

WORKBOOK AND  
ACTIVITY MATERIALS

PS.smile GUIDE TO  
Socio-emotional Capacity Building  
in Primary Education



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Workbook and activity materials

# PS.SMILE GUIDE TO SOCIO-EMOTIONAL CAPACITY BUILDING IN PRIMARY EDUCATION

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## INFORMATION ABOUT THE PROJECT

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 [pssmile.emundus.eu](https://pssmile.emundus.eu)

 [pssmilecommunity](https://pssmilecommunity)

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4. Università di Padova (En., University of Padua), Italy
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## Workbook and activity materials

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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	European Assessment protocol for Children's SEL Skills
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.

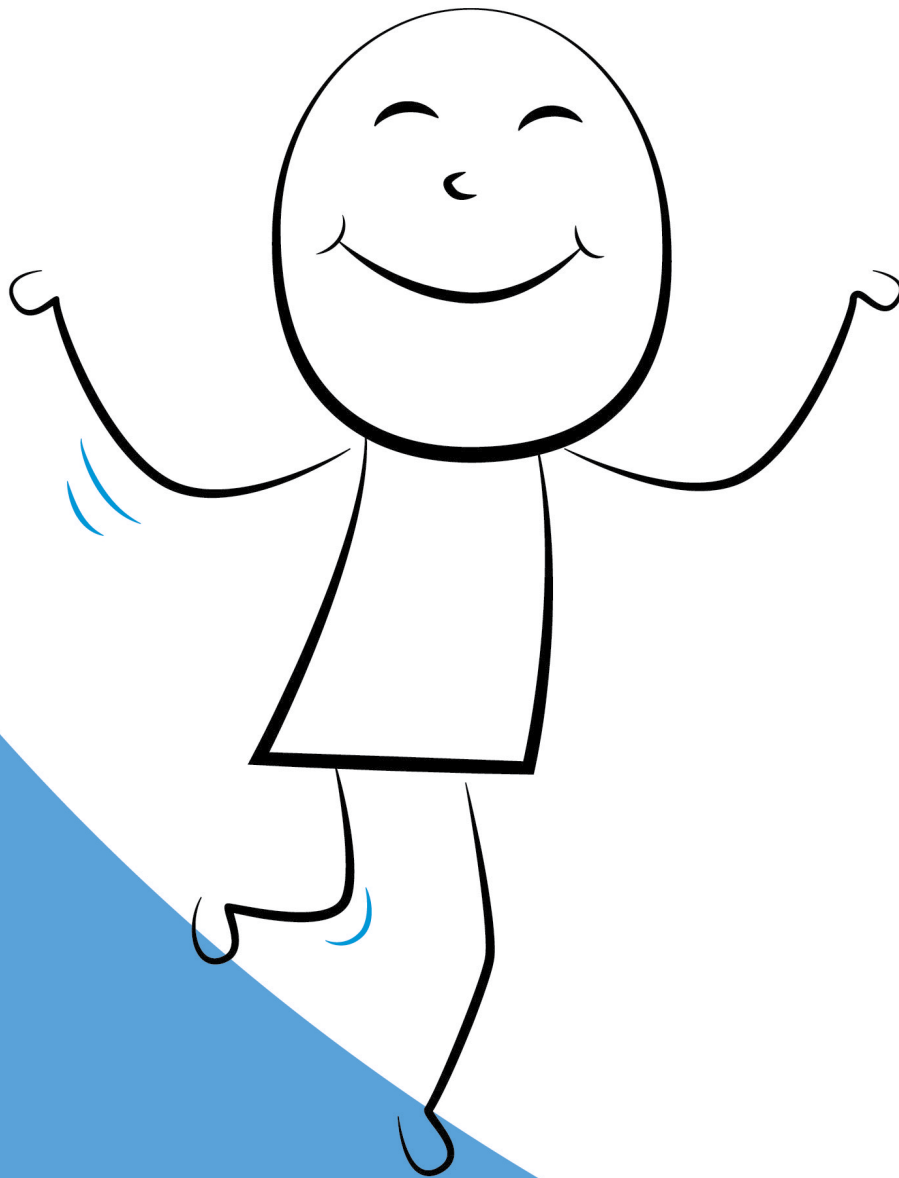
In the second part drivers guiding the actions are described both as standards and strategies supporting development of social and emotional competences choices, but also as teaching and learning strategies, with suggestions for an effective practice. Drivers guiding innovation and use of technology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

# SMILE TO MYSELF



## Grids for developing activities and checking activity choices

### Grid 1A: the content and the development

Domain: Smile to Myself

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

<div><div></div><div>Duration and Frequency</div><div>10 min Every day for 1 wee</div></div>	<div><div></div><div>Age</div><div>8-11 years</div></div>	<div><div></div><div>Persons involved</div><div>Teachers Students</div></div>	<div><div></div><div>Contexts</div><div>Classroom</div></div>
<div><div></div><div>Structure of the activity</div><div><div>1. Introduction</div><div>2. Writing task</div></div></div>	<div><div></div><div>Materials used</div><div><div>1. Pen and paper</div><div>2. pin board and pins</div></div></div>	<div><div></div><div>Fact sheets</div><div><div>1. template with question (SSE.1.1.f)</div><div>2. template with reflective questions for teacher (SSE.1.2.f) for children (SSE.1.3.f)</div></div></div>	

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 modeling.

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

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

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### Learning assessment\_ reflective questions

#### Teachers

- 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?

#### Students

- What did you learn from today's activity?

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### 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

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### 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.

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### 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 <b>Write about your feelings</b>	
<b>Goals</b>	
<b>Know and explore the nature of emotions and feelings and how they characterize myself in my daily life situations</b>	
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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: teachers could have short videos that describe positive events that they can use as prompt and/or modelling.</li> <li>• 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.</li> <li>• Multiple ways of engagement: providing different tasks and role</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to Society 4.0
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity can be adapted in order to focus on others through children stories, the activity can be used as part of others awareness.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	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.

**Notes for the App development:**  
**thinking to adults implementing the activity**

**Please report the instructions to use in the App**

Duration: 5-10 minutes

Age: 8-10

1. Write about a prompt that encourages self-reflection. You have 10 min to complete the task
2. Use one or more of the prompt questions listed below:  
When was the happiest moment in your life? Why was it so happy?  
Who is your best friend and how do they make you feel?  
Why do you think it's important to be kind?  
What are some things you like and dislike about yourself?  
What is your biggest dream?  
What makes you sad or afraid?  
How can you improve what you don't like about yourself?  
How do you describe what a best friend is?
3. Discuss and share with your teacher, family member, friend

**Please select from the activity the materials to use in the App**

1. Prompt questions
2. Questions for reflection

**Please describe the related theoretical point in a few lines to use in the App**

Reflective writing not only helps students develop self-awareness but empathy and compassion, too. By practicing reflective writing every day, this can help students learn to consider their thoughts and feelings in a self-aware way.

**Questions for evaluation**

1. How do you feel after completing this activity?
2. Do you find it easier to express your feelings through writing?
3. Do you feel like you understand your emotions and feelings better?

**Group Task vs. Personal task**

**Group activity:** write a list of reflective questions about the day. Each participant need to answer the questions in writing and then the group need to discuss it and support the people, who had a bad day. The group can try to answer "How would I feel if this happens to me?" "How can I become stronger if I experience difficulties?" "How will I share my happiness if a positive events happens to me?"








**Individual activity:** prepare a set of refelctive questions to answer every day, according to what you experienced. You can use the templates:

For me, the [most]	<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 5px;">{</div> <div>                     meaningful significant important relevant useful                 </div> </div>	<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 5px;">{</div> <div>                     aspect(s) element(s) experience(s) issue(s) idea(s)                 </div> </div>	was (were)...	<div style="display: flex; align-items: center;"> <div>Having</div> <div style="font-size: 2em; margin: 0 5px;">{</div> <div>                     read... experienced... applied... discussed... analysed... learned...                 </div> </div>	I now	<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 5px;">{</div> <div>                     feel... think... realise... wonder... question... know...                 </div> </div>	
		learning	<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 5px;">{</div> <div>                     arose from... happened when... resulted from...                 </div> </div>				
				<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 5px;">{</div> <div>                     [Additionally,] [Furthermore,] [Most importantly,]                 </div> </div>	I have learned that...		
				<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 5px;">{</div> <div>                     significantly slightly                 </div> </div>	I have	<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 5px;">{</div> <div>                     developed improved                 </div> </div>	<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 5px;">{</div> <div>                     my skills in... my understanding of... my knowledge of... my ability to...                 </div> </div>
				However, I have not [sufficiently]			
				This means that... This makes me feel...			
				This knowledge This understanding This skill	<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 5px;">{</div> <div>                     is could be will be                 </div> </div>	<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 5px;">{</div> <div>                     essential important useful                 </div> </div>	<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 5px;">{</div> <div>                     to me as a learner [because...] to me as a practitioner [because...]                 </div> </div>
				Because I			
				<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 5px;">{</div> <div>                     did not... have not yet... am not yet certain about... am not yet confident about... do not yet know... do not yet understand...                 </div> </div>	I will now need to...		
				As a next step, I need to...			

Fonte: <https://psolarz.weebly.com/how-to-write-a-reflection.html>

Domain: **Smile to Myself**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:**

- 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

 <b>Duration and Frequency</b> 30-45 minutes 1 day per week	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> <ol style="list-style-type: none"> <li>1. Selects an emotion and provides a definition</li> <li>2. Students examples</li> <li>3. Sharing and discussion</li> <li>4. Poster completion</li> <li>5. Similarities and differences</li> <li>6. Matching emotion</li> </ol>	 <b>Materials used</b> <ol style="list-style-type: none"> <li>1. list of emotions</li> <li>2. emotions tree poster</li> <li>3. sticky notes for emotions tree.</li> <li>4. Writing materials</li> </ol>	 <b>Fact sheets</b> <ol style="list-style-type: none"> <li>1. Template with tree of emotions (SSE.2.1.f)</li> <li>2. Template with Plutchick's wheel (SSE.2.2.f)</li> <li>3. Template with reflective question for teacher (SSE.2.3.f) for children (SSE.2.4.f)</li> </ol>	

**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)

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#### 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)

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

- Multiple ways of representing the information: teacher can use images to represent 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](https://sims.fandom.com/wiki/Tree_of_Emotions)

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#### Learning strategies

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

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#### Learning performance descriptors

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

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#### Learning assessment\_ reflective questions

##### Teachers

- Is each student able to label, at least 1, emotions in terms of physical changes, feelings, thoughts, behavior?

##### Students

- What did you learn from today's activity?
- Choose an emotion and write: physical changes, feelings, thoughts, behavior

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#### 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

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#### 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 be 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.

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#### Activities to share with parents or family members

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

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Grid 2B - the content and the development

Name of the activity	Tree of Emotions
<b>Goals</b>	
<b>Know and explore the nature of emotions and feelings and how they characterize myself in my daily life situations</b>	
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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: all the material can be presented with dual coding</li> <li>• Multiple ways of action and expression: children are free to express in many ways</li> <li>• Multiple ways of engagement: providing different tasks and role</li> </ul>
<i>Are there connections with other activities and domains?</i>	Can be combined or interchanged with Speak it up exercise from the same domain.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	In combination with other exercises it can be used for others awareness.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	The tasks can be made more complex trying complex emotional vocabulary words like "jubilant" or "apprehensive" to broaden their emotional understanding.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The activity can be adapted by using simple vocabulary and ask the students to share their own vocabulary. Use drawings and personal context.

Please report the instructions to use in the App

Tree of emotions

Duration 20 min

Age 8-10

Select words from the list provided. See the explanation.

Discuss with teacher or family member

Group the covered words to create a Tree of emotions

Please select from the activity the materials to use in the App

Vocabulary list with explanations

Section for groupings

Please describe the related theoretical point in a few lines to use in the App

Self-awareness activities are a great way to help students understand emotional cues. Through expanded vocabulary students will be better able to express themselves and also understand others.

Questions for evaluation

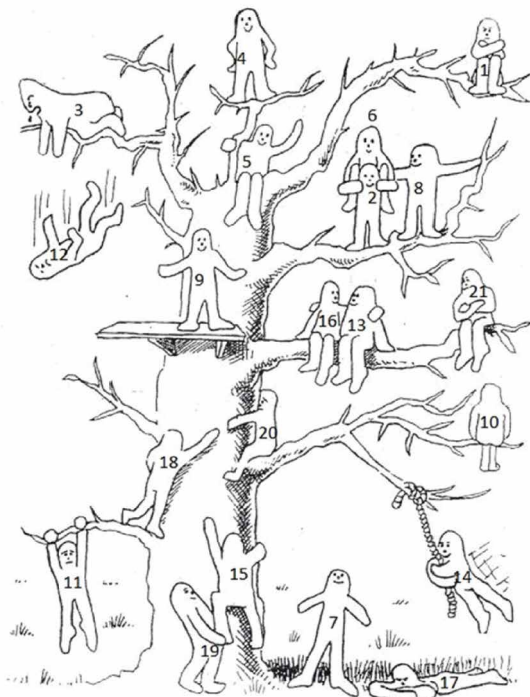
1. How do you feel after completing this activity?
2. Do you find it easier to name and understand emotions?
3. Do you feel like you understand your and other's emotions and feelings better?

Group task vs. Personal task

**Group activity** – play the game 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](https://sims.fandom.com/wiki/Tree_of_Emotions)








Once you eat one kind of a berry you need to express this emotion. The group can make a tree of emotions by themselves – with different kinds of berries/emotions they need to work on.

**Individual activity:** use the template to write down how each person on the tree feels. Use the tree every day to write with what emotion you start the day and with what emotion you end the day.



Domain: **Smile to Myself**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 and describe a set of emotions in terms of physical changes, feelings, thoughts, behavior
- To recognize that people display the same emotion differently

 <b>Duration and Frequency</b> 45 minutes 2 weeks	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom or gym
 <b>Structure of the activity</b> 1. Introduction and instructions 2. Role play activity using situational cards 3. Group discussion and reflection	 <b>Materials used</b> 1. Mirror 2. Pencils or pen	 <b>Fact sheets</b> 1. Template with situational card (SSE.3.1f) 2. Template for teacher reflective question (SSE.3.2f) 3. Template for children reflective question (SSE.3.3f)	

**Short description and instructions**

1. 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)
2. 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.
3. Each students has to explain their shown emotion and explain why they have chosen that expression.
4. 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).
- 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

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### Learning\_ performance descriptors

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

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### 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

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

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### 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.).

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### 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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Name of the activity <b>Write about your feelings</b>	
<b>Goals</b> <b>Know and explore how emotion and feeling characterize myself and impact reasoning and behaviors in my daily life situations</b>	
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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: all the material can be presented with dual coding</li> <li>• Multiple ways of action and expression: children are free to express in many ways</li> <li>• Multiple ways of engagement: providing different tasks and role</li> </ul>
<i>Are there connections with other activities and domains?</i>  <i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>  <i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>  <i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	<p>Connected to the domain Smile to Society 4.0</p> <p>The activity can be adapted in order to focus on other- awareness by focusing on reflection about other way to express emotions and reactions.</p> <p>The tasks can be made more complex by increasing the complexity of the situational cards.</p> <p>The activity can be adapted by simplifying situations and modeling different examples of the expression of emotions.</p>

Domain: **Smile to Myself**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

 <b>Duration and Frequency</b> 60 minutes 2 weeks	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> <ol style="list-style-type: none"><li>1. explanation the concept of uniqueness and strengths.</li><li>2. example of the flower</li><li>3. flowers construction</li><li>4. sharing of the choosen categories and answers</li><li>5. discussion about richness of heterogeneity</li><li>6. reflection about the value of heterogeneity</li><li>7. reflection about the uniqueness and strengths for the future</li></ol>		 <b>Materials used</b> <ol style="list-style-type: none"><li>1. Fact sheets;</li><li>2. Thick paper sheets,</li><li>3. Pencils,</li><li>4. Scissors,</li><li>5. Markers</li></ol>	 <b>Fact sheets</b> <ol style="list-style-type: none"><li>1. Template with flower (SSE.4.1f)</li><li>2. Template with questions (SSE.4.2f)</li><li>3. Template for teacher reflective question (SSE.4.3f)</li><li>4. Template for children reflective question (SSE.4.4f)</li></ol>

**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)  
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)

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#### UDL manipulations: means 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

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#### Learning\_ strategies

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

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#### Learning\_ performance descriptors

- Identify aspects of uniqueness
- Explain the concept of uniqueness
- Describe advantage of heterogeneity

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#### 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?

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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 find their own strength and uniqueness
- Assessing the students' ability to understand the value of heterogeneity

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#### 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.).

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#### 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.

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Name of the activity	My strengths, my uniqueness
<b>Goals</b> <b>Discover uniqueness in interpreting and expressing emotions and feelings as components of my positive mindset</b>	
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	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: the material can be provided with dual coding</li> <li>• Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their strength and uniqueness</li> <li>• Multiple ways of engagement: providing different tasks</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to my future
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	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
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	Teachers can add more categories or they can add the request to make an action plan to increase children uniqueness and strengths
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	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.

Domain: **Smile to Myself**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

 <b>Duration and Frequency</b> 30 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> <ol style="list-style-type: none"> <li>1. List of children strengths and resources</li> <li>2. Introduction of the board game</li> <li>3. Children play the game</li> <li>4. Individual join stripes</li> <li>5. Sharing and reflections</li> </ol>	 <b>Materials used</b> <ol style="list-style-type: none"> <li>1. Templates</li> <li>2. Glue</li> <li>3. Scissor</li> </ol>	 <b>Fact sheets</b> <ol style="list-style-type: none"> <li>1. Template with a board game (SSE.5.1.f)</li> <li>2. Template with a strips to cut (SSE.5.2.f)</li> <li>3. Template with reflective question For teacher (SSE.5.3.f) For children (SSE.5.4.f)</li> </ol>	

**Short description and instructions**

1. 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?
2. 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)
3. 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)
4. After the game they can join their stripes and create their own "strengths chain" with their answers (10 min)
5. 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

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### 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?

