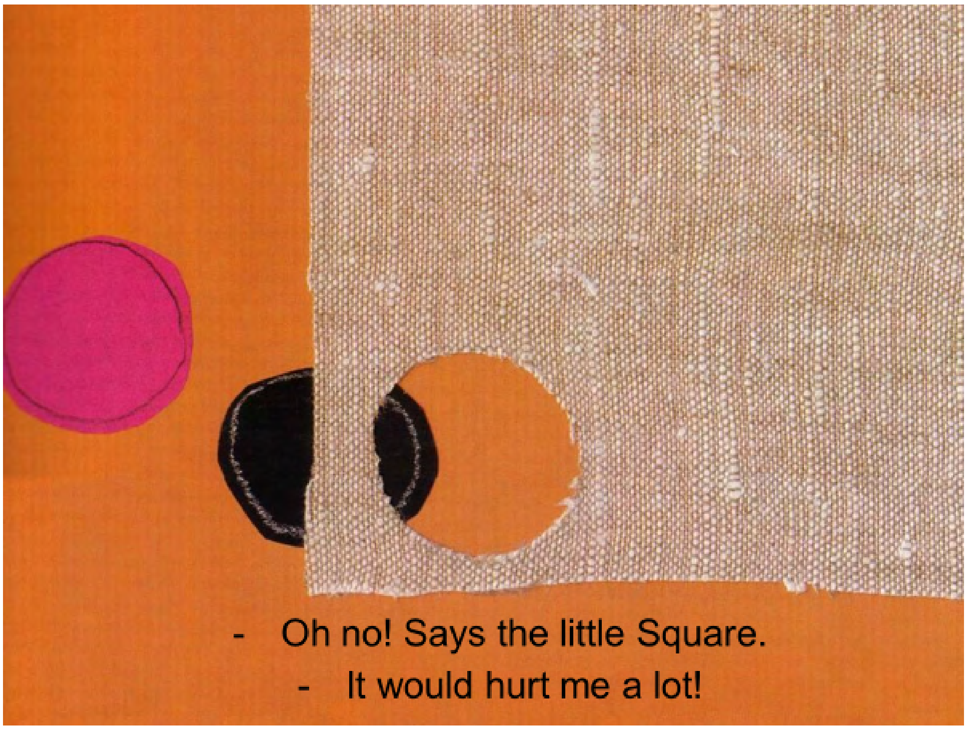


- Well, we will have to cut your little corners, - say the little round ones.



- Oh no! Says the little Square.
- It would hurt me a lot!

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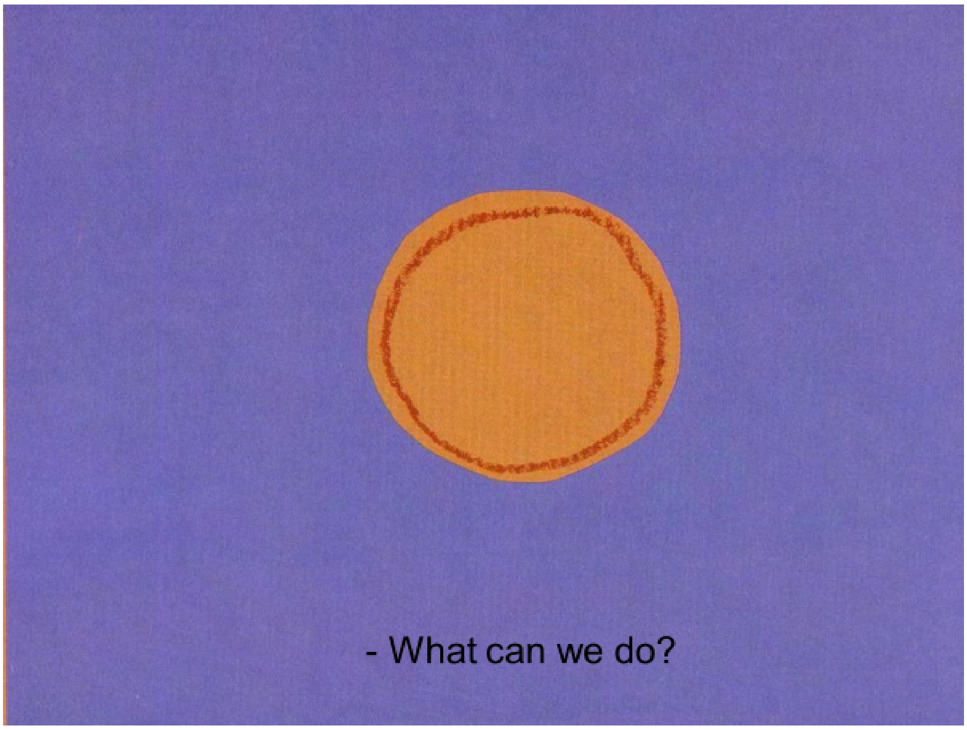
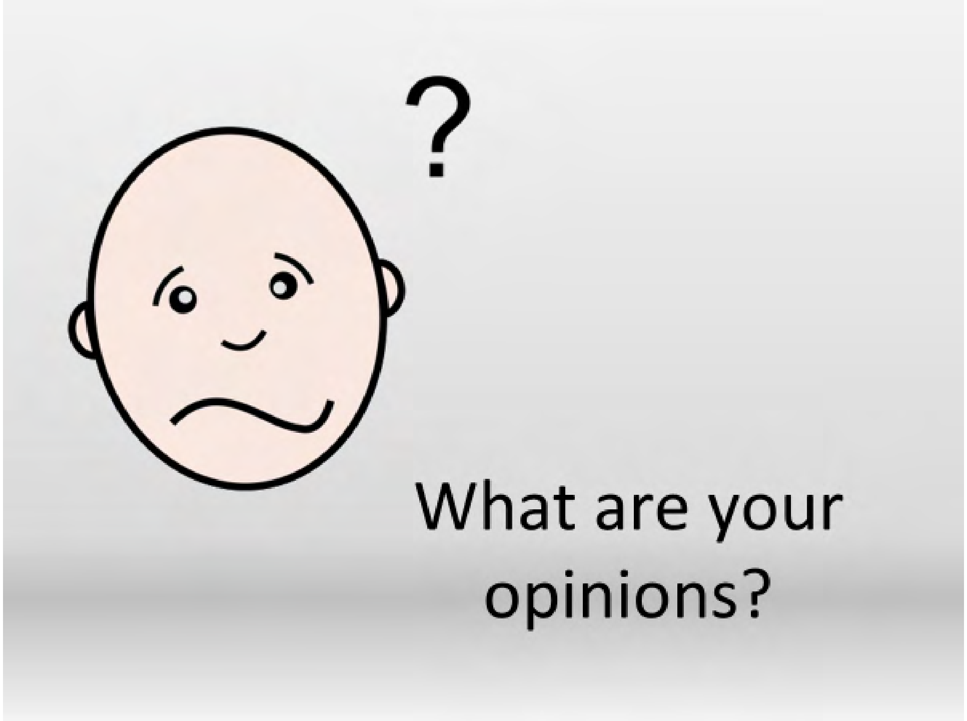


- What can we do?



?

What are your opinions?