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

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### Activity Linked to school subject

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

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### 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".

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Grid 5B - analysis of PSsmile key choices

Name of the activity	My strengths, my uniqueness
<b>Goals</b> <b>Discover my positive personal resources and strengths</b>	
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	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: all the material can be presented with dual coding</li> <li>• Multiple ways of action and expression: students are allowed to find information in different way</li> <li>• Multiple ways of engagement: providing different tasks and role</li> </ul>
<p><i>Are there connections with other activities and domains?</i></p> <p><i>Are there possible manipulations of the activity to move with the same activity to another domain?</i></p> <p><i>What kind of manipulations can be introduced to make the activity suitable for older students?</i></p> <p><i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i></p>	<p>Connected to the domain Smile to My Self and My Future.</p> <p>The activity can be adapted in order to focus on the importance of taking care and practice strategies for fostering positive resources .</p> <p>The tasks can be made more complex by modifying questions or by inserting a comparison activity with peers or family members.</p> <p>The activity can be adapted by simplifying questions or providing examples of answers.</p>

## 5. Strengths chain for the APP

**By participating in the activity, the adult will be able to:**

Discover my positive personal resources and strengths

**Objectives for this activity are:**

- 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



### Personal Task:

**Part I:** Write in a piece of paper a list of your strengths and resources you can count on in your daily life situations

**Part II:** Try to answer to the questions on the board game

**Part III:** Write your answer on a piece of paper

**Part IV:** Try to answer at the reflective questions

### Group Task:

**Part I:** Ask children to make a list of their strengths and resources

**Part II:** divides children into groups and presents them a board game

**Part III:** Children play in groups by taking turns, throwing the dice and writing on strips of paper, the answers to the questions they come across.

**Part IV:** Children join their strips and create their own "strengths chain" with answers

**Part V:** Sharing and reflections

**After participating in the activity, the expected results are:**

list of strengths and resources

list of strengths and resources after the game

**Duration:** 30 minutes

**Frequency:** once every school year

**Designed to:** 8-11 years old

### Instructions:

1. List of strengths and resources
2. Introduction to the board game
3. Children play the game
4. Individual join stripes
5. Sharing and reflections







### Questions for reflection:

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



Domain: **Smile to Myself**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

 <b>Duration and Frequency</b> 40 minutes Once per semester	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> <ol style="list-style-type: none"> <li>1. Zelda story</li> <li>2. Questions for understand the story</li> <li>3. Relate story to experiences</li> <li>4. Drawing feelings</li> </ol>	 <b>Materials used</b> <ol style="list-style-type: none"> <li>1. Templates</li> <li>2. felt-tip pens (thick);</li> <li>3. big poster, stick-on papers</li> </ol>	 <b>Fact sheets</b> <ol style="list-style-type: none"> <li>1. Template with Zelda story (SSE.6.1.f)</li> <li>2. Template with reflective question For teacher (SSE.6.2.f) For children (SSE.6.3.f)</li> </ol>	

**Short description and instructions**

1. Read Zelda story to the learners
2. 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?
3. 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.
4. 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 cards, 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

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### Learning\_ performance descriptors

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

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### Learning assessment\_ reflective questions

#### Teachers

- Is each student able to identify, at least 2, Zelda and Sherlock strengths?
- Is each student able to recognize, at least 1, new opportunity

#### Students

- What did you learn from today's activity?
- Write here Zelda and Sherlock strengths and resources
- Give Zelda and Sherlock some tips for their future

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### 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

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### 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).

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### 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.

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Name of the activity	Let it out
<b>Goals</b> <b>Progress in exploring my positive mindset and take care of my strengths</b>	
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
<i>Are there connections with other activities and domains?</i>  <i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>  <i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>  <i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	Connected to the domain Awareness_Others.
	Yes, through different reflective questions, targeted at “others”.
	Choose another story that is more complex, with more characters. Select more complex questions for reflection on more than the 4 emotions listed above.
	Select a shorter story, with similar message.

**Notes for the App development:**  
**thinking to adults implementing the activity**

**Please report the instructions to use in the App**

Title: Let it out

Duration: 40 min

1. Start the lesson with a Mindfulness activity.
2. Read the story/view video
3. Answer and discuss the included reflective questions with a parent/friend
4. Select one of emotions listed at the end of the activity

**Please select from the activity the materials to use in the App**

The story of Zelda and Sherlock- either text or link

**Please describe the related theoretical point in a few lines to use in the App**

Students need to develop the ability to recognize, name and express basic feelings in a constructive way. One of the most efficient ways to do that, especially for younger students, is through stories and experiencing emotions through characters, they can relate to.

**Questions for evaluation**

1. How do you feel after completing this activity?
2. Do you feel you are better able to name and express feelings?
3. Do you think you are better able to express your feelings in a constructive manner?



**Group task vs. Personal task**

**Group task:** read the story about Zelda and Sherlock to the group. Ask group if they ever have such feelings. Ask them what makes them sad, happy, afraid, and angry. Ask how they recognize these emotions in themselves. Ask them how they can turn negative emotions into positive ones.

**Individual task:** Read the story about Zelda and Sherlock. Think about similar situation between you and a friend of yours. Write down how you felt and how your friends felt. If you experienced negative emotions, write down how you overcome them.

Domain: **Smile to Myself**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

 <b>Duration and Frequency</b> 55 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom or Art class
 <b>Structure of the activity</b> 1. Drawing of themselves in that moment 2. Drawing of themselves in 2 future moment 3. Sharing and reflection	 <b>Materials used</b> Art and craft materials	 <b>Fact sheets</b> 1. Template with reflective question for teacher (SSE.7.1f) for children (SSE.7.2f)	

**Short description and instructions**

1. 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)
2. 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)
3. 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

**Learning\_ strategies**

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

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### 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

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### Activity Linked to school subject

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

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### 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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Name of the activity <b>Snap future me!</b>	
<b>Goals</b>	
<b>Identify components of positive mindset that characterize the concept of me now and me in my future</b>	
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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: all the material can be presented with dual coding</li> <li>• Multiple ways of action and expression: children are free to express in many ways</li> <li>• Multiple ways of engagement: providing different tasks and role</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to My Self and My Future.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity can be adapted in order to focus on future selves, identifying components that can play a role in finding new opportunities.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The activity can be adapted by asking only one drawing for the future and showing an example that can guide their drawings.

## 7. Snap future me! for the APP

**By participating in the activity, the adult will be able to:**

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

**Objectives for this activity are:**

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



### Personal Task:

**Part I:** Try to identify and write a list about emotions, feelings, and personal resources that characterize your present

**Part II:** Try to identify and write a list about emotions, feelings, and personal resources that characterize yours 2 different future moment

### Group Task:

**Part I:** Ask children to draw themselves focusing on emotions, feelings, and personal resources that characterize their present

**Part II:** Ask children to draw themselves focusing on emotions, feelings, and personal resources that characterize 2 different future moment

**Part III: Sharing and reflection**

After participating in the activity, the expected results are:

- list about emotions, feelings and personal resources that characterize your present
- list about emotions, feelings, and personal resources that characterize yours 2 future moments

**Duration:** 55 minutes

**Frequency:** once every school year

**Designed to:** 8-11 years old

### Instructions:

1. Drawing of themselves in that moment.
2. Drawing of themselves in 2 future moment
3. Sharing and reflection

### Questions for reflection:

- in the future I will do .....? but I could also do .....?
- in the future I will feel...? but I may also feel....?










Domain: **Smile to Myself**

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

 <b>Duration and Frequency</b> 30 min-1 h	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> 1. Introduction 2. Examples 3. Children task 4. Sharing and reflection	 <b>Materials used</b> 1. paper 2. drawing materials 3. Camera/Phone to make the interview and record it	 <b>Fact sheets</b> 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

- Children can be “little journalists” and interview, guided by specific questions, about experiences of proud, optimist, hope, resilience, courage, etc).
- 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.
- 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.
- 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
<ul style="list-style-type: none"><li>Is each student able to identify, at least 2, emotion (proud, optimism, hope, resilience) with short story</li><li>Is each student able to identify, at least 1, new opportunity to explore</li></ul>	<ul style="list-style-type: none"><li>What did you learn from today's activity?</li><li>By listening to the stories Did you found a new opportunity that you would like to explore?</li></ul>

---

#### 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.

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#### 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.

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Name of the activity	Feeling proud
<b>Goals</b> <b>Discover that the positive mindset plays a role in my flourishing</b>	
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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: all the material can be presented with dual coding</li> <li>• Multiple ways of action and expression: children are free to express in many ways</li> <li>• Multiple ways of engagement: providing different tasks and role</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to My Present and My Future.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The activity can be adapted by reducing the number of emotions addressed and refer to situations that are closer to their current experience.

**Notes for the App development:**  
**thinking to adults implementing the activity**

**Please report the instructions to use in the App**

Feeling proud

Time: 40 min

Age: 8-10

Ask a parent or other adult about a time when they felt proud when they were about your age. Draw a picture of the story.

Draw a second picture to show something that has made YOU feel proud.

**Answer the reflective questions:**

What made you feel proud?

How do you show that?

What do you want to be proud of in the future?

How different was the other person's experience?

How do you feel about their understanding of proudness?

**Please select from the activity the materials to use in the App**

Reflective questions

**Please describe the related theoretical point in a few lines to use in the App**

By drawing the story, the child is able to take out certain elements that can potentially relate to them. It further makes them focus on their own achievements, understand others better and through the discussion- help them set future goals.

**Questions for evaluation**

1. What did you learn from activity?
2. What feelings have you discovered?
3. Who are the people that positively influence your feelings, thoughts and behavior?

**Group task vs. Personal task**

**Group task:** set a topic for a group activity – “tell/play a story when you felt proud of yourself”. Each person thinks of such a story and “acts”/speaks in front of the group of this time. The person tells also why he felt proud. Other people ask questions to understand how the person felt at that time. Express, share, understand.

**Individual task:** write down a story of a moment, when you felt proud. Write down why you felt proud. Write down what are the obstacles before you to feel like that more often at the present time. Think how you can overcome these obstacles. Write particular steps to overcome obstacles and feel proud in your work, family, friends' activities.

SSE. 1.1.f

When was the happiest moment in your life?

Happy

Why was it so happy?

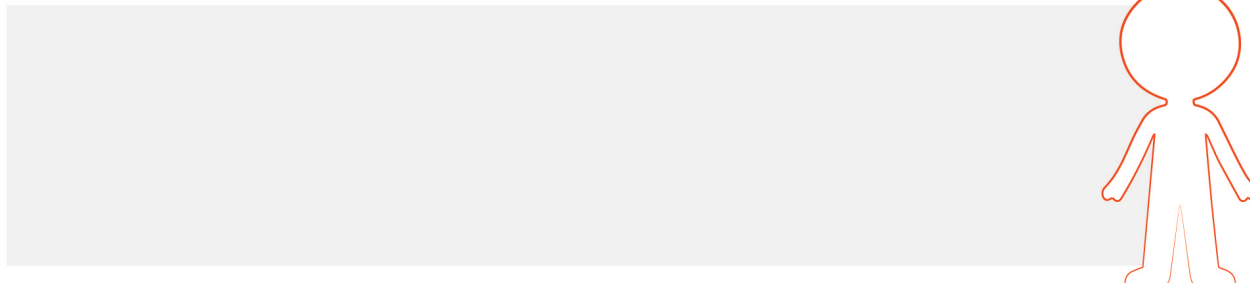
What did you say when you were happy?



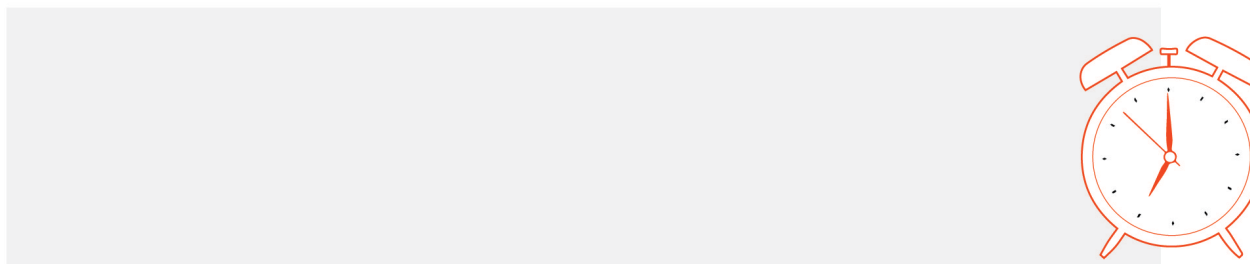
What was your face like when you were happy?

SSE. 1.1.f

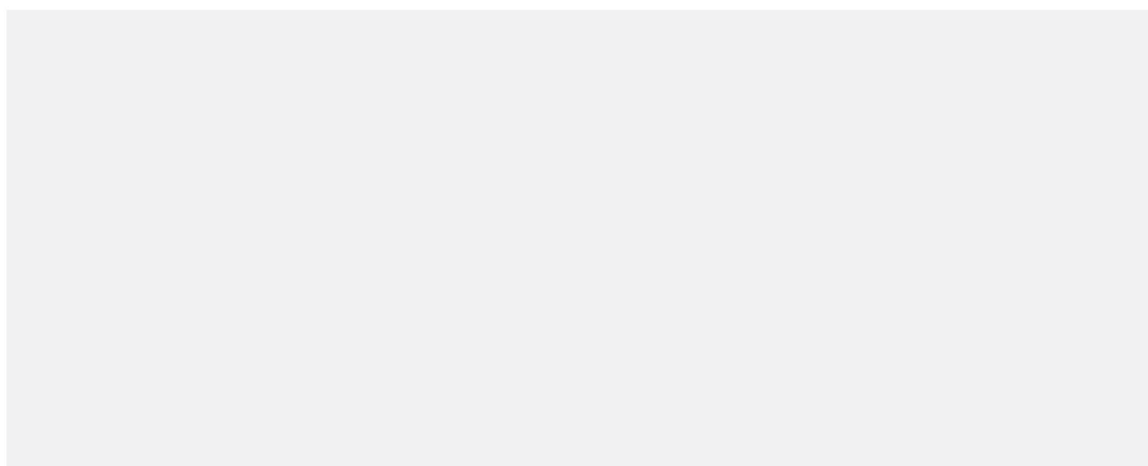
Where did you feel happiness in your body?




How long have you been happy?




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



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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify, at least 1, physiological change in the expression of emotions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify, at least 1, future moment, two future moments in which the same emotion could recur?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

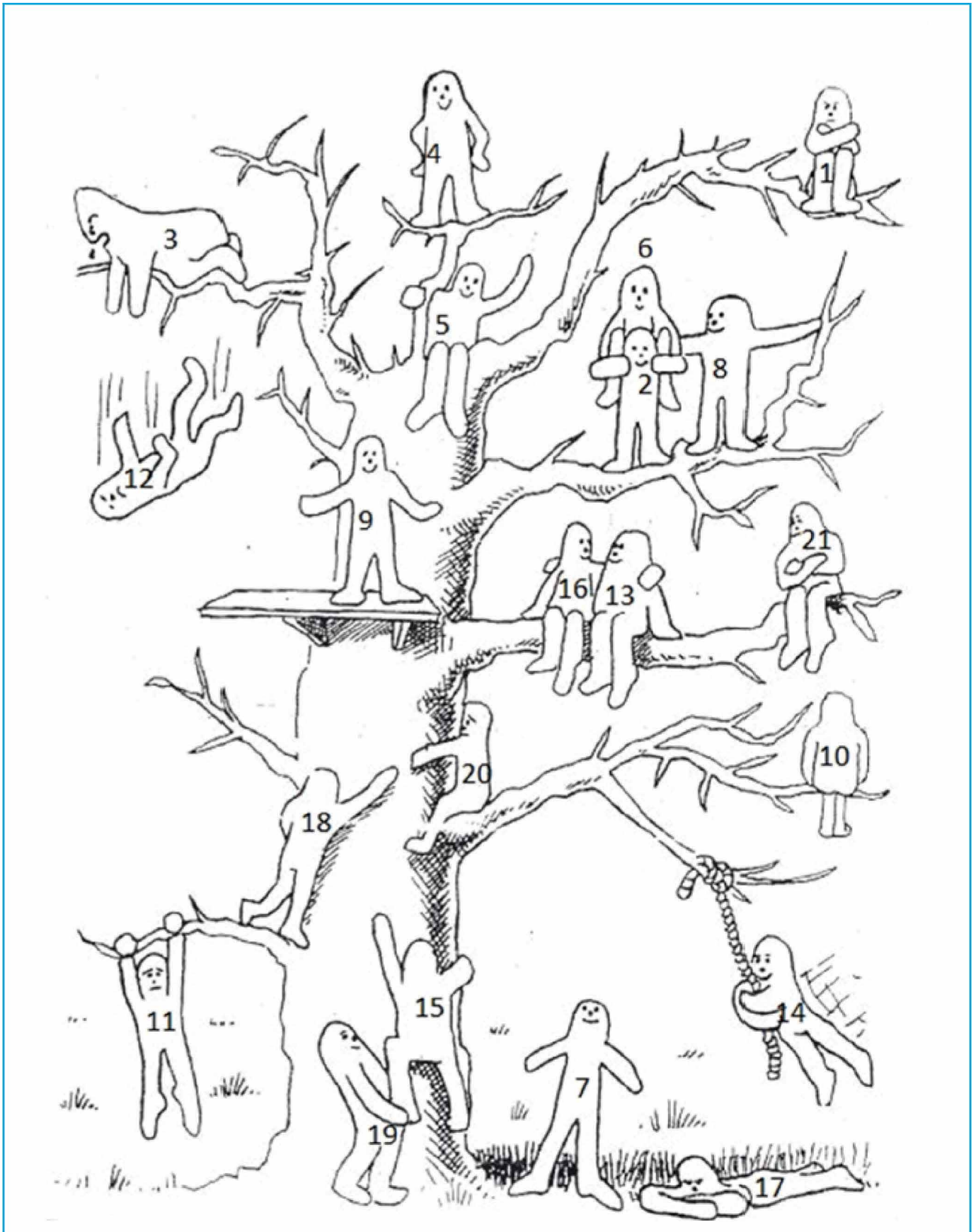
## REFLECTIVE QUESTION



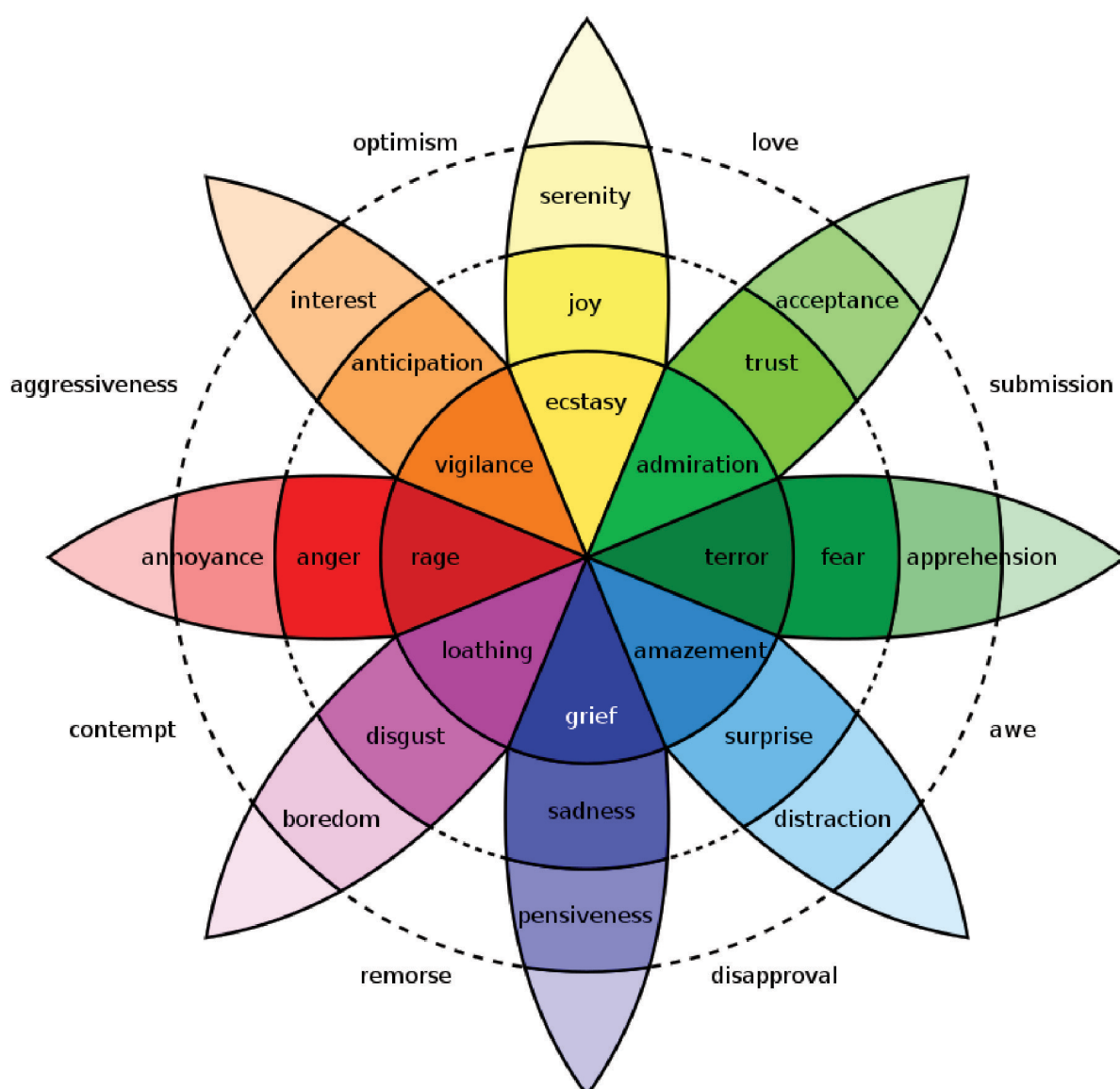
What did you learn from today's activity?



SSE. 2.1.f



SSE. 2.2.f



SSE. 2.3.f

Learning assessment  
**REFLECTIVE QUESTION**  
Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 1, emotions in terms of physical changes, feelings, thoughts, behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

SSE. 3.1.f

## REFLECTIVE QUESTION



What did you learn from today's activity?

Choose an emotion



physical changes

feelings

thoughts

behavior

SSE. 3.1.f

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

YOU SCORE THE  
WINNING GOAL

YOUR BABY BROTHER  
WILL NOT STOP  
CRYING DURING  
YOUR CHOIR  
CONCERT

YOU GET TO PLAY  
YOUR FAVORITE  
GAME IN GYM

YOU GET TO SIT BY  
ONE OF YOURS 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

SSE. 3.1.f

YOU BROKE YOUR  
FRIEND'S TOY

YOU DON'T HAVE  
ANYONE TO PLAY  
WITH

YOU HAVE A TEST  
BUT DON'T FEEL  
PREPARED

YOU HEAR A  
STRANGE NOISE  
THROUGH THE NIGHT

YOU GET TO SIT BY  
ONE OF YOURS 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

SSE. 3.2.f

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify, at least 2 ways to express the same emotions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## 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 THE PARK

I FORGOT MY HOMEWORK

I WILL BE PROMOTED



SSE. 3.3.f

Write multiple way to express the same emotions?



happy



sad/upset



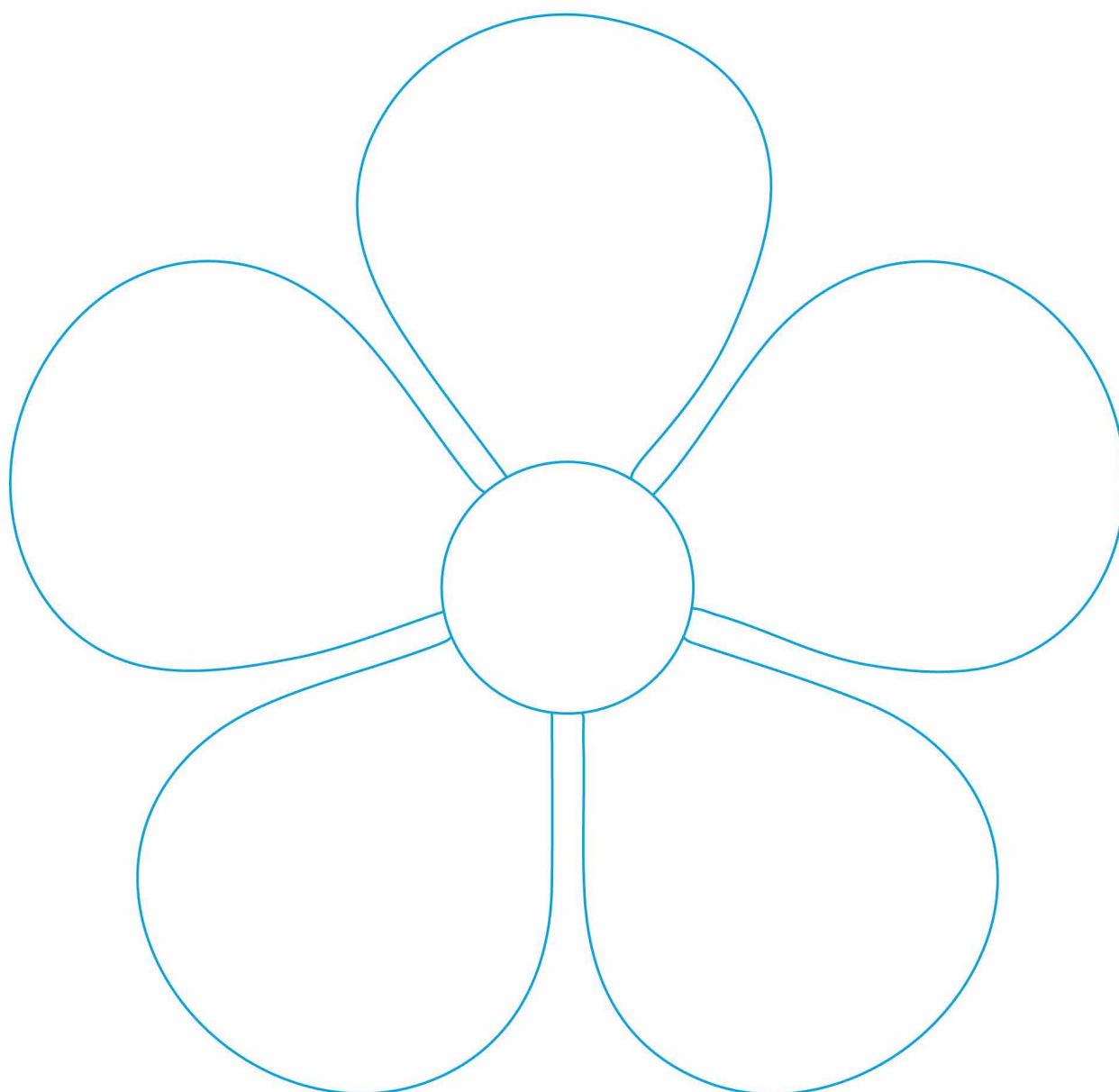
angry



scared

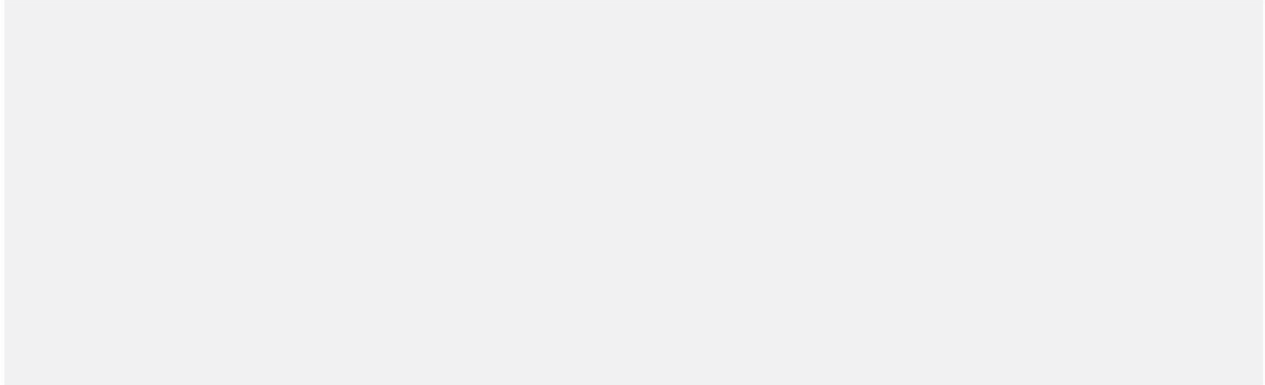
SSE. 4.1.f

## The flower of my uniqueness and strenghts

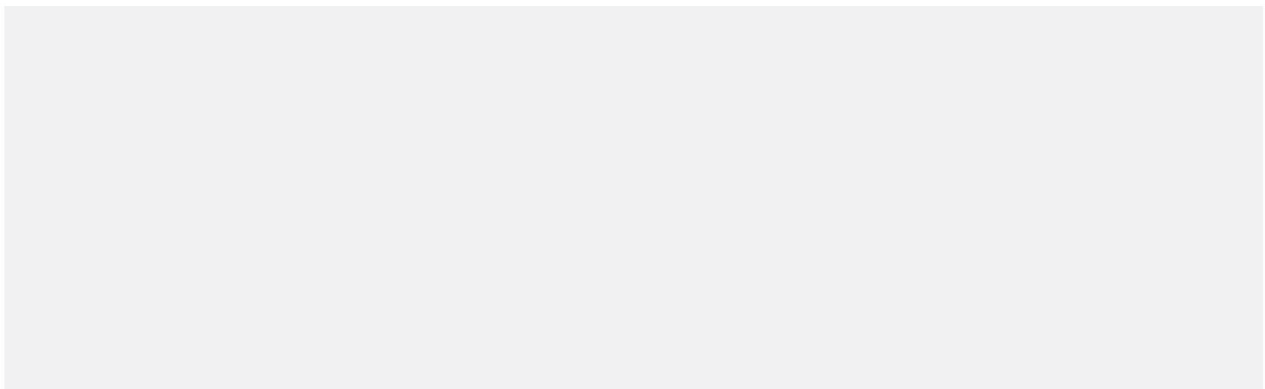


SSE. 4.2.f

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




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




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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify, at least 1 advantage of heterogeneity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to provide a definition of uniqueness?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

SSE. 4.4.f

## 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 strenght and uniqueness in our group?

SSE. 5.1.f



SSE. 5.2.f


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 strenghts and resources?

☐      ☐      ☐      ☐

Is each student able to identify at least 1  
new strenghts 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 strenghts and resources did you discover after the game?

What did you learn from today's activity?

## 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.

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 strenghts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify, at least 1 new opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## REFLECTIVE QUESTION



What did you learn from today's activity?

Write here Zelda and Sherlock strenghts and resources:

Give Zelda and Sherlock some tips for their future!

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify at least 4 positive emotions, feelings, and personal resources that characterize their future?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## REFLECTIVE QUESTION



What did you learn from today's activity?

Write here positive emotions, feelings, and personal resources shown in you "snap of the moment"

<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>

Write here positive emotions, feelings, and personal resources shown in you "snap of the future me"

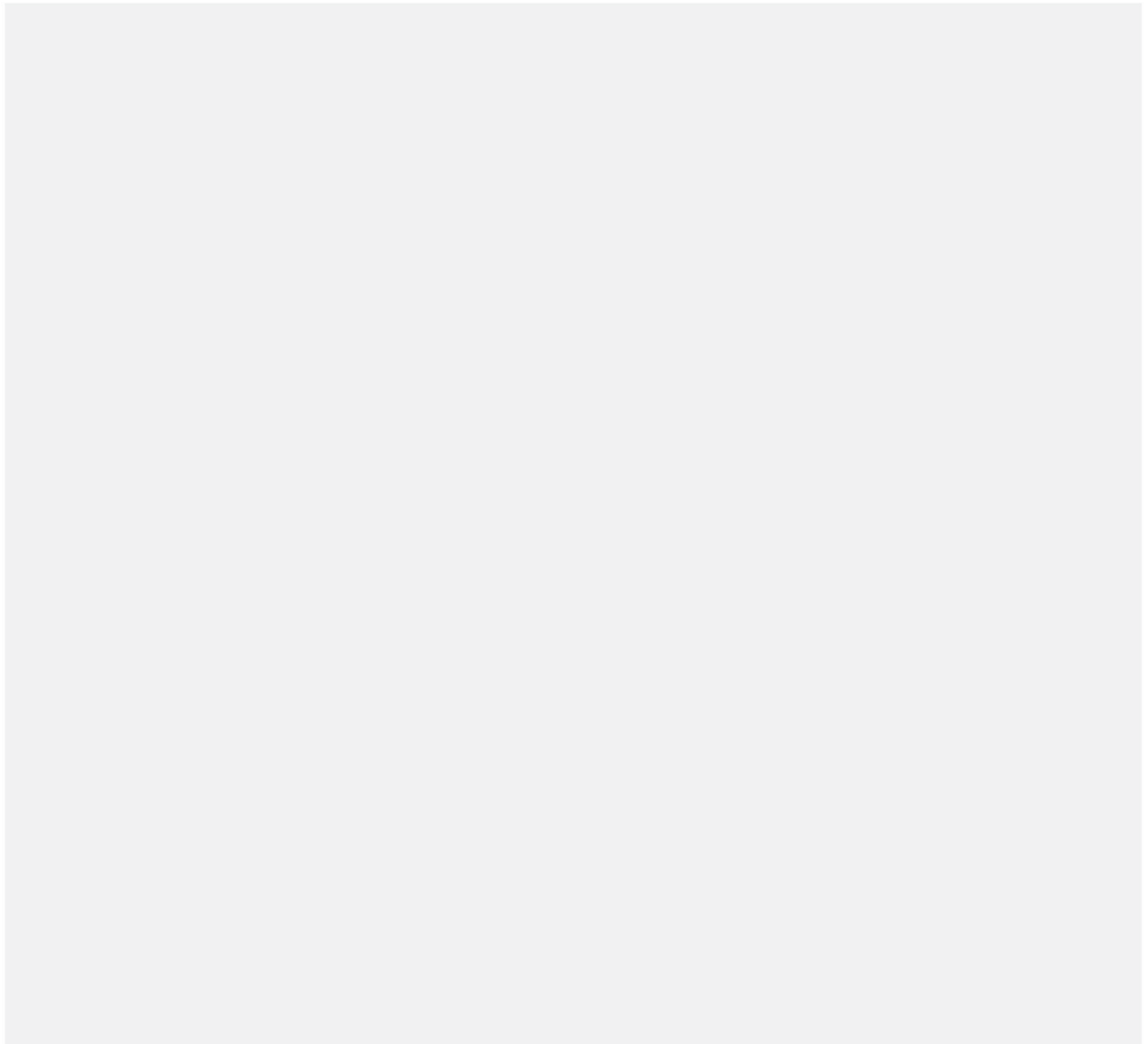
<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>

## TELL ME A STORY!

Tell me an episode in which you felt




PROUD, OPTIMIST, HOPE,  
RESILIENT, COURAGEOUS



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, optimist, hope, resilience) with short story?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify at least 1 new opportunity to explore?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes