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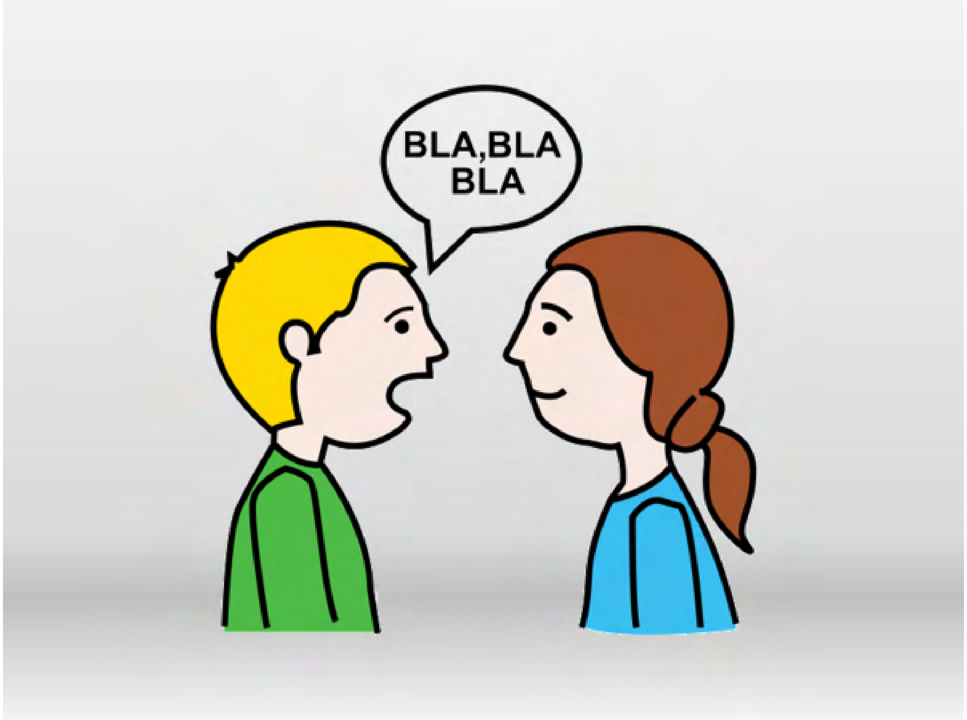

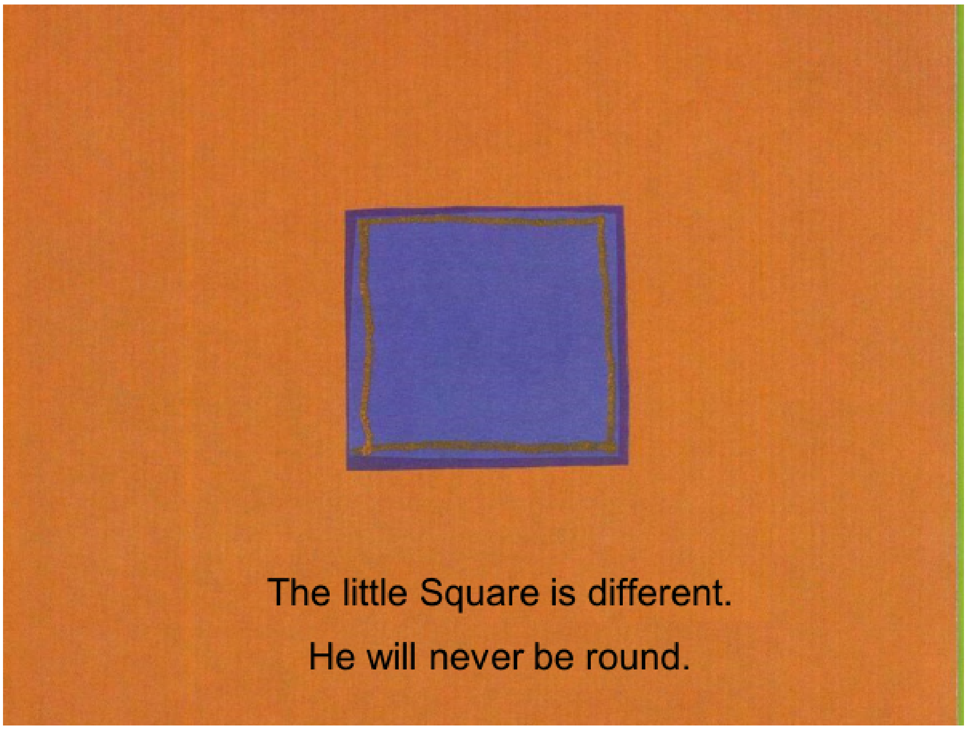
The little Square is different.
He will never be round.

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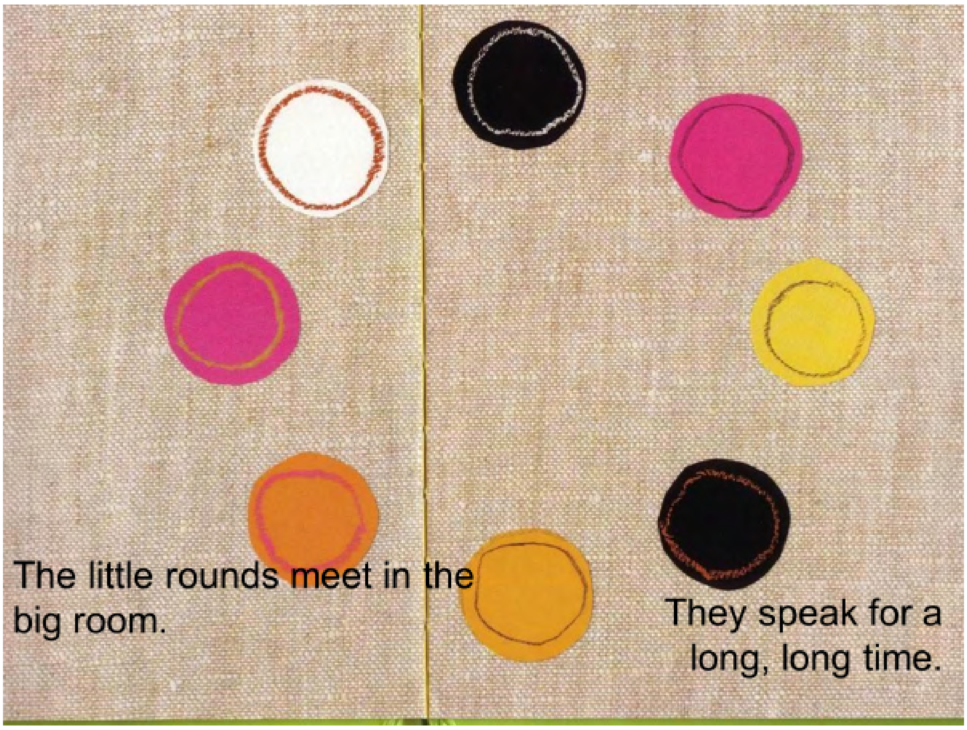
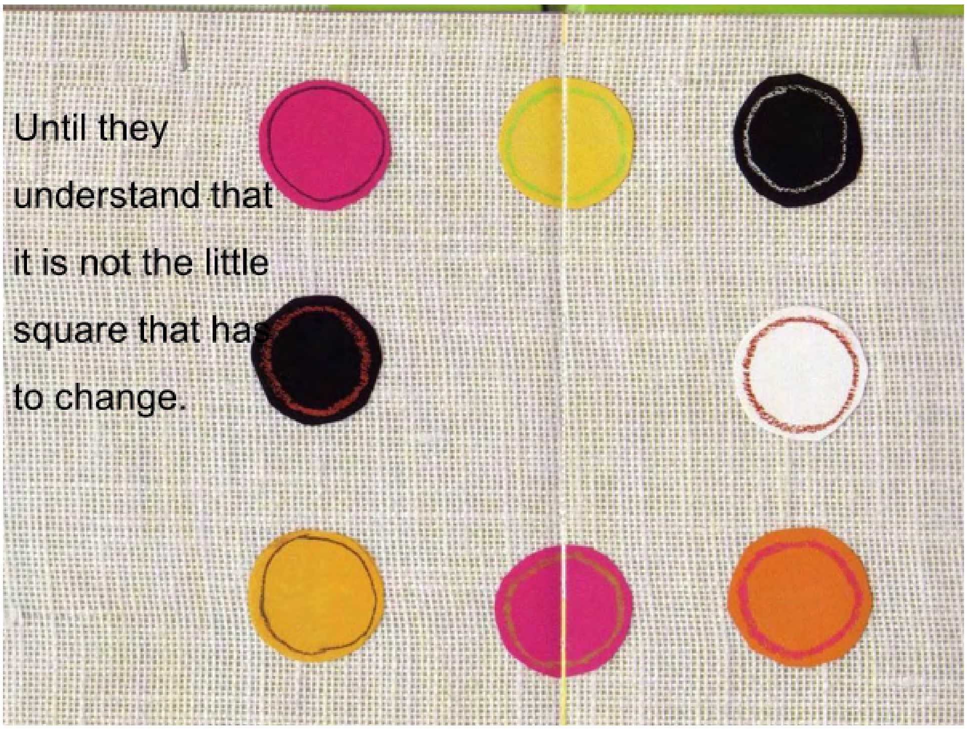

The little rounds meet in the big room.
They speak for a long, long time.