SSE. 8.3.f

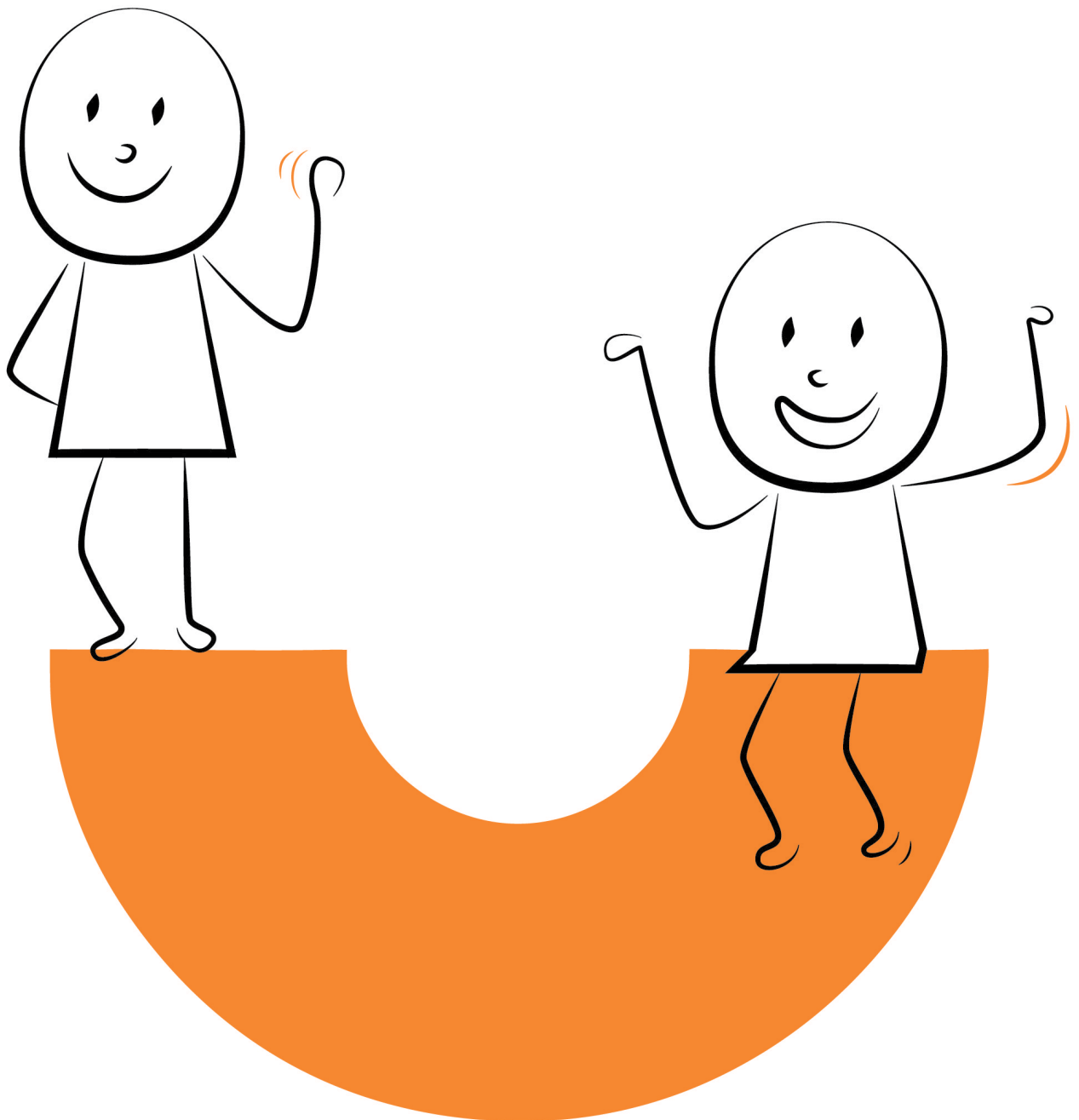
## REFLECTIVE QUESTION



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?

# SMILE TO MY PRESENT AND MY FUTURE



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

 <b>Duration and Frequency</b> 60 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom or open space
 <b>Structure of the activity</b> <ol style="list-style-type: none"> <li>1. Setting arrangement</li> <li>2. Instructions and examples</li> <li>3. Group1: Role play Big group: Observation</li> <li>4. Reflection and sharing on the black board</li> </ol>	 <b>Materials used</b> <ol style="list-style-type: none"> <li>1. Fact sheets</li> <li>2. Post it</li> <li>3. Pencils</li> <li>4. Chairs</li> </ol>	 <b>Fact sheets</b> <ol style="list-style-type: none"> <li>1. Template for emotion observation (SPF.1.1f)</li> <li>2. Template for reflective questions for teacher (SPF.1.2f) for children (SPF.1.3f)</li> <li>3. Template to sharing the activity whit family (SPF.1.4f)</li> </ol>	

**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. 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.
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)

---

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 they 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 with family (SPF.1.4f)

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#### 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

---

#### 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

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?

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

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### 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.).

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### 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.

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Name of the activity <b>The emotion Taxi</b>	
<b>Goals</b> <b>Identify and explore the importance of regulating emotions and feelings in my daily life situations</b>	
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 behavior	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)	<ul style="list-style-type: none"> <li>Multiple ways of representing the information: the emotions and behaviours' observed can be represented by image</li> <li>Multiple ways of action and expression: the students are allowed to use verbal and non-verbal language</li> <li>Multiple ways of engagement: providing different tasks and roles for the activity</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to my Self and Smile to Others
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity can be adapted in order to focus on self-awareness by focusing on the relationship between emotions and behavior.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	The tasks can be made more complex by increasing the number of passengers/emotions presented.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	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.

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

 <b>Duration and Frequency</b> 60 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> 1. Introduction of the topic and preparation for activity 2. Reading the turtle's story 3. Turtle strategy exercise	 <b>Materials used</b> 1. Templates 2. Pen or Pencils 3. Visual support (optional)	 <b>Fact sheets</b> 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)

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#### 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)

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#### Learning\_ strategies

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

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#### Learning\_ performance descriptors

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

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#### 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

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#### 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).

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#### 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.

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Grid 2B - analysis of PSsmile key choices

Name of the activity <b>Tucker the turtle</b>	
<b>Goals</b> <b>Discover, practice and reflect on strategies to react positively to my challenging emotions in my daily life situations</b>	
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 behavior	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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: the steps of the turtle and ways of act are presented with double codes</li> <li>• Multiple ways of action and expression: the students are encourage to find different ways to act</li> <li>• Multiple ways of engagement: providing different tasks for the activity (listening the story, practice breathing, orally and writing descriptions)</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to Others.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	<p>The tasks can be made more complex by adding a reflection about the consequences of their behavior.</p> <p>The tasks can be adapted by simplifying situations and providing fewer choices of possible actions.</p>
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	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.

## 2. TUCKER THE TURTLE for the APP

**By participating in the activity, you will be able to:**

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



### **Personal Task:**

**Duration:** 10 minutes

**Frequency:** once in the project

**Designed to:** adults

**Part I:** Think about a recent situation in which you felt angry

**Part II:** Read the turtle's story and retrace the steps:

1. think stop!
2. pretend to be inside the shell and breathe three times
3. get out of the shell and think about possible ways of act

**Part III:** Try the turtle's strategy in your everyday life

### **Group Task:**

**Duration:** 50 minutes

**Frequency:** once in the project

**Designed to:** 8-11 years old

**Part I:** introduces the emotion of anger and guide the child to think that we can't always avoid to get angry but we can decide what to do when we get angry.

**Part II:** Read the turtle's story asking children to imagine themselves inside the shell and breathe like a turtle

**Part III:** Give the children another example of an unpleasant situation and leads a discussion with the aim of acting like the turtle

**Parte IV:** children can choose the solution they prefer and complete their exercise

**After participating in the activity, you will be able to:**

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

**Duration:** 60 minutes

**Frequency:** once every school year

**Designed to:** 8-11 years old

### **Instructions:**

1. Introduction the emotion of anger and think about a recent situation in which we felt angry
2. Reading the turtle's story
3. Turtle strategy exercise

### **Questions for reflection\_ personal task:**








- Try to think an unpleasant situation and retrace the steps of the turtle
- Witch benefits could you have from using this strategy?

### **Questions for reflection\_ group task:**

- Try to think an unpleasant situation and retrace the steps of the turtle
- Witch benefits could you have from using this strategy?

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

 <b>Duration and Frequency</b> 50 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> 1. Introduction of the thought monsters 2. Explanation of the strategy 3. Exercise with examples and reflection on related emotions	 <b>Materials used</b> 1. Templates 2. Pen or Pencils	 <b>Fact sheets</b> 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**

1. 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)
2. 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)
3. 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)

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### 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

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### Learning\_ performance descriptors

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

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### Learning assessment\_ reflective questions

For teachers

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

For students

- What did you learn from today's activity?
- Shoo the monster task

---

### 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

---

### 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).

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### Activities to share with parents or family members

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

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### Grid 3B - analysis of PSsmile key choices

Name of the activity <b>Thought monsters</b>	
<b>Goals</b> <b>Reflect and practice strategies to take care of my strengths and cope with possible challenges</b>	
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 behavior	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.
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: The material are presented with double codes.</li> <li>• Multiple ways of action and expression: Students are encouraged to express their thoughts orally, in writing and through images.</li> <li>• Multiple ways of engagement: The examples proposed can be modified by adapting to the specific characteristics of children and their contexts.</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to my Self.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity can be modified by focusing on the emotions associated with positive and negative thoughts and behaviors.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The activity can be simplified by focusing on everyday thoughts and behaviors and providing additional guidance in identifying associated emotions.

### 3. THOUGHT MONSTERS for the APP

**By participating in the activity, you will be able to:**

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



#### **Personal Task:**

**Duration:** 10 minutes

**Frequency:** once in the project

**Designed to:** adults

**Part I:** 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. We can identify 4 monsters of thought: words never, always, everyone, nobody.

**Part II:** Try to switch between negative into positive thoughts and behaviors: replacing the words of the monsters (never, always, everyone, nobody) with alternatives words (often, sometimes, rarely, a few times, a few people).

**Part III:** Try to think at how you would feel if they were in that situations, for example “How would you feel if everything, really everything, went wrong next week?” And “How would you feel if something went wrong next week?”. Try to spot the differences.

#### **Group Task:**

**Duration:** 50 minutes

**Frequency:** once in the project

**Designed to:** 8-11 years old

**Part I:** introduces the 4 monsters of thought: words never, always, everyone, nobody

**Part II:** shows a strategy to transform negative into positive thoughts and behaviours: replacing the words of the monsters with alternatives (often, sometimes, rarely, a few times, a few people).

**Part III:** shows some examples and lets the children complete the sentences

**Part IV:** ask the children to express how they would feel if they were in that situations

#### **After participating in the activity, you will be able to:**

- identify negative thought patterns and behaviours
- learn how to switch from negative thought to positive thought and behaviour patterns

**Duration:** 50 minutes

**Frequency:** once in the project

**Designed to:** 8-11 years old

#### **Instructions:**

1. Introduction of the thought monsters: words never, always, everyone, nobody
2. Explanation of the strategy to switch between negative into positive thoughts and behaviours
3. Exercise with examples and reflection on related emotions
4. Questions for reflections

#### **Questions for reflection:**

Try to switch the sentence “Nobody wants 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?

How would you feel if everything, really everything, went wrong next week?

How would you feel if something went wrong next week?

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

 <b>Duration and Frequency</b> 40 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> 1. Introduction of the treasure chest 2. Role play with challenging situations 3. Completion of the treasure map	 <b>Materials used</b> 1. Templates 2. Pen or Pencils	 <b>Fact sheets</b> 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)

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### 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?

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### 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

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### 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.

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### 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.

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Name of the activity <b>Treasure chest</b>	
<b>Goals</b>	
<b>Discover and practice ways for fostering my positive resources in challenging situations and failure</b>	
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 behavior	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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: the information are provided with dual coding</li> <li>• Multiple ways of action and expression: the students are allowed to use verbal and non-verbal languages</li> <li>• Multiple ways of engagement: providing different tasks and role</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to My self.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity can be modified by focusing on the emotions associated with behavior and vice versa.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	The activity can be adapted by modifying the complexity of the situations presented and focusing on the coping strategies.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The activity can be simplifying situations and positive messages or using videos as modeling instead of role playing.

#### 4. TREASURE CHEST for the APP

**By participating in the activity, you will be able to:**

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



##### **Personal Task:**

**Duration:** 10 minutes

**Frequency:** once in the project

**Designed to:** adults

**Part I:** Read some 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”.

**Part II:** Try to write a few positive message for you, follow the examples.

**Part III:** Think about a difficult situation that you may have experienced or you will experience, read one of the messages and reflect on how they can change your emotions and yours coping strategies.

##### **Group Task:**

**Duration:** 50 minutes

**Frequency:** once every school year

**Designed to:** 8-11 years old

**Part I:** Introduction of the treasure chest to the group

**Part II:** Present some challenging situations and pick up a positive thought from the treasure chest

**Part III:** Let the children role play the situation according to the message picked up

**Part IV:** Guide the discussions identifying positive thinking, emotions and action strategies

**Part V:** Ask children to copy the positive message in yours treasure map

**After participating in the activity, you will be able to:**

- Identify and practice strategies useful in fostering your positive resources
- Discover ways to better cope with a challenging situation that happens

##### **Instructions:**

1. Introduction of the treasure chest
2. Present some challenging situations and pick up a positive thought from the treasure chest
3. Role play the situation
4. Copy the positive message in yours treasure map

##### **Questions for reflection\_ personal task:**








- What thoughts can be useful for dealing with a challenging situation?
- What emotions arise from using positive thoughts?
- Did your emotions and action strategies change after reading the positive message?

##### **Questions for reflection\_ group task::**

- What thoughts can be useful for dealing with a challenging situation?
- What emotions arise from using positive thoughts?
- Did your emotions and action strategies change after reading the positive message?

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

 <b>Duration and Frequency</b> 60 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> 1. Introduction and instructions 2. Behaviour descriptions 3. Other examples 4. Reflection and sharing	 <b>Materials used</b> 1. Templates 2. Pen or Pencils	 <b>Fact sheets</b> 1. Template for behaviour description (SPF.5.1.f) 2. Template 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. The teacher presents to the group generic challenging situations. Taking turns, each child is called to represent the 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 stereotyped 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 reflective questions (SPF.5.1.f)
- Template with reflective questions for the teacher (SPF.5.2.f)

**Learning\_ strategies**

- Positive reinforcement: when children identify a behavioral pattern 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?

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### 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

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### 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.

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Name of the activity <b>Snail, snake or shark?</b>	
<b>Goals</b> <b>Explore the concepts of change, growth and their impact on achieving my goals and building possible future selves</b>	
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 behavior	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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: dual coding</li> <li>• Multiple ways of action and expression: use verbal and non-verbal language</li> <li>• Multiple ways of engagement: providing different roles</li> </ul>
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.

## 5. SNAIL, SNAKE OR SHARK for the APP

**By participating in the activity, you will be able to:**

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



### **Personal Task:**

**Duration:** 10 minutes

**Frequency:** once in the project

**Designed to:** adults

**Part I:** think of a challenging situation

**Part II:** describe two different ways/strategy to act

**Part III:** answer the reflective questions

### **Group Task:**

**Duration:** 50 minutes

**Frequency:** once every school year

**Designed to:** 8-11 years old

**Part I:** present a challenging situation

**Part II:** asks to describe a behavior imagining to be a snails

**Part III:** asks to describe a behavior imagining to be another animal of your choice

**Part IV:** Ask children to answer at the reflective questions

**After participating in the activity, you will be able to:**

- explore different challenging situation you can face
- discover that different ways you act lead you to different results

### **Instructions:**

1. Introduction and instructions
2. Behaviour descriptions
3. Other examples
4. Reflection and sharing

### **Questions for reflection\_ personal task:**








- Describe a behaviour
- How would you feel in the respective two ways/strategy you describe?
- Try to imagine future situations in which you could use one strategy rather than the other one

### **Questions for reflection\_ group task::**

- 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

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

 <b>Duration and Frequency</b> 50 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> <ol style="list-style-type: none"> <li>1. Reading short stories</li> <li>2. Group reflection</li> <li>3. Individual description</li> <li>4. Individual reflections following the road map steps</li> </ol>	 <b>Materials used</b> <ol style="list-style-type: none"> <li>1. Templates</li> <li>2. Pen or Pencils</li> </ol>	 <b>Fact sheets</b> <ol style="list-style-type: none"> <li>1. Template with the road map (SPF.6.1.f)</li> <li>2. Template with reflective questions for teacher (SPF.6.2.f) for children (SPF.6.3.f)</li> </ol>	

**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 which 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 occurs.

---



Name of the activity	Super solutions!
<b>Goals</b> <b>Coping with my challenges and progress in building strategies to react positively to my challenging future Selves</b>	
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 behavior	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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: using dual coding</li> <li>• Multiple ways of action and expression: using different communication resources</li> <li>• Multiple ways of engagement: providing different tasks</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to Others.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	The tasks can be made more complex by increasing the complexity of the stories and including more than one character.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The activity can be adapted focusing on the situations presented in the stories and following the steps with the help of the teacher.

## 6. SUPER SOLUTIONS! for the APP

**By participating in the activity, you will be able to:**

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



### **Personal Task:**

**Duration:** 10 minutes

**Frequency:** once in the project

**Designed to:** adults

**Part I:** think about a couple of challenging situation

**Part II:** analyze the situation with the reflective questions proposed

**Part III:** Try to use the questions pattern to guide your reflection when challenging situation may occur

### **Group Task:**

**Duration:** 50 minutes

**Frequency:** once every school year

**Designed to:** 8-11 years old

**Part I:** reading the short stories

**Part II:** guide the discussions analyzing the story with the reflective questions pattern

**Part III:** Ask children to describe a situation that might happen to them

**Part IV:** Ask children to analyze the situation with the questions pattern provided (road map)

**After participating in the activity, you will be able to:**

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

### **Instructions:**

1. reading the short stories
2. analyze the story with the questions pattern
3. describe a situation that might happen to you
4. analyze the situation with the road map

### **Questions for reflection\_ personal task:**








- Why is it a problem for you (analyze causes)?
- How might you feel?
- What can you do?
- Who can help you find a solution?
- How your emotion changes after doing something?