Until they understand that it is not the little square that has to change.

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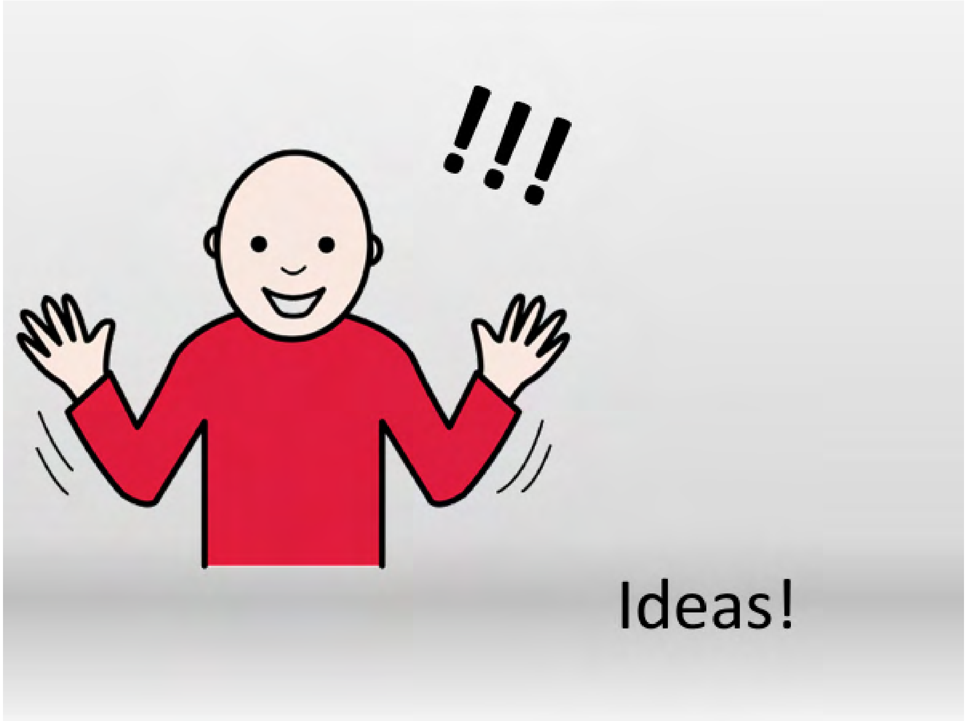
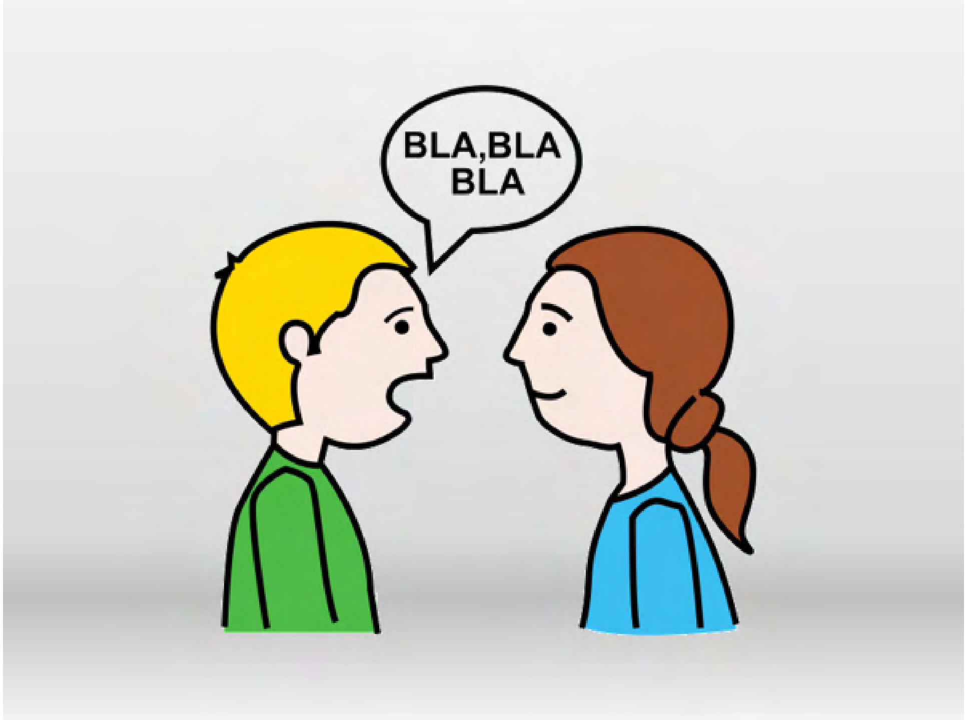


Ideas!



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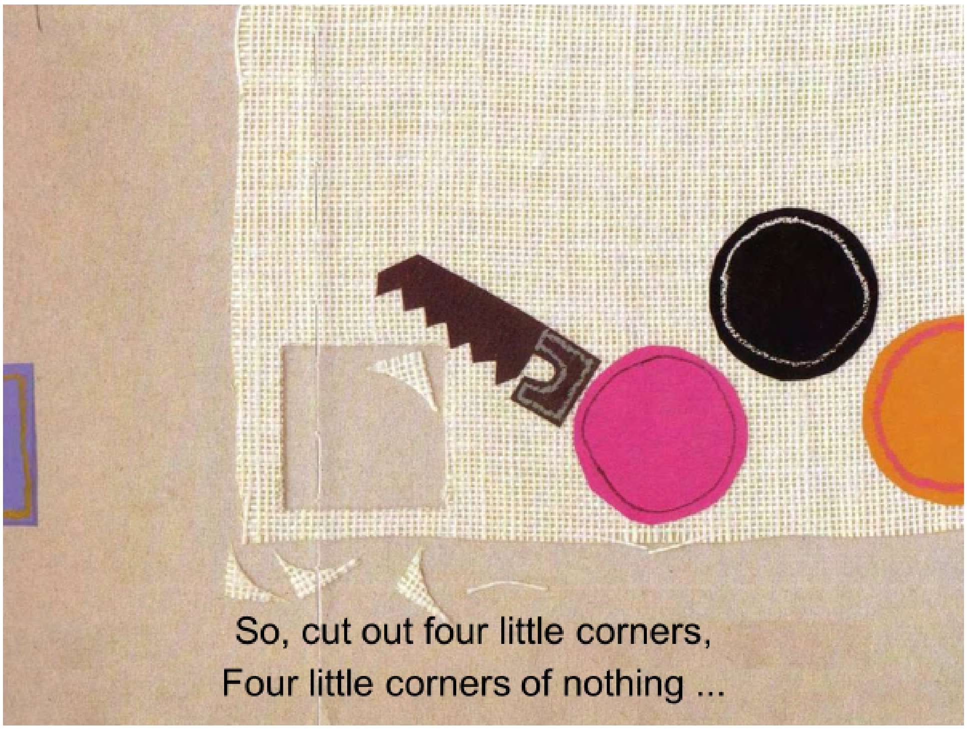
It's the
door!



So, cut out four little corners,
Four little corners of nothing ...