### **Questions for reflection\_ group task::**

- Why is it a problem for the character (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?

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

 <b>Duration and Frequency</b> 60 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> 1. Introduction of the topic 2. Identify their interests 3. Choose one interest and define the steps and resources to improve it	 <b>Materials used</b> 1. Templates 2. Pen or Pencils	 <b>Fact sheets</b> 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.

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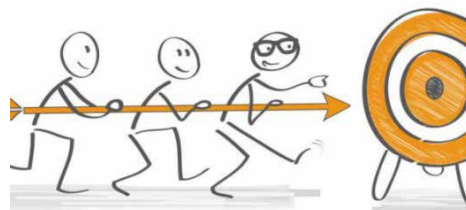
Grid 7B - analysis of PSsmile key choices

Name of the activity	Go-goals
<b>Goals</b> <b>Explore how to progress on achieving short-term personal goals and possible selves</b>	
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 behavior	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	<ul style="list-style-type: none"> <li>• Multiple ways of engagement: the material is presented with dual coding.</li> <li>• Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their action plan</li> <li>• Multiple ways of engagement: providing different tasks and different situations for the activity</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to My Self.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	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).

## 7. GO-GOALS for the APP

**By participating in the activity, you will be able to:**

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



### Personal Task:

**Duration:** 10 minutes

**Frequency:** once in the project

**Designed to:** adults

**Part I:** Try to think about what it means to you be self-determined

**Part II:** Write down 4-6 things you like to do in your spare time

**Part III:** Choose one of the activities you want improve and answer to the reflective questions reflection when challenging situation may occur

### Group Task:

**Duration:** 60 minutes

**Frequency:** once every school year

**Designed to:** 8-11 years old

**Part I:** introduces the concept of be self-determined

**Part II:** Ask children to write 4-6 things they like to do in their spare time

**Part III:** Ask children to choose one interest they want improve

**Part IV:** Guide children to answer to the reflective questions

**After participating in the activity, you will be able to:**

- practice how to set your personal goals
- Identify steps, resources and supports to strengthen your future goals

### Instructions:

1. Introduction of the topic
2. Identify their interests
3. Choose one interest and define steps and resources to improve it

### Questions for reflection\_ personal task:








- 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: .....

### Questions for reflection\_ group task::

- 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: .....

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

 <b>Duration and Frequency</b> 1 day: 30 min 2-3-4 day: 5 min 5 day: 30 min	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> <ol style="list-style-type: none"> <li>1. Introduction of the task</li> <li>2. Example of a completed chart</li> <li>3. Rate themselves for that day</li> <li>4. Rate themselves for the week</li> <li>5. Guided reflection on the example chart</li> <li>6. Guided reflection on the themselves chart</li> <li>7. Sharing and modelling</li> </ol>	 <b>Materials used</b> <ol style="list-style-type: none"> <li>1. Templates</li> <li>2. Pen or Pencils</li> </ol>	 <b>Fact sheets</b> <ol style="list-style-type: none"> <li>1. Template with an example of a completed sheet (Joy's rewards chart) (SPF.8.1.f)</li> <li>2. Template with an empty rewards chart (one for the week and another one to take at home) (SPF.8.2.f)</li> <li>3. Template with reflective question at the end of the week (SPF.8.3.f)</li> <li>4. Template with reflective question for the teacher (SPF.8.4.f)</li> </ol>	

**Short description and instructions**

1. 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)
2. 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 explain Joy's chart in details and comment all the sections. (15 min)
3. Then he/she will ask the children to rate themselves for that day. (10 min)
4. The teacher leaves 5 minutes at the end of each day to complete the worksheet, for a whole week.
5. 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)
6. The teacher asks them to do the same on their chart. (10 min)
7. 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.

---

### 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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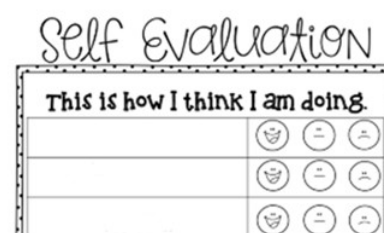
Grid 8B - analysis of PSsmile key choices

Name of the activity <b>Super star rewards chart</b>	
<b>Goals</b> <b>Learn and practice how to monitor progress on achieving personal goals and cultivate my strengths</b>	
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 behavior	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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: the rewards chart is presented with a double code</li> <li>• Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their self-evaluation and the related reflection</li> <li>• Multiple ways of engagement: the content of the chart is adaptable based on the strengths of the children</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to My Self.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The tasks can be adapted by decreasing or simplifying the aspects on which they have to pay attention and evaluate themselves.

## 8. SUPER STAR REWARDS CHART for the APP

**By participating in the activity, you will be able to:**

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



### **Personal Task:**

**Duration:** 5 minutes each day

**Frequency:** once in the project

**Designed to:** adults

**Part I:** make a list with 4-6 positive resources based on the skills learned in the previous activities

**Part II:** evaluate yourself in each of these resources, do it once a day for a week (Eg. you can use a numbers from 1 to 5)

**Part III:** At the end of the week, based on you monitoring activity, try to answer at the reflective questions

### **Group Task:**

**Duration:** first day: 20 min

2-3-4 day: 5 min

fifth day: 20 min

**Frequency:** once every school year

**Designed to:** 8-11 years old

**Part I:** gives the children a rewards chart with a list based on the skills learned in the previous activities

**Part II:** show an example of reward chart and guide children to answer at the reflective questions, modelling the reflections

**Part III:** Let the children complete their chart one a day for 1 week

**Part IV:** Ask children to answer at the reflective questions thinking of themselves

**After participating in the activity, you will be able to:**

- monitor your coping strategies
- identify a short term goal to improve your possible selves

### **Instructions:**

1. Introduction of the task
2. Example of a completed chart
3. Rate themselves for that day
4. Rate themselves for the week
5. Guided reflection on the example chart
6. Guided reflection on the themselves chart
7. Sharing and modelling

### **Questions for reflection\_ personal task:**

- What were you good at?
- What can you improve?
- What would you recommend to do?

### **Questions for reflection\_ group task::**

- What were you good at?
- What can you improve?
- What would you recommend to do?

**JOY**

**SADNESS**

**SURPRISE**

**FEAR**

**LOVE**

**ANGER**

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: —→

Learning assessment  
**REFLECTIVE QUESTION**  
Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify at least 3 passengers emotions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify at least 2 behaviors signals for each passengers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify, at least 2 behaviors to express each emotion presented?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## REFLECTIVE QUESTION



What did you learn from today's activity today?

## 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 friends 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 a lot like it when Tucker uses nice words.



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



Learning assessment  
**REFLECTIVE QUESTION**  
Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify at least 2 steps?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify at least 1 possible way to act?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## REFLECTIVE QUESTION



What did you learn from today's activity today?

**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



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

**Write here possible solutions**

SPF. 2.5.f



Ask for help



Ask nicely



Ignore provocations



Play with someone

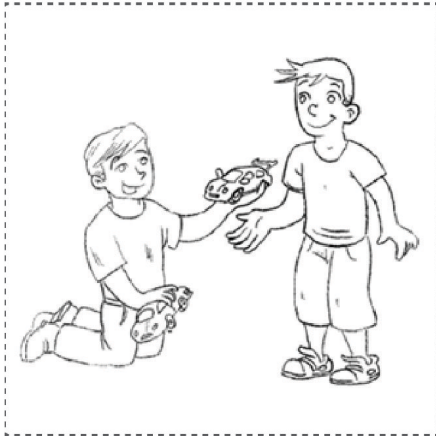


Say kindly "I wish you stop"

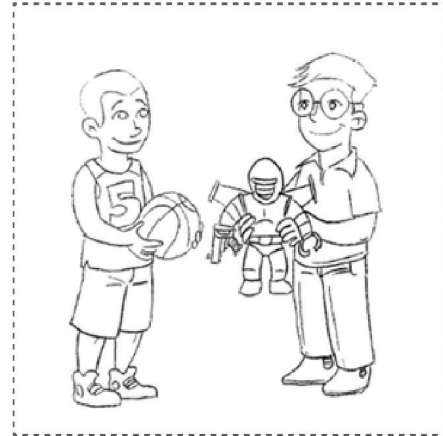


Ask: "Please may I...?"

SPF. 2.6.f



Share something



Exchange something



Wait for your turn

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



NEVER



NOBODY

NOBODY wants  
play with me

I ALWAYS lose in game



ALWAYS



EVERYONE

EVERYONE tease me

### Examples for children

Thought monsters:  
NOBODY WANTS TO PLAY WITH ME  
How would you feel if nobody wants  
to play with you today?



Alternative word:  
SOMEONE DOESN'T WANT TO PLAY  
WITH ME  
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

## REFLECTIVE QUESTION



What did you learn from today's activity today?

## SHOO THE MONSTERS!

Color the sentence with  
thought monsters

Someone 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"

Replace the monster sentence with  
the alternative words

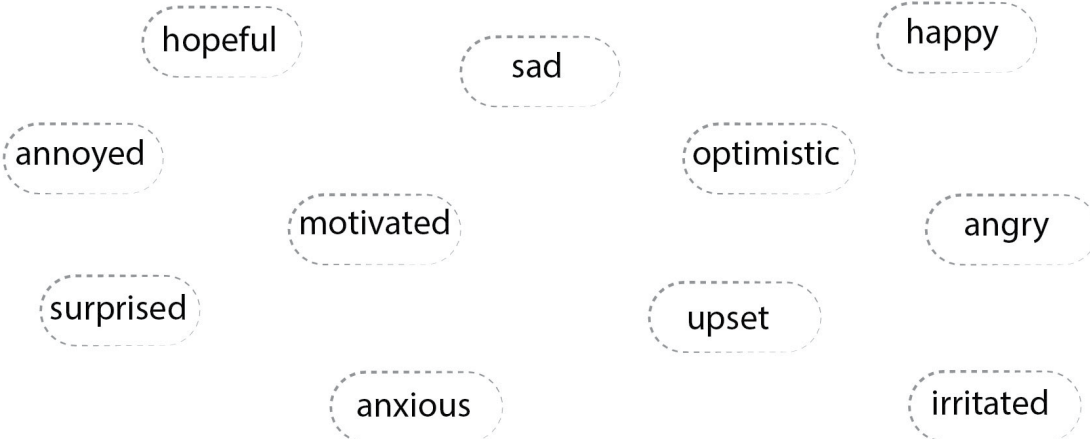


SPF. 3.3.f



Circle in green all emotions associated with the monsters of thought

Circle in blue all emotions associated with the alternative of thought



I WILL KEEP TRYING TILL  
I GET IT

I GROW BY LEARNING NEW  
THINGS

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

EVERYTHING NEED EFFORT

I HAVE MANY SESOURCES

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

---



---

## 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 in the piano, he thinks "I'll never get good"

Angry strated the swimming coursrse. 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 friend"

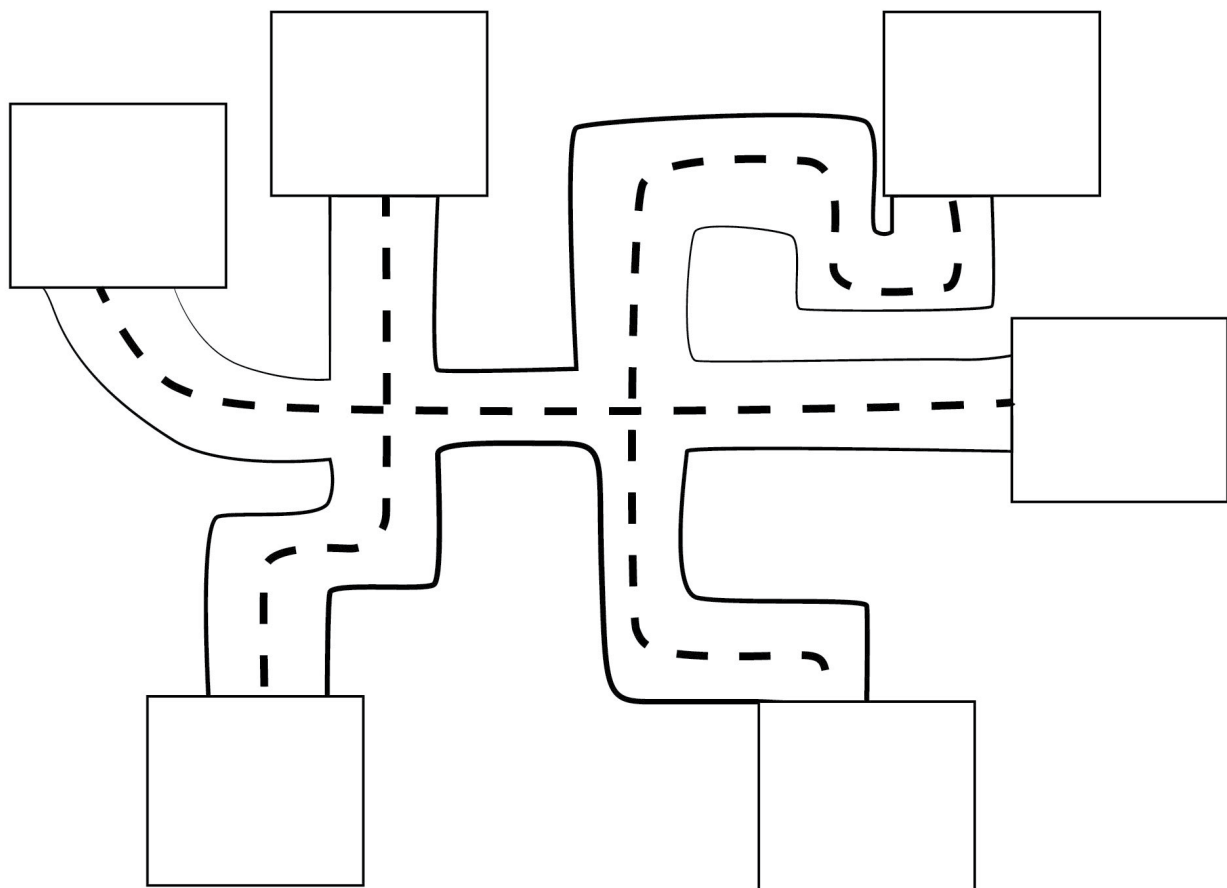
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# MAKE Your Own MAP!

Name \_\_\_\_\_



Learning assessment  
**REFLECTIVE QUESTION**  
Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify at least 2 positive thought to deal with hypotehtical situations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify at least 2 positive emotions that come from using positive thoughts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## 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?

**SITUATION 1:**

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



Future situation in which you can do it like a Snail:

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



Future situation in which you can do it like a Snail:

## SITUATION 2:



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

Future situation in which you can do it like a Snail:



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

Future situation in which you can do it like a Snail:



**SITUATION 3:**



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

Future situation in which you can do it like a Snail:



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

Future situation in which you can do it like a Snail:

Learning assessment  
**REFLECTIVE QUESTION**

Teachers

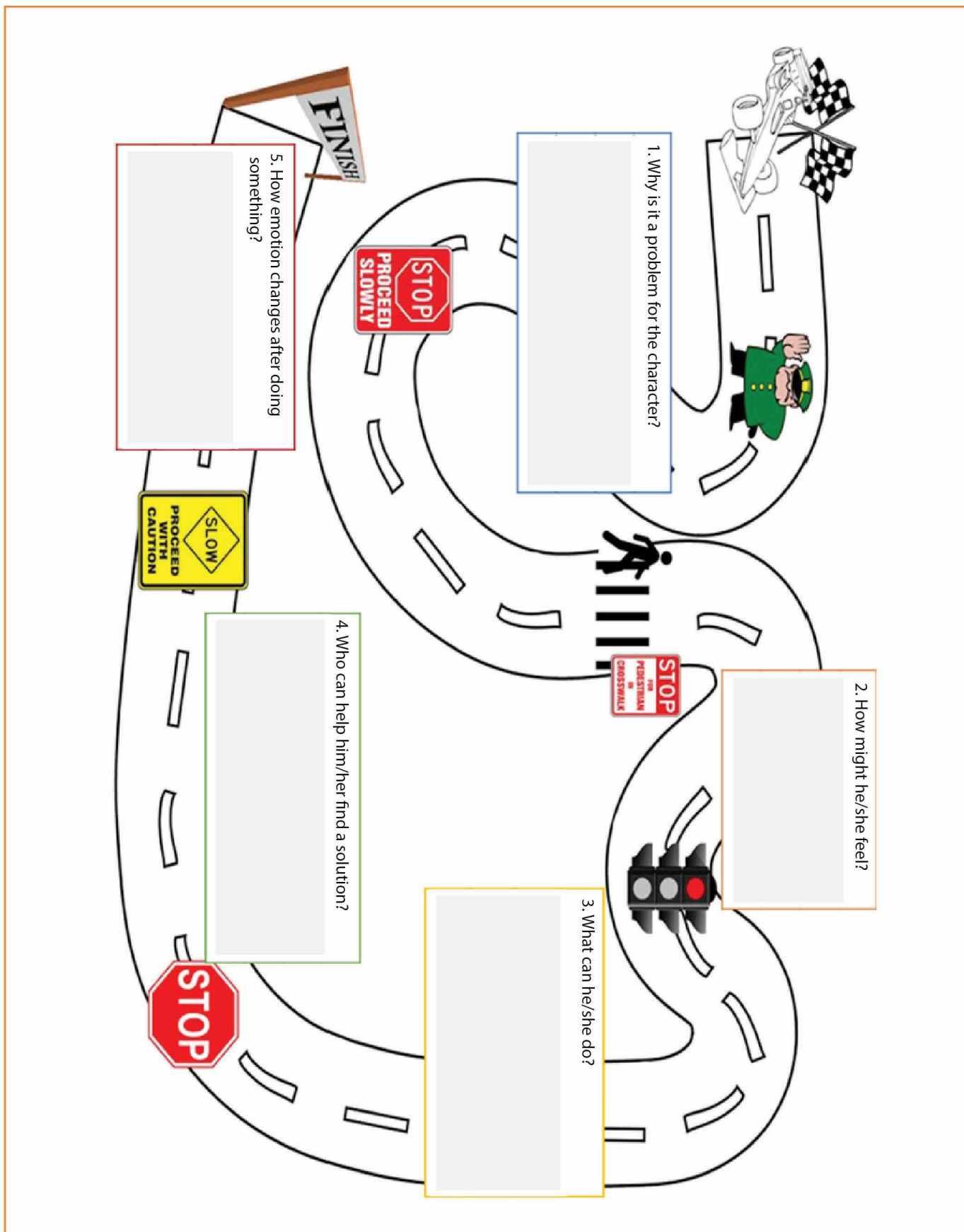
	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify at least 2 different behaviors to deal with the same situation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify different emotions related to animal behavior, at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

Notes

## REFLECTIVE QUESTION



What did you learn from today's activity today?