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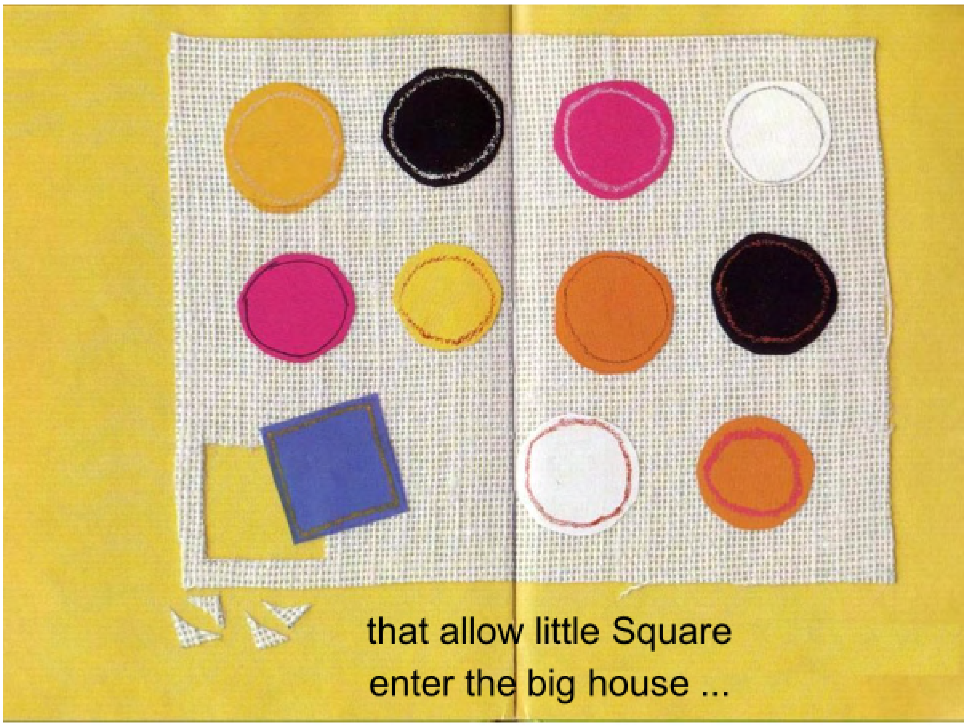
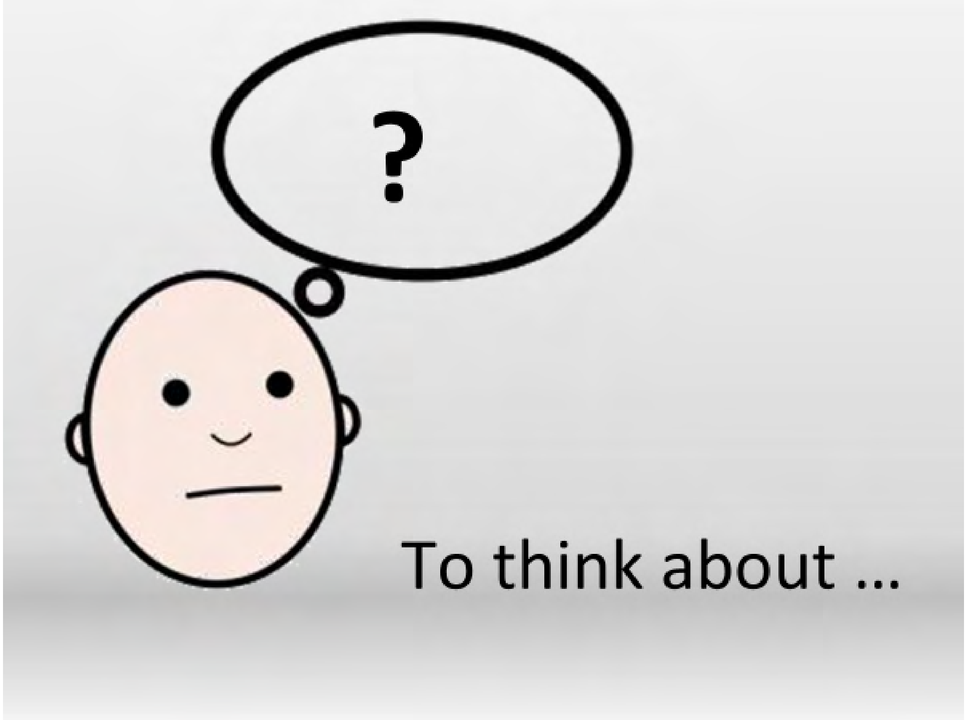

that allow little Square
enter the big house ...


?
To think about ...

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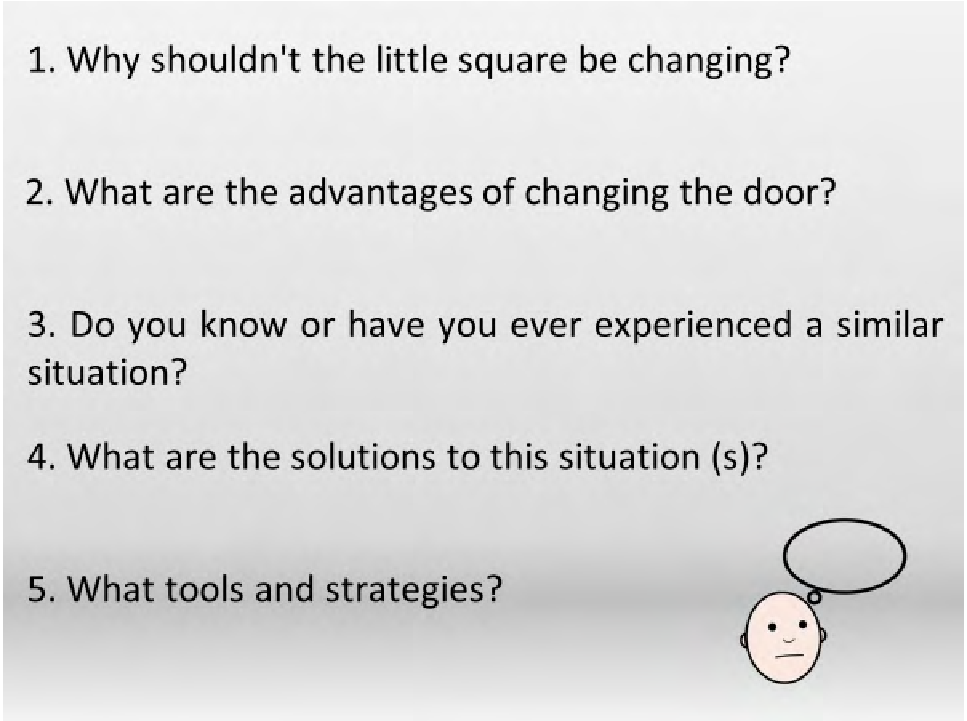


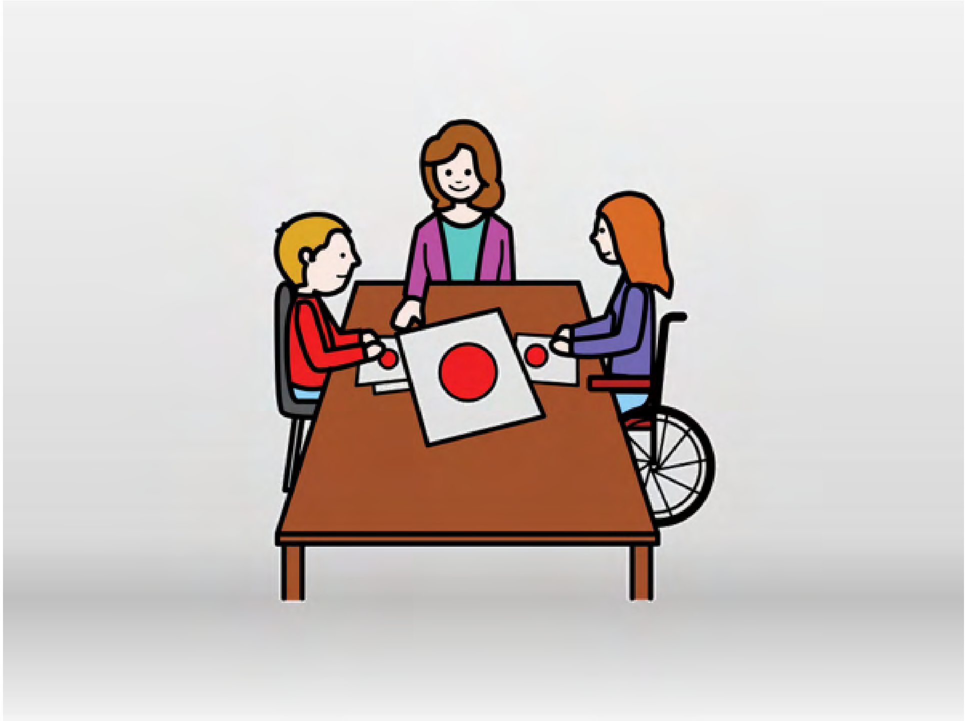
1. Why shouldn't the little square be changing?

2. What are the advantages of changing the door?

3. Do you know or have you ever experienced a similar situation?

4. What are the solutions to this situation (s)?

5. What tools and strategies?



For four little corners of nothing

Jérôme Ruillier

Editorial Juventud

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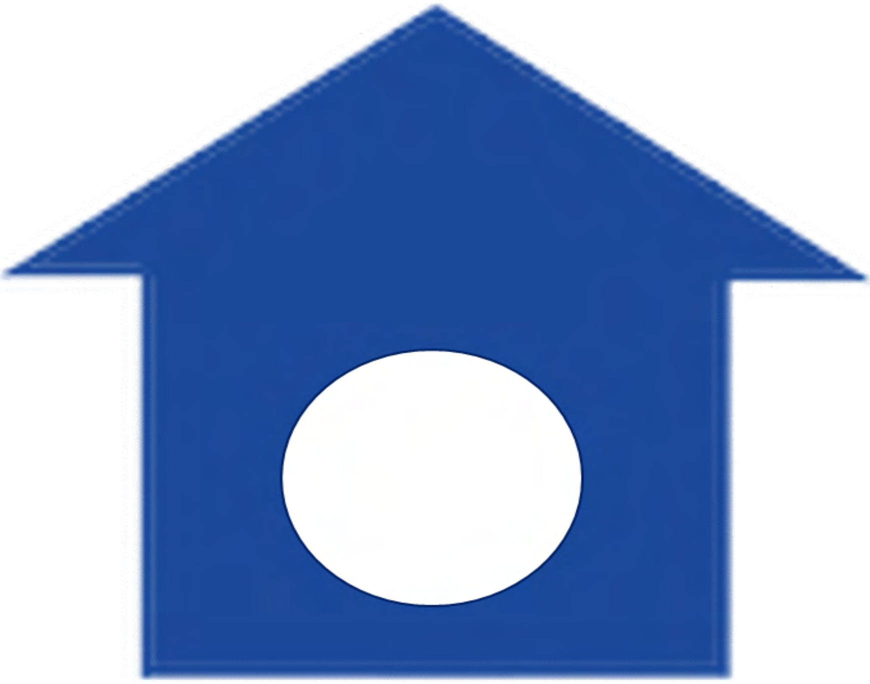
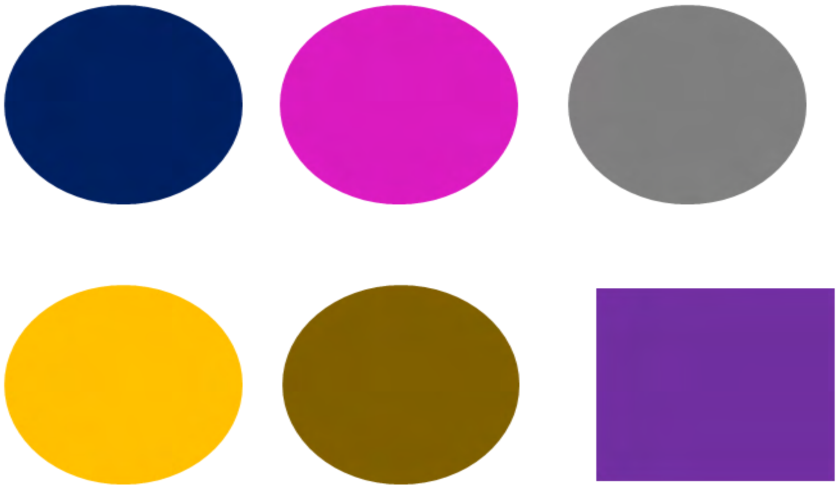
SO.7.2.f

Solution & Problem





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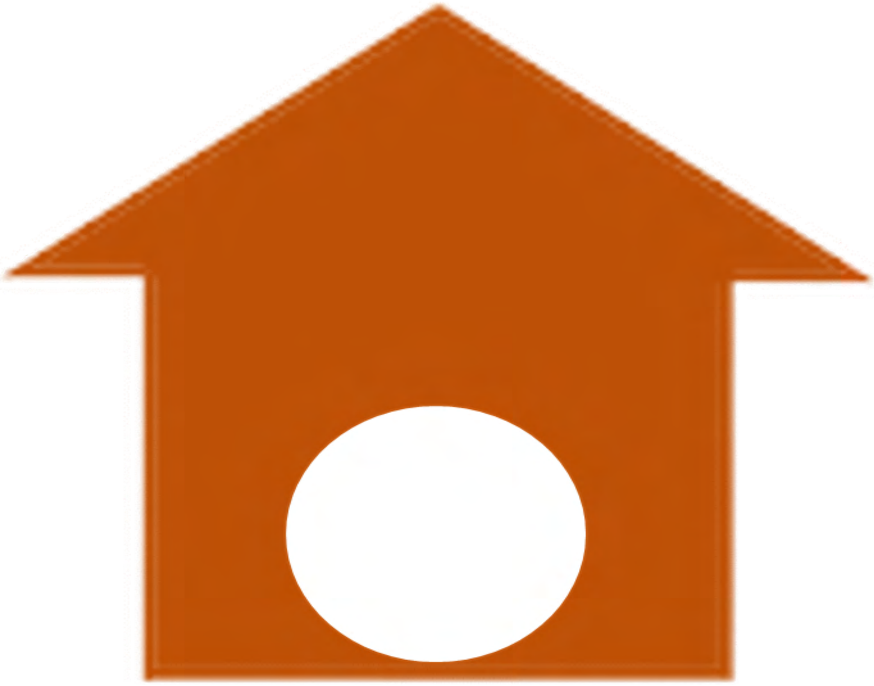
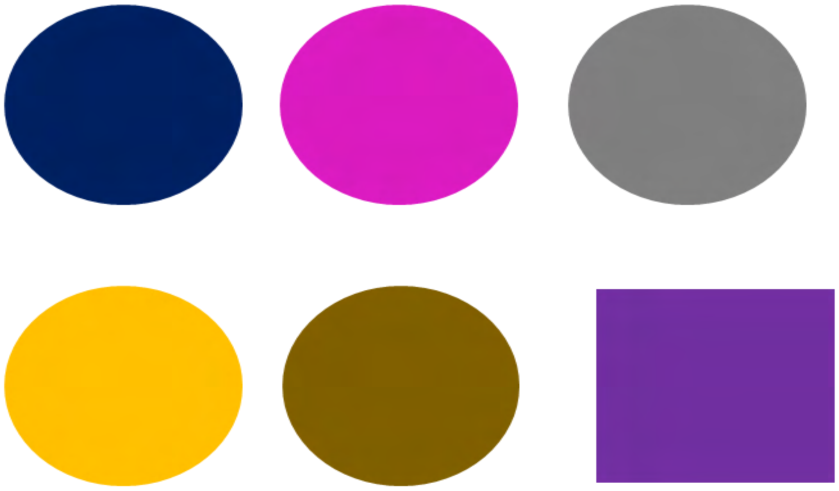
SO.7.2.f