Learning assessment  
**REFLECTIVE QUESTION**  
Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify at least 3 steps on the question pattern?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify at least 3 useful questions to analyze the situations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## REFLECTIVE QUESTION



What did you learn from today's activity today?

Write here the useful questions to analyze the problem

SPF. 7.1.f



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

CHOOSE ONE ACTIVITY YOU WOULD LIKE TO IMPROVE



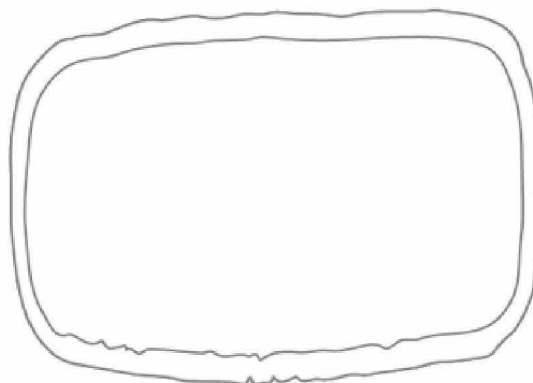
MY GOAL IS:



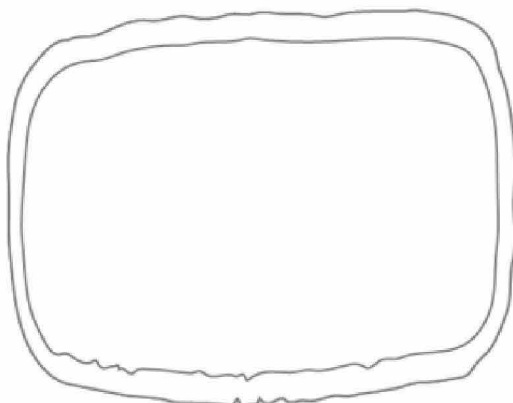
TO TAKE MY GOAL  
HAPPEN I WILL:



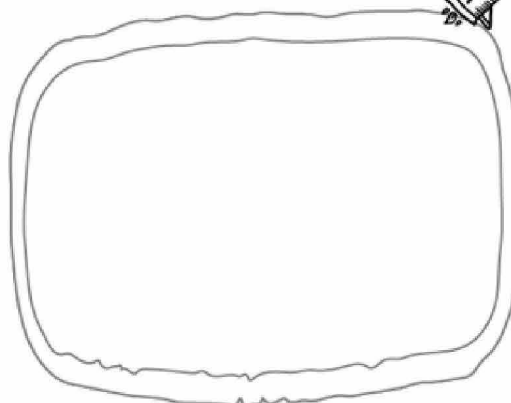

WHO CAN HELP ME:

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:






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 pain?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify, at least 1 person, who can support him/her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to recognize ,ar least 1 aspect, that signals the achievement of the goal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## REFLECTIVE QUESTION



What did you learn from today's activity today?



Name JOY



FRIDAY							
THURSDAY							
WEDNESDAY							
TUESDAY							
MONDAY							

SPF. 8.2.f

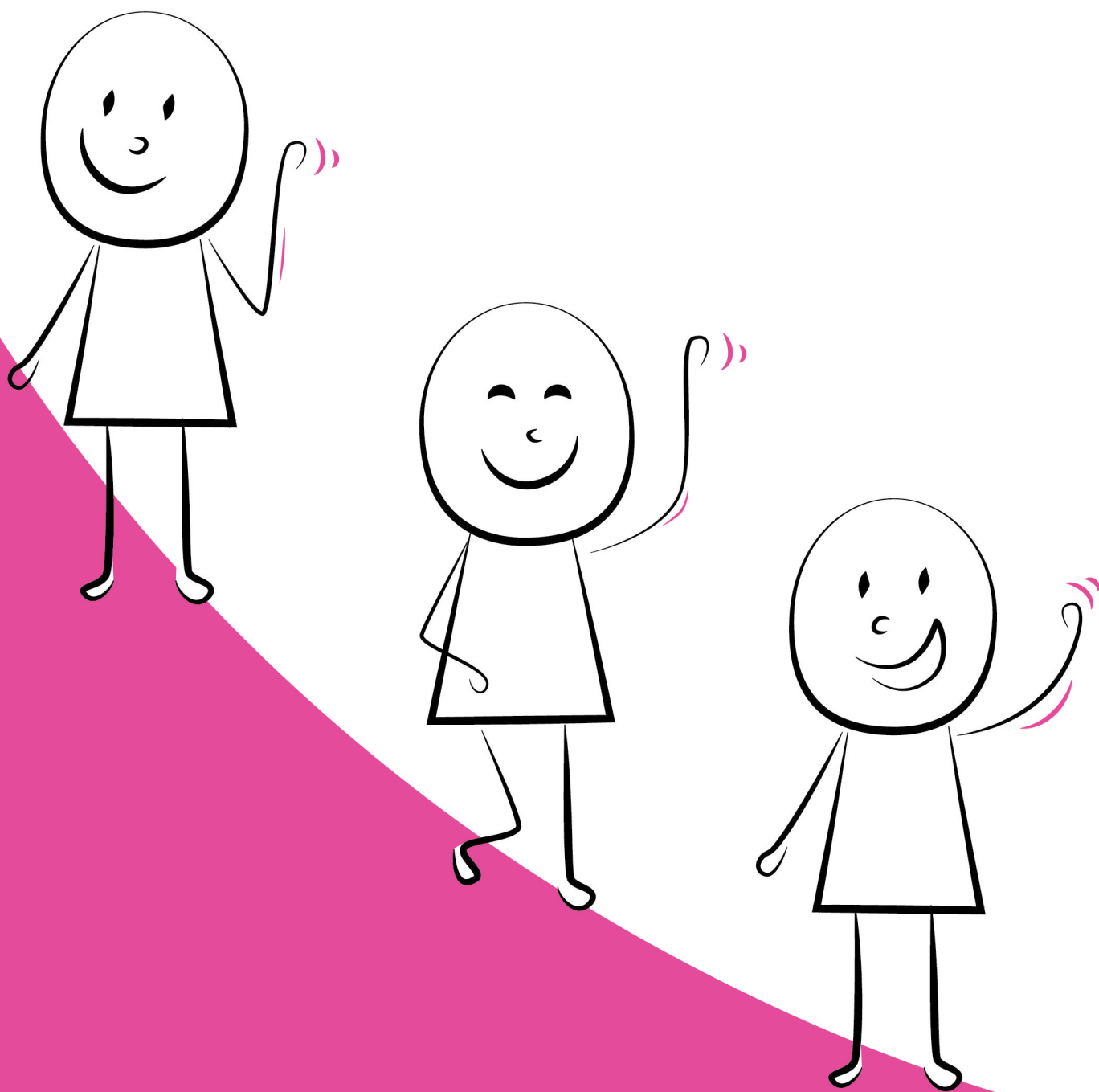


Name










FRIDAY							
THURSDAY							
WEDNESDAY							
TUESDAY							
MONDAY							

# SMILE TO SOCIETY 4.0



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

 <b>Duration and Frequency</b> 60 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> 1. Introduction and explanation of the goals 2. Role play 3. Reverse role-play 4. Sharing and reflection	 <b>Materials used</b> 1. Templates	 <b>Fact sheets</b> 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**

- 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 1A: the content and the development*

Name of the activity	How other smile
<b>Goals</b> <b>Explore emotions, attitudes and feelings people I know might experience in our life contexts</b>	
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 and 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)	<ul style="list-style-type: none"> <li>Multiple ways of representing the information: using double coding</li> <li>Multiple ways of action and expression: students are allowed to use diverse communication resources</li> <li>Multiple ways of engagement: providing different tasks and role</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to Others.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	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.



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

 <b>Duration and Frequency</b> 60 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom or open space
 <b>Structure of the activity</b> 1. Introduction of the goals 2. Guessing game part 1 3. Guessing game part 2 4. Sharing and reflection	 <b>Materials used</b> 1. Templates	 <b>Fact sheets</b> 1. Template for part 1 (SSO.2.1.f) 2. Template for part 2 (SSO.2.2.f) 3. Template with questions (SSO.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:  
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

- Is each student able to identify what makes the animal unique in at least two different contexts?

For students

- 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

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**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.

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**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 <b>Animal Theater</b>	
<b>Goals</b> <b>Explore cultural diversities in expressing emotions, feelings, and positive mindset in social contexts</b>	
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	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: using doble coding</li> <li>• Multiple ways of action and expression: : the students are allowed to use diverse communication resources</li> <li>• Multiple ways of engagement: providing different tasks and roles</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to Others.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The activity can be adapted by simplifying the questions and providing the children help in identifying the uniqueness of each context.

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

 <b>Duration and Frequency</b> 50 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom (students sitting in circle)
 <b>Structure of the activity</b> <ol style="list-style-type: none"> <li>1. Introduction and explanation of the objectives</li> <li>2. Modelling: an example of wheel</li> <li>3. Wheel and questions completion</li> <li>4. Sharing and reflection</li> </ol>	 <b>Materials used</b> <ol style="list-style-type: none"> <li>1. Templates</li> <li>2. Pencils</li> </ol>	 <b>Fact sheets</b> <ol style="list-style-type: none"> <li>1. Template with the wheel SSO.3.1f</li> <li>2. Reflective questions for Teachers (SSO.1.2.f) for Children (SSO.1.3.f)</li> </ol>	

**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 use. 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 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**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Define a current situation</li><li>• To be able to set some 'mental' boxes to each priority in their lives</li></ul> | <ul style="list-style-type: none"><li>• Developed idea or actions to improve his/her satisfaction</li><li>• To set priorities and goals</li></ul> |
|--|---|
- 

**Learning assessment\_ reflective questions**

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?

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?
- 

**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.

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**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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Name of the activity <b>Wheel of my life</b>	
<b>Goals</b> <b>Explore my life context and my attitudes and feelings that characterize them</b>	
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)	<ul style="list-style-type: none"> <li>Multiple ways of representing the information: The templates are provided with dual coding.</li> <li>Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their perspectives and participate in the activity.</li> <li>Multiple ways of engagement: providing different tasks and familiar materials for children of that age</li> </ul>
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.

Domain: **Smile to society 4.0**Name of the activity **Where and with whom in the world...?****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

 <b>Duration and Frequency</b> 1h 30 min	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom (students sitting in circle)
 <b>Structure of the activity</b> <ol style="list-style-type: none"> <li>1. Introduction of the activity</li> <li>2. Completion of one side of the circles</li> <li>3. Completion of back side of the circles</li> <li>4. Sharing and reflection</li> </ol>		 <b>Materials used</b> <ol style="list-style-type: none"> <li>1. Templates</li> <li>2. Cardboards</li> <li>3. Pencils or pen</li> <li>4. hook</li> </ol>	 <b>Fact sheets</b> <ol style="list-style-type: none"> <li>1. Reflective questions for Teachers (SSO.4.1.f) for Children (SSO.4.2.f)</li> </ol>

**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
- 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

- 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?

For students

- What did you learn from the activity 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

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### 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.)

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### 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 4B - analysis of PSsmile key choices

Name of the activity	Where and with Who in the world....?
<b>Goals</b> <b>Identify social and emotional aspects in all my life contexts</b>	
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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: information can be presented with any materials</li> <li>• Multiple ways of action and expression: children are allowed to choose the content</li> <li>• Multiple ways of engagement: children can involve different resources and people</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to Others.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity can be adapted in order to Other management exploring resources and supports in which they could count on to reach their goals.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The activity can be adapted by decreasing the number of circles or completing only one side of the circle (present belongs)

#### 4. Where and with Who in the world....? for the APP

**By participating in the activity, the adult will be able to:**

Identify social and emotional aspects in all my life contexts

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**Personal Task:**

**Part I:**

**Part II:**

**Group Task:**

**Part I:**

**Part II:**

**Part III:**

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**After participating in the activity, the expected results are:**

- 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

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**Duration:** minutes

**Frequency:** once every school year

**Designed to:** 8-11 years old

**Instructions:**

1.

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**Questions for reflection:**

-

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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

 <b>Duration and Frequency</b> 60 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> 1. Introduction of the activity 2. Presentation of the video 3. Discussion and reflection 4. Grid completion	 <b>Materials used</b> 1. Templates 2. Pen or pencil	 <b>Fact sheets</b> 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=IXJccpCIAB4>  
<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

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**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)

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**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

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**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

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**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.

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**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.








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Grid 5B - analysis of PSsmile key choices

Name of the activity <b>Helping me, helping you!</b>	
<b>Goals</b> <b>Discover changes and challenges occurring in small and large communities and understand the impact of positive mindset</b>	
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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: using doble coding</li> <li>• Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their perspectives</li> <li>• Multiple ways of engagement: providing different tasks and familiar materials for children of that age</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to My self.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The activity can be adapted by simplifying the questions and providing the children definitions and some modelling about prosocial actions.

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

 <b>Duration and Frequency</b> 40 minutes once a month	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> <ol style="list-style-type: none"> <li>1. Introduction and explanation of the objectives</li> <li>2. Proposals of some service projects</li> <li>3. Collective decision of the project to join</li> <li>4. Grid completion about theoretical scenarios</li> <li>5. Sharing and group reflection</li> </ol>		 <b>Materials used</b> No specific materials are needed	 <b>Fact sheets</b> <ol style="list-style-type: none"> <li>1. Template with situation (SSO.1.1.f)</li> <li>2. Reflective questions for Teachers (SSO.1.2.f) for Children (SSO.1.3.f)</li> </ol>

**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 chosen. For each project children are asked 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
- 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

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### 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.

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### Learning assessment\_ reflective questions

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?

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?

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### 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;

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### Activity Linked to school subject

civic education: rules meaning, respecting others, etc.

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### 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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Name of the activity <b>Helping me, helping you!</b>	
<b>Goals</b> <b>Discover changes and challenges occurring in my small and understand the impact of positive mindset</b>	
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)	<p>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.</p> <p>The materials for the activity are designed in order to be adapted to different students.</p>
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)	<ul style="list-style-type: none"> <li>Multiple ways of representing the information: The templates are provided with dual coding.</li> <li>Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their perspectives and participate in the activity.</li> <li>Multiple ways of engagement: providing different tasks and familiar materials for children of that age</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to Others.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity can be adapted in order to address management of others exploring strategies to be more empathetic and helpful to others.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	Guide the students to which situations they will describe, that involve the greater community in a collective attempt to be of service.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	Guide the students to which situations they will describe, instead of letting them come up with their own stories.



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

 <b>Duration and Frequency</b> 45 min	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom (students sitting in circle)
 <b>Structure of the activity</b> 1. Escape room game 2. Group reflection and discussion	 <b>Materials used</b> 1. Templates 2. Pencils	 <b>Fact sheets</b> 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 challenge 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

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### 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?

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### 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

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### 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.

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### 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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Name of the activity <b>Escape room</b>	
<b>Goals</b> <b>Explore positive resources and a positive social mindset in our life context</b>	
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 challenge 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 challenge.
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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information;</li> <li>• Multiple ways of action and expression;</li> <li>• Multiple ways of engagement;</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to myself and My future.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity can be adapted in order to address managment of personal resources, focusing on practice strategies for fostering positive resources in challenging situations.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The activity can be adapted guiding children to identify positive resources, for examples by providing a definition of curiosity, flexibility, or creativity.

. for the APP

By participating in the activity, the adult will be able to:

**Personal Task:**

**Part I:**

**Part II:**

**Group Task:**

**Part I:**

**Part II:**

**Part III:**

After participating in the activity, the expected results are:

-

**Duration:** minutes

**Frequency:** once every school year

**Designed to:** 8-11 years old

**Instructions:**








1.

**Questions for reflection:**

-

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

 <b>Duration and Frequency</b> 60 min	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom (students sitting in circle)
 <b>Structure of the activity</b> 1. Introduction to the board game 2. Play the game in groups 3. Reflection and develop action plan	 <b>Materials used</b> 1. Templates 2. Pencils	 <b>Fact sheets</b> 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**

1. 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/>
2. Children can play the game divided by small groups (30 min)
3. 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**

- 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?
  - Which of your 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.

---

Name of the activity <b>Goals for all of us!</b>	
<b>Goals</b> <b>Explore positive future communities and a positive social mindset in our life context</b>	
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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: using doble coding</li> <li>• Multiple ways of action and expression: all material and tools are available</li> <li>• Multiple ways of engagement: children can choose the goal they prefer</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to Others.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity can be adapted by focusing on how common goals impact children and their future as a member of the community.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The activity can be adapted by simplifying the questions and providing the children with definitions and some basic information on the topic presented.

## 8. Goals for all of us! for the APP

**By participating in the activity, the adult will be able to:**

Explore positive future communities and a positive social mindset in our life context:

---

### Personal Task:

**Part I:**

**Part II:**

### Group Task:

**Part I:**

**Part II:**

**Part III:**

---

**After participating in the activity, the expected results are:**

- 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:** minutes

**Frequency:** once every school year

**Designed to:** 8-11 years old

### Instructions:

1.