Solution & Problem





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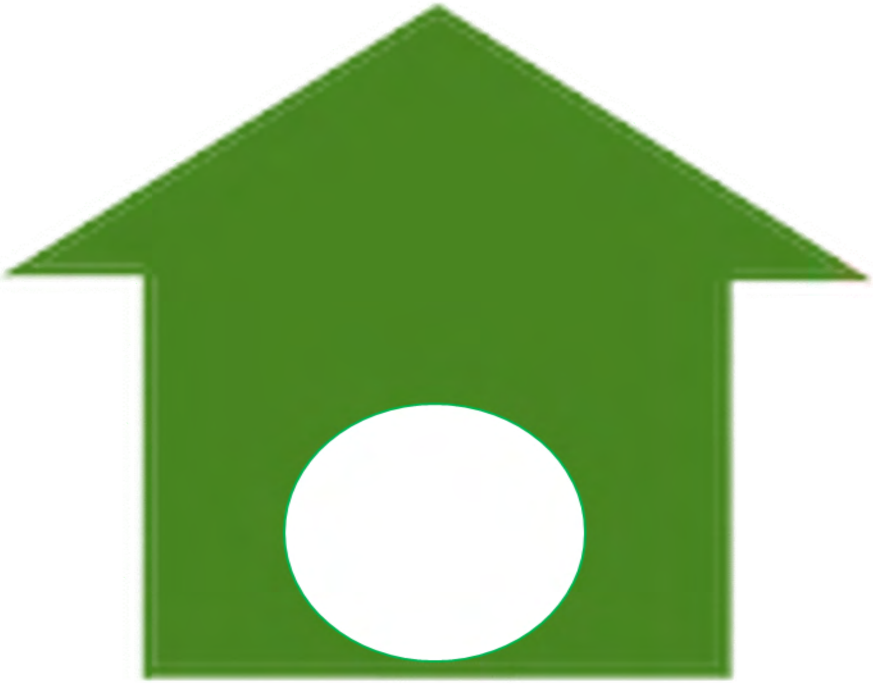
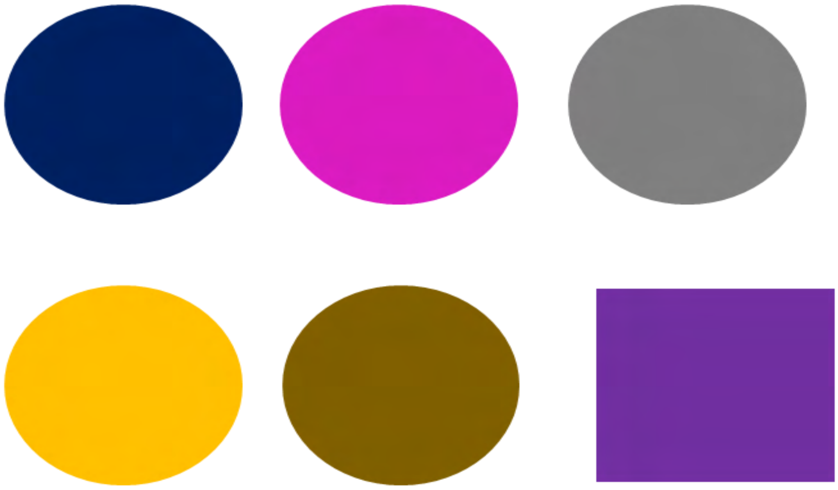
SO.7.2.f

Solution & Problem





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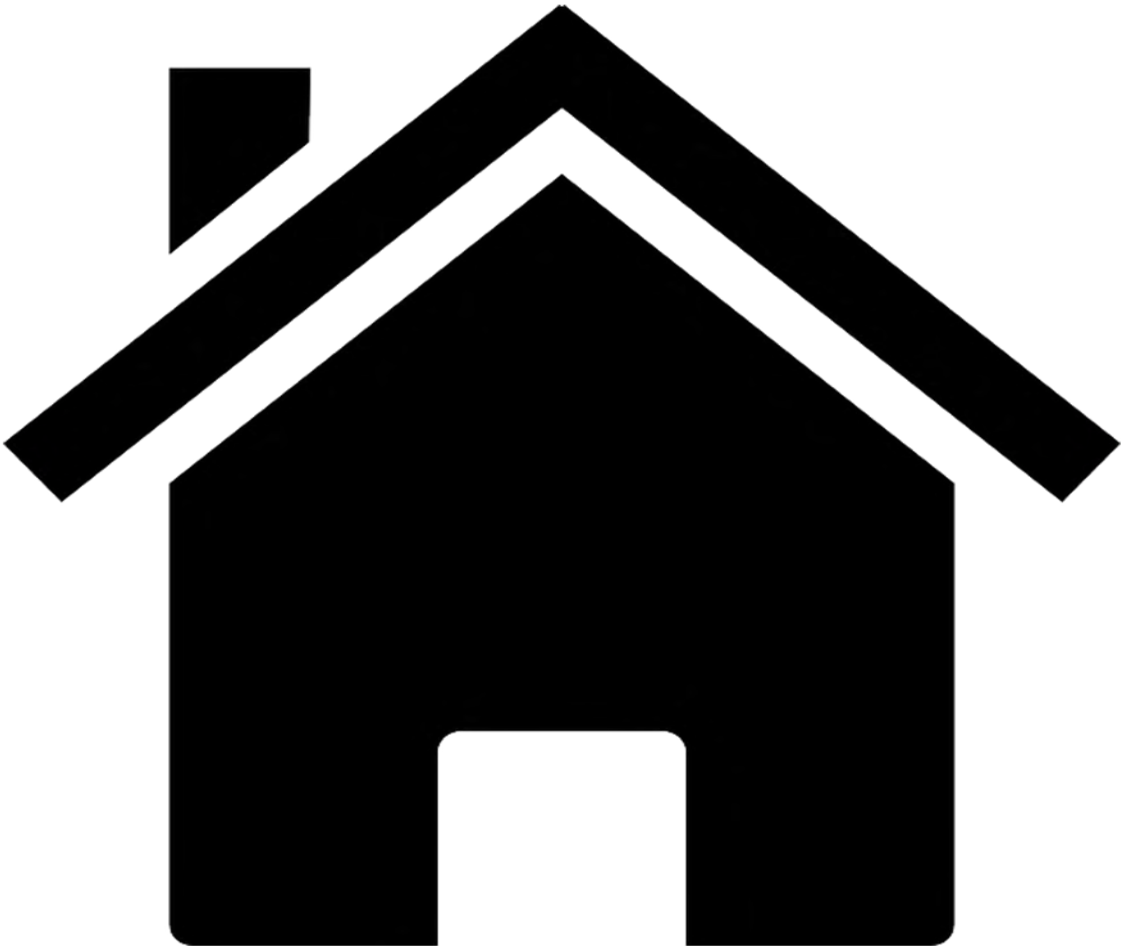
SO.7.2.f

Solution & Problem



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SO.7.3f

Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 2, positive strategies he/she used to find a solution?	☐	☐	☐	☐
Is each student able to identify, at least 1, strategy to collaborate with his/her group?	☐	☐	☐	☐

Notes

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REFLECTIVE QUESTION

What did you learn from today’s activity?

……………………………………………………………………………………………………

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Witch strategies did you try for include little square?

……………………………………………………………………………………………………

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Write here some strategies you used to collaborate with your group

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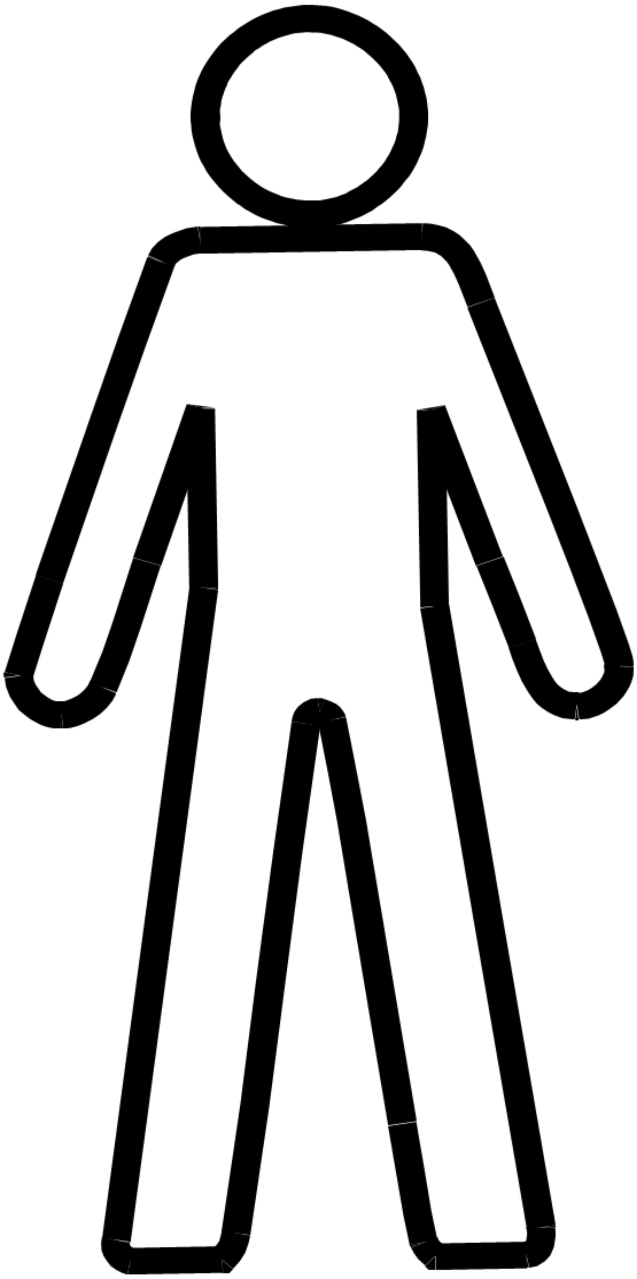
Illustrate one of your GOOD friends



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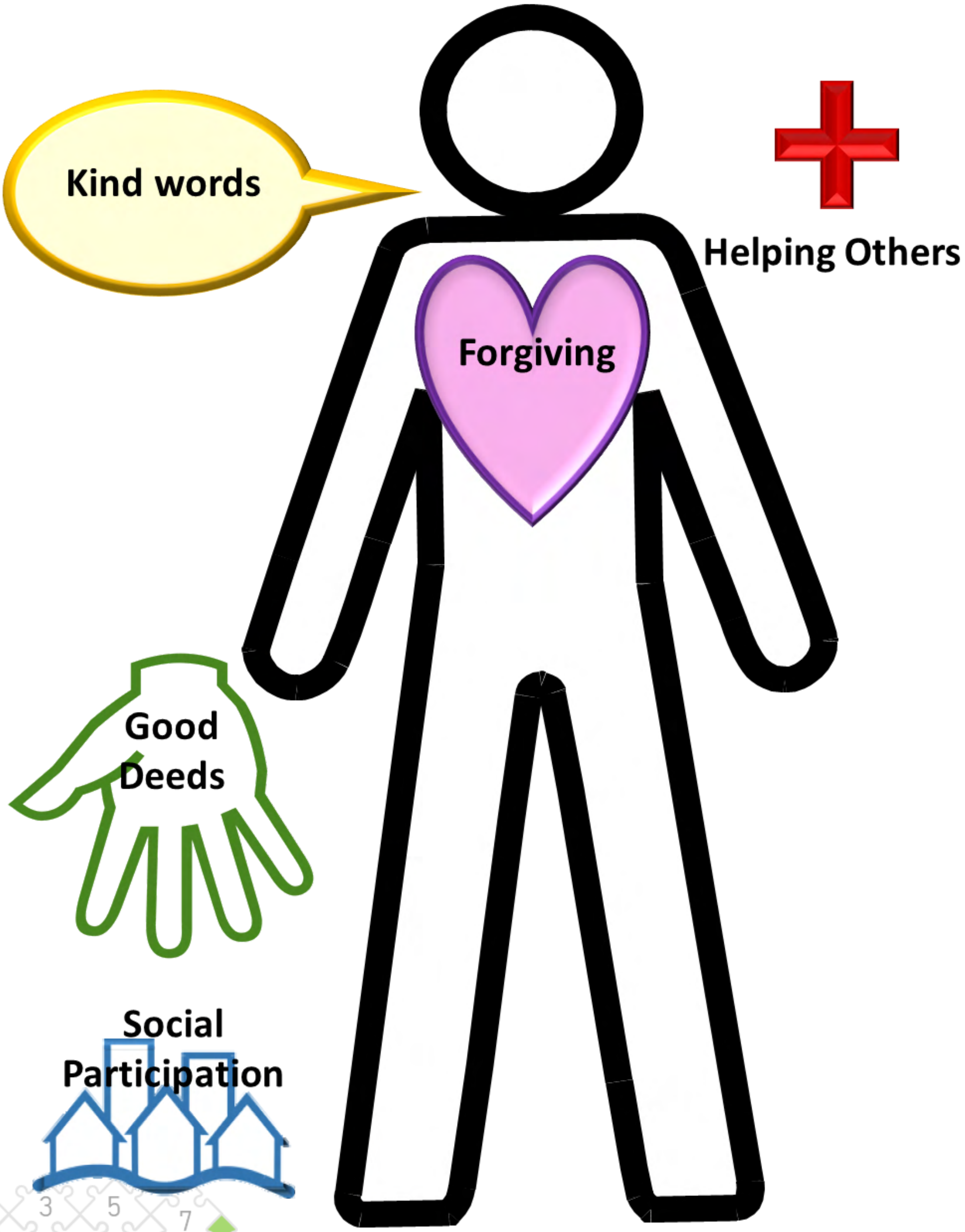
SO.8.2.f

What are the traits of GOOD friend?


Kind words
Helping Others
Forgiving
Good Deeds
Social Participation

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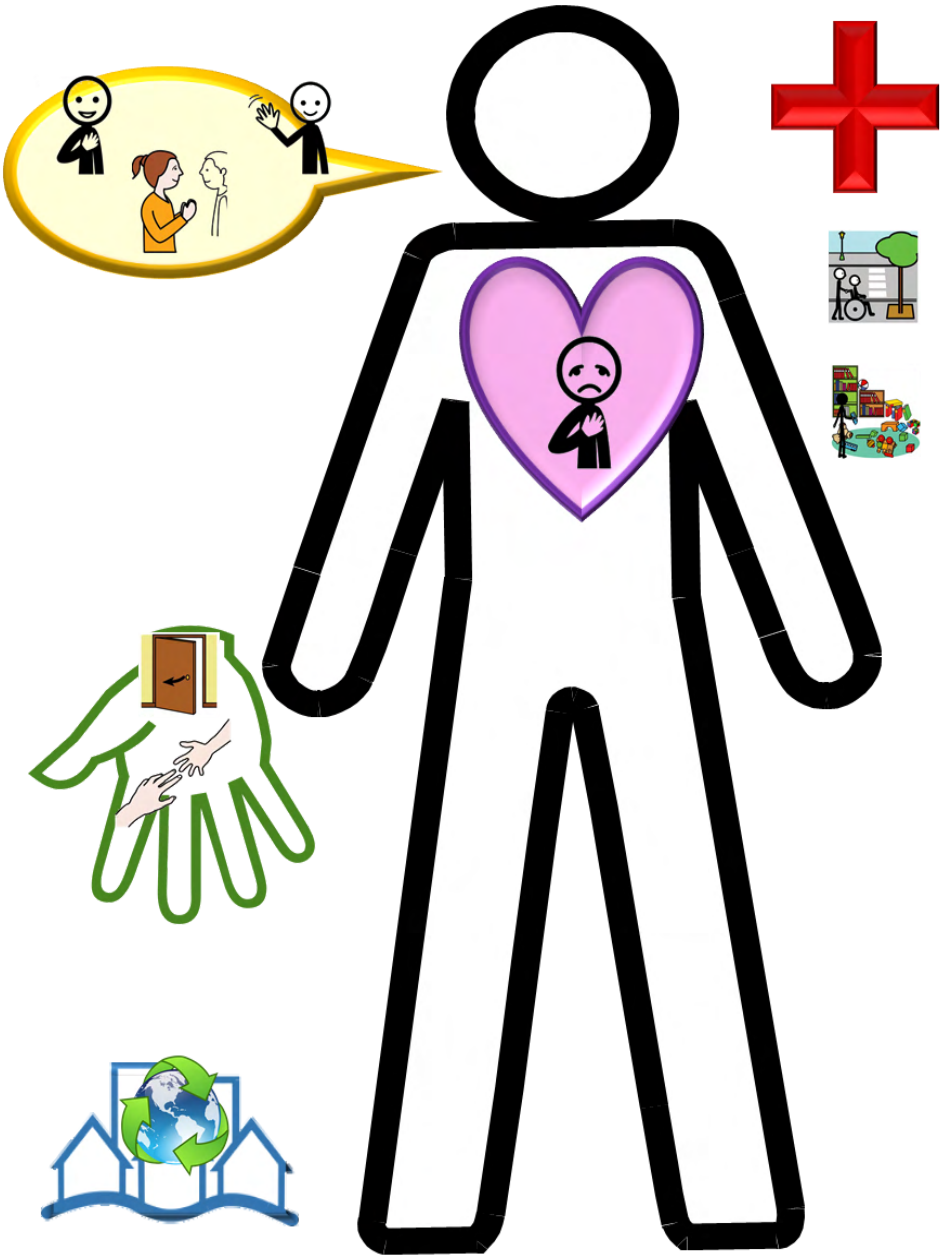
SO.8.2.f