---

### Questions for reflection:

-

---



SSO. 1.1.f

A

During the game, you missed  
scoring a goal

There is a frog in your bedroom

The boy is always eating candies  
and chewing gum very loudly

You are playing with your favourite  
video games

You'll overslept and miss the final  
test

You'll change volley team next  
years

B

You are his/her friend that made  
fun of him/her

You are the brother that sleep in  
the same room

You are his/her classmate, you  
think he/she is really loud. Ask him  
to stop it

You are his mom, she wants  
him/her to set the table

You are his/ her teacher...

You are his/ her teammate

SS0. 1.2.f

Learning assessment  
**REFLECTIVE QUESTION**

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to describe, at least 2, different behaviour in front of the same emotion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to recognize, at least 2, different emotions in front of the same situation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## REFLECTIVE QUESTION



What did you learn from today's activity today?

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

SS0. 2.1.f



LION



TURTLE



PENGUIN



FISH



BEAR



SWIFT

SSO. 2.2.f



**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**

SS0. 2.3.f



FISH IN THE SEA



FISH IN AQUARIUM



BEAR IN THE FOREST



BEAR DURING HIBERNATION



SWIFT IN SPRING



SWIFT DURING MIGRATION,  
IN AUTUMN

## 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 the specific context?
- What does the animal think is that specific context?
- What sounds does the animal hear?
- What does it smell?
- What smells do you smell?



SS0. 2.4.f

Learning assessment  
**REFLECTIVE QUESTION**

Teachers

NO	ONLY SOME	MORE THAN SOME	A LOT
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is each student able to identify what makes the animal unique in at least two different context?

Notes



## REFLECTIVE QUESTION



What did you learn from today's activity today?

Describe an animal in two different contexts, write the things that make it unique

ANIMAL:

\_\_\_\_\_

CONTEXT 1:

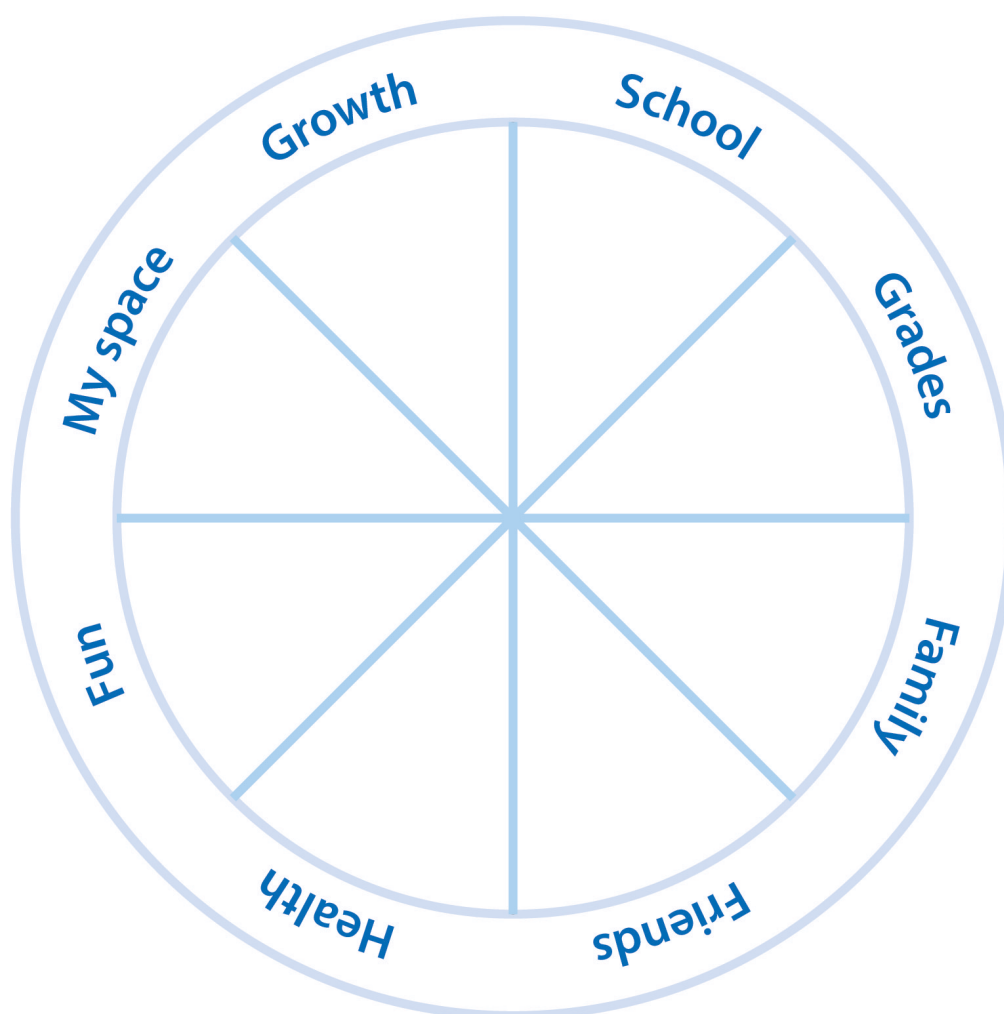
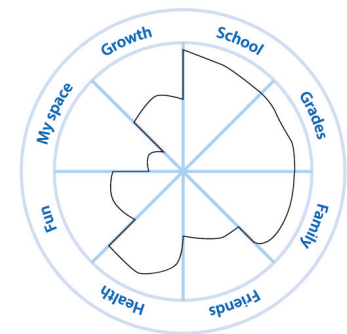
\_\_\_\_\_

CONTEXT 2:

\_\_\_\_\_

## Wheel of My Life Contexts

Think of the center of the 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 exaple).



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 pats, not bother my anymore?
- How did I manage to outgrow my challenges?

SSO. 3.2.f

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to developed at least 2 idea or actions to improve his/her satisfaction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to set at least 2 priorities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## REFLECTIVE QUESTION



What did you learn from today's activity 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?

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify, at least 1 new aspect, that he/she discovered?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to set at least 2 priorities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## REFLECTIVE QUESTION



What did you learn from the wheel of today?

What are the context 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

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
<b>Situacion:</b>	<i>The person in this story lost their backpack. What could I do to help them?</i>		
<b>Action:</b>	_____	_____	_____
<b>Situacion:</b>	_____		
<b>Action:</b>	_____	_____	_____
<b>Situacion:</b>	_____		
<b>Action:</b>	_____	_____	_____
<b>Situacion:</b>	_____		
<b>Action:</b>	_____	_____	_____
<b>Situacion:</b>	_____		
<b>Action:</b>	_____	_____	_____

SS0. 5.1.f

Here are some situations where you help might be useful. Write below what you would say and what you would do (at least 2 actions)

One of your classmate has lost his backpack



Mom got a flat tire



Next week a new classmate arrives in your school





SSO. 5.1.f

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



SS0. 5.2.f

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify, at least 2 feelings that activate in persons experiencing help action?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

SSO. 5.3.f

## REFLECTIVE QUESTION

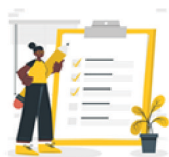


What did you learn from today's activity?



Write here emotions and feeling that may activate in other people when you help them

SS0. 6.1.f



**SERVICE ACTIVITY:**  
Clean up litter around your school or at a nearby park

Who benefits for this action?

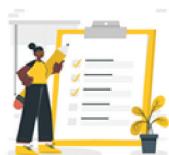
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---

What did I feel after compleating this actions?

---

---



**SERVICE ACTIVITY:**

---

Who benefits for this action?

---

---

What did I feel after compleating this actions?

---

---



**SERVICE ACTIVITY:**

---

Who benefits for this action?

---

---

What did I feel after compleating this actions?

---

---

SSO. 6.2.f

Learning assessment  
**REFLECTIVE QUESTION**  
Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to developed at least 2 actions that can contribute to the community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify at least 1 context that can benefits from the actions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to describe how the community can benefit from his/her actions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## 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?

SSO. 6.3.f

## REFLECTIVE QUESTION



What kinds of emotions do you expect it to elicit from our service action?

How should communities benefit from our actions?

SS0. 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:

- Taomato
- Apple
- Banana
- Lemon
- Eldberry

Try reading the menu, it might give you a  
clue to find the next message!

2) The code 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.

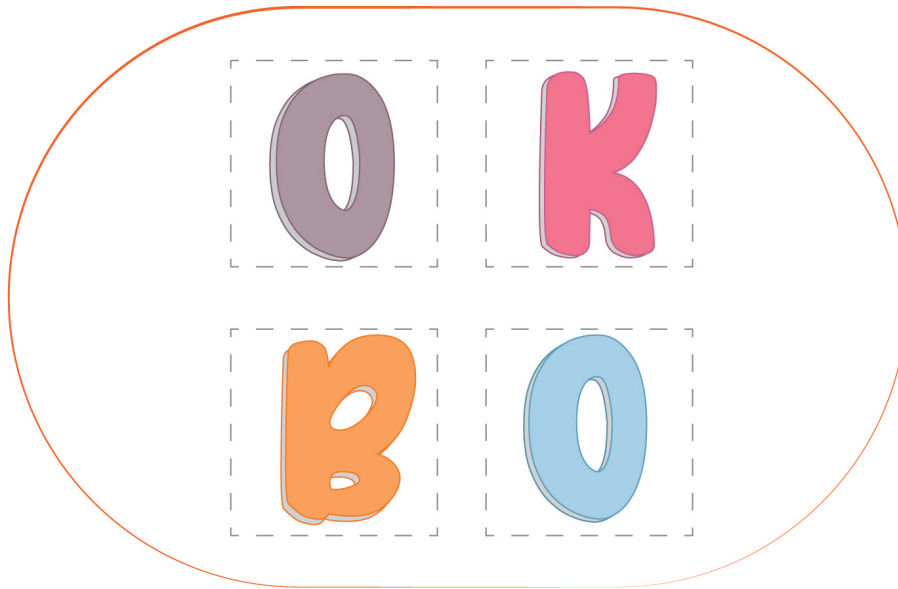
^	U	C	D	Γ	∩
A	B	C	D	E	F
∩	o	I	J	<	L
G	H	I	J	K	L
┐	2	O	∠	∩	\
M	N	O	P	Q	R
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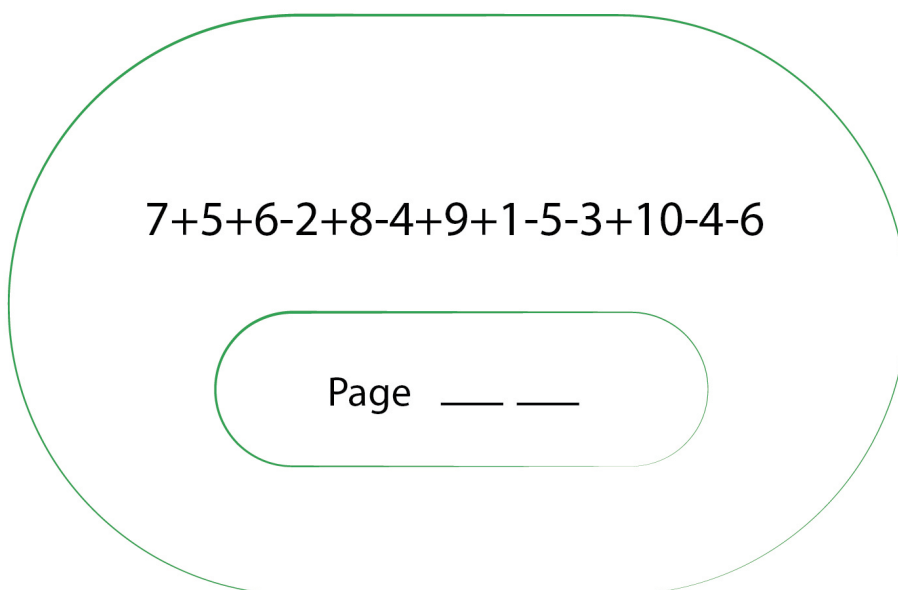


SSO. 8.1.f

3) In the drawe 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 such as on the window.



4) Place this tag at the beginning of the book, immediately after 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.



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 **w**olf 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 **b**ear. He said, "Please save me. The king is chasing me. He will surely kill me. Can you hide me somewhere?"

"**Y**es, 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 **b**ear replied, "No, I **h**aven't, Your Majesty." But he signalled the lion to look in the cave. The lion did not understand the signal and went away. **S**oon the wolf came out of the cave and started to walk away.

"Won't you **t**hank me?" the bear asked.

"What for?" the wolf said, "For lying to the **e**lion or signalling him about me. You are not **a**n 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!

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify at least 1 benefit for our social context?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## REFLECTIVE QUESTION

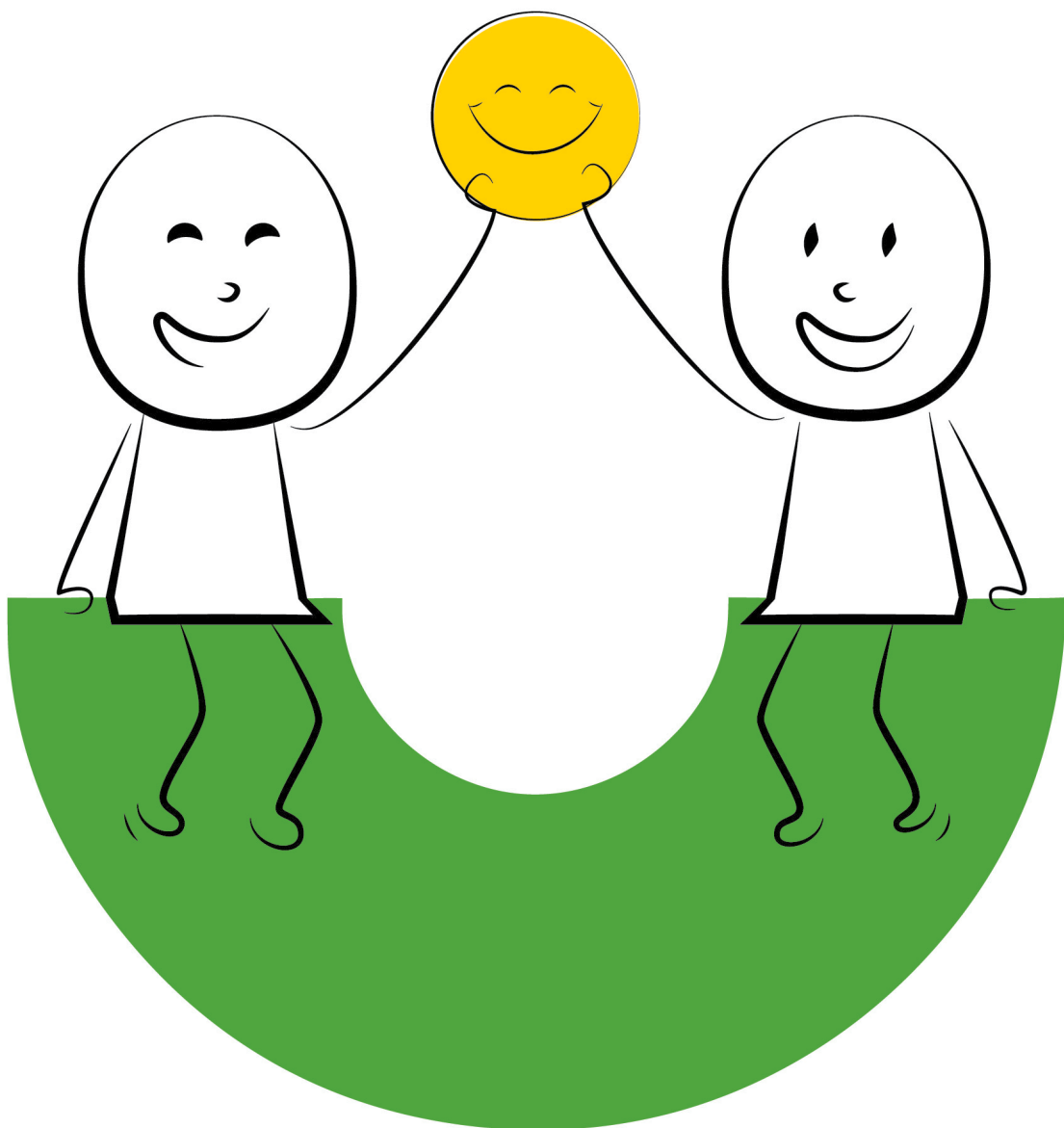


What did you learn from the activity of today?

Whitch yours positive resources did you use to achieve the goal








What are the benefits for our social context?

# SMILE TO OTHERS



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.

 <b>Duration and Frequency</b> 40 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Gym or open space
 <b>Structure of the activity</b> <ol style="list-style-type: none"> <li>1. Introduction and instructions with demonstration of the task;</li> <li>2. Implementation of the task;</li> <li>3. Group debate and reflection.</li> </ol>	 <b>Materials used</b> <ol style="list-style-type: none"> <li>1. Templates</li> <li>2. Computer and data show;</li> </ol>	 <b>Fact sheets</b> <ol style="list-style-type: none"> <li>1. Template with visual scenes (SO.1.1.f)</li> <li>2. Template with visual supports for communication (SO.1.2.f)</li> <li>3. Template with reflective question for teacher (SO.1.3.f) for children (SO.1.4.f)</li> </ol>	

**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 thought 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?
    - 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**

For 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

For 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.

---

Name of the activity <b>Walk the talk</b>	
<b>Goals</b> <b>Identify and explore ways to react in challenging interpersonal situations with other</b>	
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 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 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)	<ul style="list-style-type: none"> <li>Multiple ways of representing the information: the hypothetical situations are presented verbally and using pictures.</li> <li>Multiple ways of action and expression: students can express their thoughts and feelings verbally or using pictures.</li> <li>Multiple ways of engagement: the activity incorporates movement as well as conversation as a way to engage different learners.</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to Smile to Myself.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity may be used to focus on being aware about own feelings and thoughts, as well as the feelings and thoughts of others.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	The tasks can be completed using writing, making it more abstract and complex for older students.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The tasks can be completed using symbols, drawing or arts and crafts, according to the students' skills.