What are the traits of GOOD friend?



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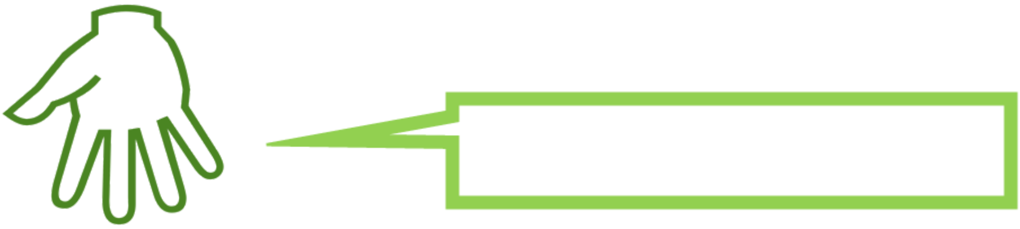
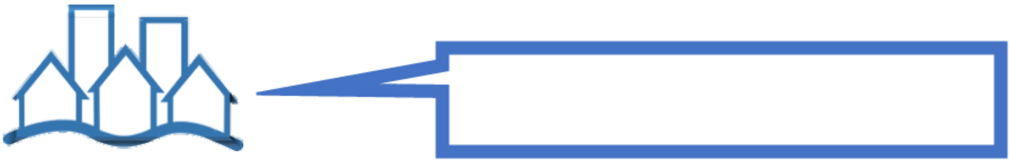
SO.8.2.f

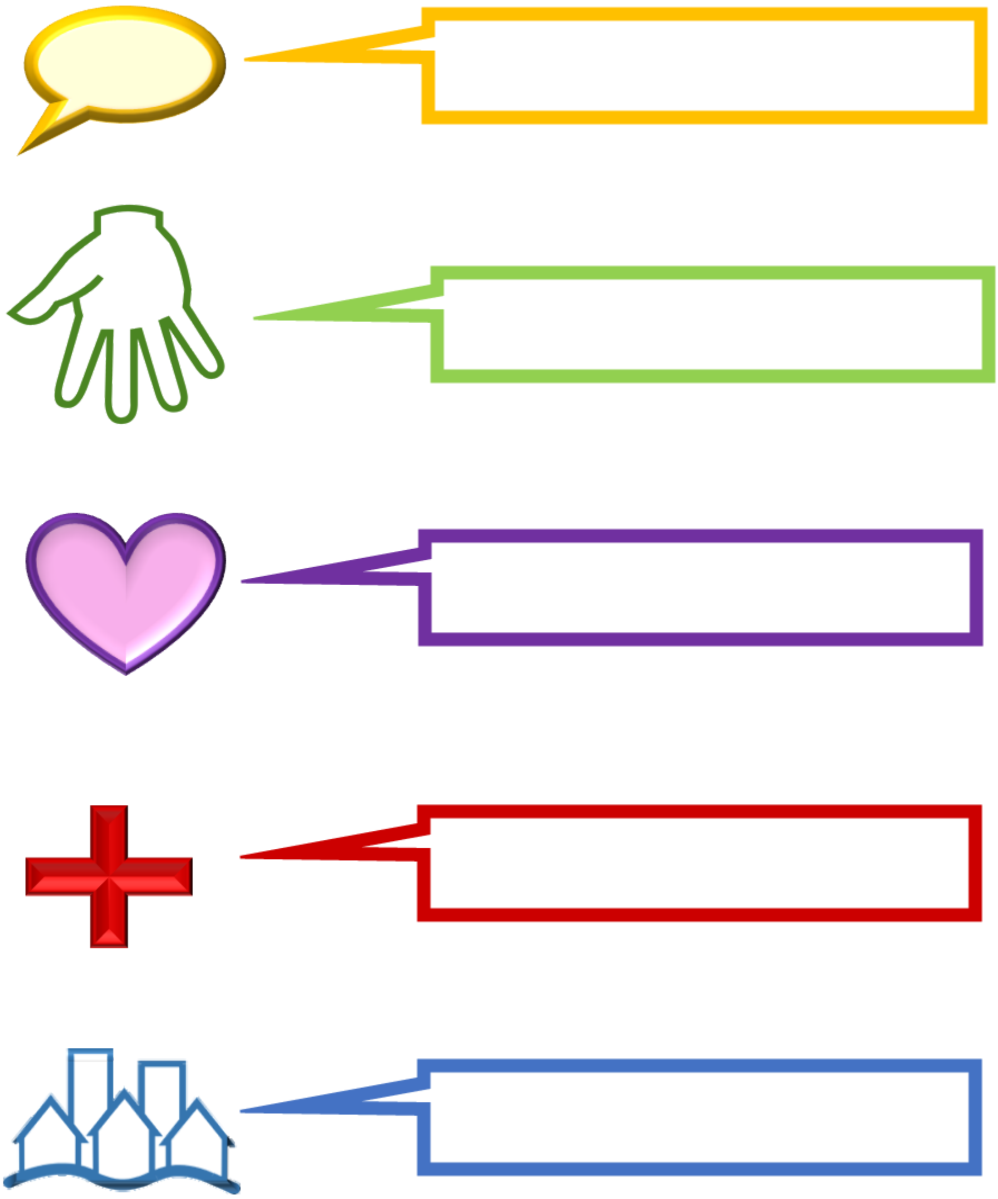
What are the traits of GOOD friend?





SO.8.2.f

What are the traits of GOOD friend …
I wish to develop?



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Learning assessment

REFLECTIVE QUESTION

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 3, strengths in their friendships?	☐	☐	☐	☐
Is each student able to identify, at least 1, characteristics he/she would like improve to became a good friend?	☐	☐	☐	☐

Notes

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SO.8.6.f

REFLECTIVE QUESTION

What did you learn from today’s activity?

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Write here some characteristics that make your friend a good friend

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Which are the characteristics you would like improve to became a good friend?

……………………………………………………………………………………

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3. 6 THE APP: THE ADULTS’ LEARNING POINT

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3. 7 TIPS FORM THE PILOTS (TO BE ADDED AFTER PILOTING)

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3. 8 ANNEXES (TO BE ADDED)

1. Assessment protocol (tools full version)
2. Power point presentations for teachers to use
3. Additional Teaching and learning materials
4. How to use the App
5. List of additional tools with short descriptions

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