**Notes for the App development:**  
**thinking to adults implementing the activity**

**Please report the instructions to use in the App**

- The app instructs the students 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.
- The app describes a hypothetical situation reading aloud and showing pictures while the students are walking around. A calm background music is playing and when it stops 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 app may revise the instructions.
- When the students are used to participate in the activity without difficulties, the app may support the teacher upgrading the activity by asking questions:
  - Can you explain the expressed thought or emotion?
  - Can you understand the thought or emotion expressed by your colleague?
  - How different or similar is your way of feeling and thinking about a specific topic, compared with a colleague?
  - Why do people have different thoughts and feelings about the same issue or situation?
  - 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?
- In the end of the activity, the app instructs the students to take home their emotions keyrings and share the experience with other people.

**Please select from the activity the materials to use in the App**

- Template with Visual scenes;
- Template with visual supports for communication;
- Descriptions of hypothetical situations.

Background Music:








<https://www.youtube.com/watch?v=pd4j9osCNT4>

**Please describe the related theoretical point in a few lines to use in the App**

...

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;

 <b>Duration and Frequency</b> 50 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Gym or garden (open space)
 <b>Structure of the activity</b> 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		 <b>Materials used</b> 1. Fact sheets 2. Visual model 3. Materials to create bookmarks 4. Music and video player* 5. Power point presentation of the templates* *optional	 <b>Fact sheets</b> 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)
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)

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### 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)

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### 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](https://www.youtube.com/watch?v=aSVBakv_2jY)

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### 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

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### 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

#### For 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?

#### For 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?

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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 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.

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**Activity Linked to school subject**

Language, Arts & Crafts, Physical Education

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**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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Name of the activity	In my-your shoes
<b>Goals</b> <b>To identify and practice behaviors that promote an empathetic and positive climate in group activities</b>	
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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: The templates are provided with dual coding.</li> <li>• Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their perspectives and participate in the activity.</li> <li>• Multiple ways of engagement: providing different tasks and materials for the activity, allowing the children to choose their group.</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to Myself.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity can be adapted in order to address awareness of others without exploring strategies to be more empathetic and inclusive of others.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	The tasks can be completed using conversation, writing, drawing or arts and crafts, according to the students' skills.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The tasks can be completed using conversation, writing, drawing or arts and crafts, according to the students' skills

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

 <b>Duration and Frequency</b> 45 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> <ol style="list-style-type: none"> <li>1. Part I: "Puzzle of positive relationships"</li> <li>2. Part II: "My favourite people"</li> <li>3. Part III: "Letter to a favourite person";</li> <li>4. Sharing and group reflection.</li> </ol>	 <b>Materials used</b> <ol style="list-style-type: none"> <li>1. Fact sheets</li> <li>2. Music and video player</li> <li>3. Materials to create a letter to a favorite person</li> <li>4. Paper, pen, pencils, scissors and glue</li> </ol>	 <b>Fact sheets</b> <ol style="list-style-type: none"> <li>1. Puzzle template (SO.3.1f)</li> <li>2. List of key words (SO.3.2f)</li> <li>3. List of people template (SO.3.3f)</li> <li>4. Template for teacher reflective question (SO.3.4f)</li> <li>5. Template for children reflective question (SO.3.5f)</li> </ol>	

**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 common 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>

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**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

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**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

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**Learning\_ performance descriptors**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Identify characteristics of positive relationships;</li><li>• Name persons with whom they have positive relationships;</li></ul> | <ul style="list-style-type: none"><li>• Identify the positive aspects of their relationships;</li><li>• Implement a pro-active action towards a favorite person.</li></ul> |
|--|--|

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**Learning assessment\_ reflective questions****For 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?

**For 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?

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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 identify key words related to positive relationships
- Assessing the students’ ability to identify the positive aspects of their relationships

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**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.

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**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.








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Name of the activity	Positive Relationship
<b>Goals</b> <b>To explore and understand how to take care of my social strengths and progress in building future positive relationships</b>	
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 behavior	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)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: The templates are provided with dual coding.</li> <li>• Multiple ways of action and expression: the students are allowed to use diverse communication resources to express their perspectives and participate in the activity.</li> <li>• Multiple ways of engagement: providing different tasks and materials for the activity, allowing the children to choose their preferred modalities.</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to Society 4.0
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity can be adapted in order to explore different context and strategy to be more empathetic and helpful to our life context.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	The tasks can be made more complex by differentiate positive and negative relationships, finding the key words for the two categories.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The activity can be adapted by simplifying situations and providing different examples of positive relationships.



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

 <b>Duration and Frequency</b> 60 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> <ol style="list-style-type: none"> <li>1. Introduction and instructions with demonstration of the task;</li> <li>2. Preparation of the cootie catcher;</li> <li>3. Description of good deeds and kind actions;</li> <li>4. Playing with the cootie catcher;</li> <li>5. Sharing and reflection</li> </ol>	 <b>Materials used</b> <ol style="list-style-type: none"> <li>1. Templates</li> <li>2. Pen or pencils</li> <li>3. Paper</li> </ol>	 <b>Fact sheets</b> <ol style="list-style-type: none"> <li>1. Template for creating a Cootie Catcher (SO.4.1.f)</li> <li>2. Template for creating a Kindness Project (SO.4.2.f)</li> <li>3. Template for creating a Happiness Diary (SO.4.3.f)</li> <li>4. Template with reflective question for teacher (SO.4.4.f) for children (SO.4.5.f)</li> </ol>	

**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)

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**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.

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**Learning\_ strategies**

- Positive reinforcement: when children propose good deed and kind action
- Interleaving
- Retrieval practice

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**Learning\_ performance descriptors**

- Propose prosocial actions and explore positive relationships
- Practice pro-social behaviors in our everyday life

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**Learning assessment\_ reflective questions**

For 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?

For 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

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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 propose prosocial actions
- Assessing the students' ability to practice pro-social behaviors in our everyday life

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**Activity Linked to school subject**

The activity can be connected to Arts & Crafts.

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**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.
-

Name of the activity <b>Giving is Receiving</b>	
<b>Goals</b> <b>Learn a way to take care of my social strengths and practice pro-social behaviors in our everyday life</b>	
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 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 own abilities to be kind toward others.
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	<ul style="list-style-type: none"> <li>• Multiple ways of representing the information: the templates are provided with dual coding.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to Smile to Myself.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity may be used to focus on positive relationships that the student has in his/her life.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	The tasks can be completed using writing, drawing or arts and crafts, according to the students' skills.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The tasks can be completed using writing, drawing or arts and crafts, according to the students' skills.

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

 <b>Duration and Frequency</b> 40 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Open space
 <b>Structure of the activity</b> <ol style="list-style-type: none"><li>1. Introduction and instructions with demonstration of the task;</li><li>2. Organization of groups and definition of the group leaders and members;</li><li>3. Rules explanation</li><li>4. Play game</li><li>5. Individual reflection and group discussion;</li><li>6. Group sharing and reflection.</li><li>7. Picture illustrating a teamwork</li></ol>	 <b>Structure of the activity</b> <ol style="list-style-type: none"><li>1. Template</li><li>2. Blindfolds</li><li>3. 4 boxes</li><li>4. Objects to hide</li></ol>	 <b>Structure of the activity</b> <ol style="list-style-type: none"><li>1. Template for object collection (SO.5.1.f)</li><li>2. Reflection template (SO.5.2.f)</li><li>3. Template with image to color (SO.5.3.f)</li><li>4. Template with reflective question for teacher (SO.5.3.f) for children (SO.5.4.f)</li></ol>	

**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](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.

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**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**

For 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?

For 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.

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**Activities to share with parents or family members**

Students are encouraged to take a picture to color at home, representing the idea of teamwork.

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Name of the activity <b>Blindfolded Leadership:</b>	
<b>Goals</b> <b>To explore and practice behaviors that promote a cooperative climate in group activities</b>	
Shows Orientation toward future goals	<p>The activity is prepared to work on cooperation skills.</p> <p>The reflection may help the students plan ways to improve in the future.</p> <p>The activity may be repeated with the idea of improving cooperation in each trial.</p>
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 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 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)	<ul style="list-style-type: none"> <li>Multiple ways of representing the information: The templates are provided with dual coding.</li> <li>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.</li> <li>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.</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to Myself.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity may be used to focus on being pro-actively kind and supportive of other people.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	The tasks can be completed using writing, drawing or arts and crafts, according to the students' skills.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The tasks can be completed using writing, drawing or arts and crafts, according to the students' skills.

**Notes for the App development:**  
**thinking to adults implementing the activity**

**Please report the instructions to use in the App**

- The app instructs the teacher to with the group into an open space and:
  - ask the children to divide themselves in groups of 5;
  - decide together who will be the group leader and who will be the group members.
- The app instructs the teacher to blindfold the children, so that all the group members, except the group leader, are blindfolded.
- The app instructs the teacher to 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.
- The app instructs the teacher to explain 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;
- 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;
- When the activity ends, the app instructs the groups to take notes of their work as a team, strategies and their achievements, using the reflection template.
- The app suggests the teacher to 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?
  - What was the best strategy?
  - How could you support the leader?
  - How could you support the members?
  - ...
- A short video about shared goals and team work may be displayed by the app.  
Example:  
<https://www.youtube.com/watch?v=ZnjJpa1LBOY&t=91s>  
[https://www.youtube.com/watch?v=fUXdrl9ch\\_Q](https://www.youtube.com/watch?v=fUXdrl9ch_Q)
- The app 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.








**Please select from the activity the materials to use in the App**

- Object collection template;
- Reflection template;
- Picture to colour.
- Online videos:  
<https://www.youtube.com/watch?v=ZnjJpa1LBOY&t=91s>  
[https://www.youtube.com/watch?v=fUXdrl9ch\\_Q](https://www.youtube.com/watch?v=fUXdrl9ch_Q)

**Please describe the related theoretical point in a few lines to use in the App**

Domain: **Smile to Others**Name of the activity **Memory Challenge****Goals****To identify and 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

 <b>Duration and Frequency</b> 35 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> <ol style="list-style-type: none"><li>1. Introduction and instructions with demonstration of the task;</li><li>2. Individual work;</li><li>3. Small group work;</li><li>4. Large group reflection and discussion.</li></ol>	 <b>Structure of the activity</b> <ol style="list-style-type: none"><li>1. Templates</li><li>2. Powerpoint presentation of the activity</li><li>3. Video player</li></ol>	 <b>Structure of the activity</b> <ol style="list-style-type: none"><li>1. Template for individual work (SO.6.1.f)</li><li>2. Template for group work (SO.6.2.f)</li><li>3. Visual supports for the memory task (SO.6.3.f)</li><li>4. Template for reflection (SO.6.4.f)</li><li>5. Template with reflective question For teacher (SO.6.5.f) For children (SO.6.6.f)</li></ol>	

**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>)



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**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)

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**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.

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**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

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**Learning assessment\_ reflective questions**

For teachers

- 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?

For students

- What did you learn from today's activity?
- 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 which we describe how some characters or scientist found a common strategy to solve a problem.

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**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.

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Name of the activity <b>Memory Challenge</b>	
<b>Goals</b> <b>To identify end explore positive mindset strategies to adopt in challenging situations</b>	
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.
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 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 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)	<ul style="list-style-type: none"> <li>Multiple ways of representing the information: providing the stimuli in different modalities; giving instructions orally and visually; demonstrating the task.</li> <li>Multiple ways of action and expression: possibility of participating in the task orally or using the visual stimuli provided.</li> <li>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.</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to Myself.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity may be used to focus on resources and supports that the students can use in challenging situations.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The memory task has two levels of difficulty: 7 and 12 items sequences.

**Notes for the App development:**  
**thinking to adults implementing the activity**

**Please report the instructions to use in the App**

- The students will participate in a memory challenge, first individually, and later in small groups (3-4 students). Demonstration of the memory task, using one of the suggested sequences: 7 or 12 colours, numbers, pictures or words.
- After completing the task individually, the same memory task is completed in groups of 3-4 students. The app 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).
- The results from the individual work are compared with the results from the group work.
- A short video about teamwork can be visualized in the app, reinforcing the main conclusion of the activity.

**Please select from the activity the materials to use in the App**








- Series of pictures, words, colours and numbers for the memory challenge;
- Template for individual work;
- Template for small group work;
- Template for conclusions;
- List of sequences – words, numbers, colours and pictures
- Visual supports for the memory task
- Video:  
<https://www.youtube.com/watch?v=Dh5vfCRaUnU>
- Background music:  
<https://www.youtube.com/watch?v=pd4j9osCNT4>

**Please describe the related theoretical point in a few lines to use in the App**

...

Domain: **Smile to Others**Name of the activity **Shared Reading: For four corners of nothing!****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

 <b>Duration and Frequency</b> 60 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers Students	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> <ol style="list-style-type: none"> <li>1. Introduction and instructions with demonstration of the shared reading task;</li> <li>2. Shared reading of the story;</li> <li>3. 1st trial: Reflection in groups about alternative solutions;</li> <li>4. 2nd trial: Sharing alternative solutions and reflecting about the reflection question</li> <li>5. Large group reflection and discussion.</li> </ol>		 <b>Structure of the activity</b> <ol style="list-style-type: none"> <li>1. Templates</li> <li>2. Powerpoint presentation or video and video player</li> <li>3. Paper, pencil, crayons, scissors</li> </ol>	 <b>Structure of the activity</b> <ol style="list-style-type: none"> <li>1. Templates</li> <li>2. Powerpoint presentation or video and video player</li> <li>3. Paper, pencil, crayons, scissors</li> </ol>

**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)  
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=NpljcL2zn3o>
2. 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)
3. 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)
4. 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?
 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.

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### 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

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### Learning\_ performance descriptors

- Explore and identify positive strategies, try them and monitor results
- Contribute to collaborate with other in common goals

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### Learning assessment\_ reflective questions

#### For teachers

- 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?

#### For students

- What did you learn from today's activity?
- Which 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

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### Activity Linked to school subject

The activity can be connected to Language Class Arts and Crafts Mathematics.

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### 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.

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Name of the activity <b>Shared Reading: Por quatro cantitos de nada!</b>	
<b>Goals</b> <b>To identify end explore positive mindset strategies to adopt in challenging situations</b>	
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.
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 behavior	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)	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Smile to Smile to Society.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	The activity might be used to explore how to improve the community where the students live.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	Older students may read the story with a text. Older students may explore news related to problems in the community.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The activity includes a children's book that may be simplified using diverse materials for manipulation and storytelling.

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”

 <b>Duration and Frequency</b> 40 minutes	 <b>Age</b> 8-11 years	 <b>Persons involved</b> Teachers School Assistant	 <b>Contexts</b> Classroom
 <b>Structure of the activity</b> <ol style="list-style-type: none"><li>1. Introduction and instructions with demonstration of the task;</li><li>2. Drawing one good friend;</li><li>3. Describing the characteristics or traits of a good friend;</li><li>4. Defining goals to become a better friend: what characteristics or traits to develop.</li><li>5. Large group reflection and discussion.</li></ol>	 <b>Structure of the activity</b> <ol style="list-style-type: none"><li>1. Computer and data show;</li><li>2. Powerpoint presentation;</li><li>3. Templates;</li><li>4. Visual supports for time concepts;</li><li>5. Diverse materials for arts and crafts;</li><li>6. Video: Toy Story-You've got a friend in me <a href="https://www.youtube.com/watch?v=Zy4uiiy0qgA">https://www.youtube.com/watch?v=Zy4uiiy0qgA</a></li></ol>	 <b>Structure of the activity</b> <ol style="list-style-type: none"><li>1. Template for drawing a good friend (SO.8.1.f)</li><li>2. Template for describing a good friend (SO.8.2.f)</li><li>3. Template for setting goals to become a better friend (SO.8.3.f)</li><li>4. Visual supports for time concepts (SO.8.4.f)</li><li>5. Template with reflective questions For teacher (SO.8.5.f) For children (SO.8.6.f)</li></ol>	

**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

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### 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

For 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 become a good friend?

For 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 become a good friend?

---

### 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

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### 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.).

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### Activities to share with parents or family members

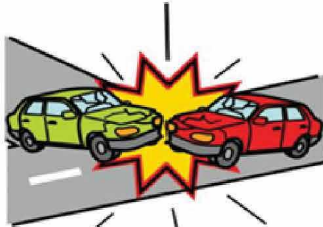
Students can take home the link of the music about being a friend, as well as their plan with the goals to become a better friend. Caregivers are encouraged to explore the goals with the students.

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Name of the activity	What makes a GOOD friend
<b>Goals</b> <b>Explore useful strategies to take care of my prosocial skills and explore the gain now and in the future</b>	
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 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 own skills and define goals for the future, deciding on his/her strengths and areas of improvement.
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	<ul style="list-style-type: none"> <li>Multiple ways of representing the information: The templates are provided with dual coding.</li> <li>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.</li> <li>Multiple ways of engagement: providing different materials for the activity, allowing the children to choose a good friend to illustrate and setting own goals.</li> </ul>
<i>Are there connections with other activities and domains?</i>	Connected to the domain Awareness of Self / Smile to Myself.
<i>Are there possible manipulations of the activity to move with the same activity to another domain?</i>	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.
<i>What kind of manipulations can be introduced to make the activity suitable for older students?</i>	The tasks can be completed using writing, drawing or arts and crafts, according to the students' skills.
<i>What kind of manipulations can be introduced to make the activity suitable for younger students?</i>	The tasks can be completed using writing, drawing or arts and crafts, according to the students' skills.

SO.1.1.f



"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"

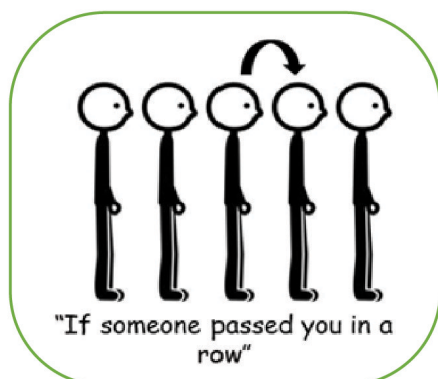


"If you were discuss with a friend"

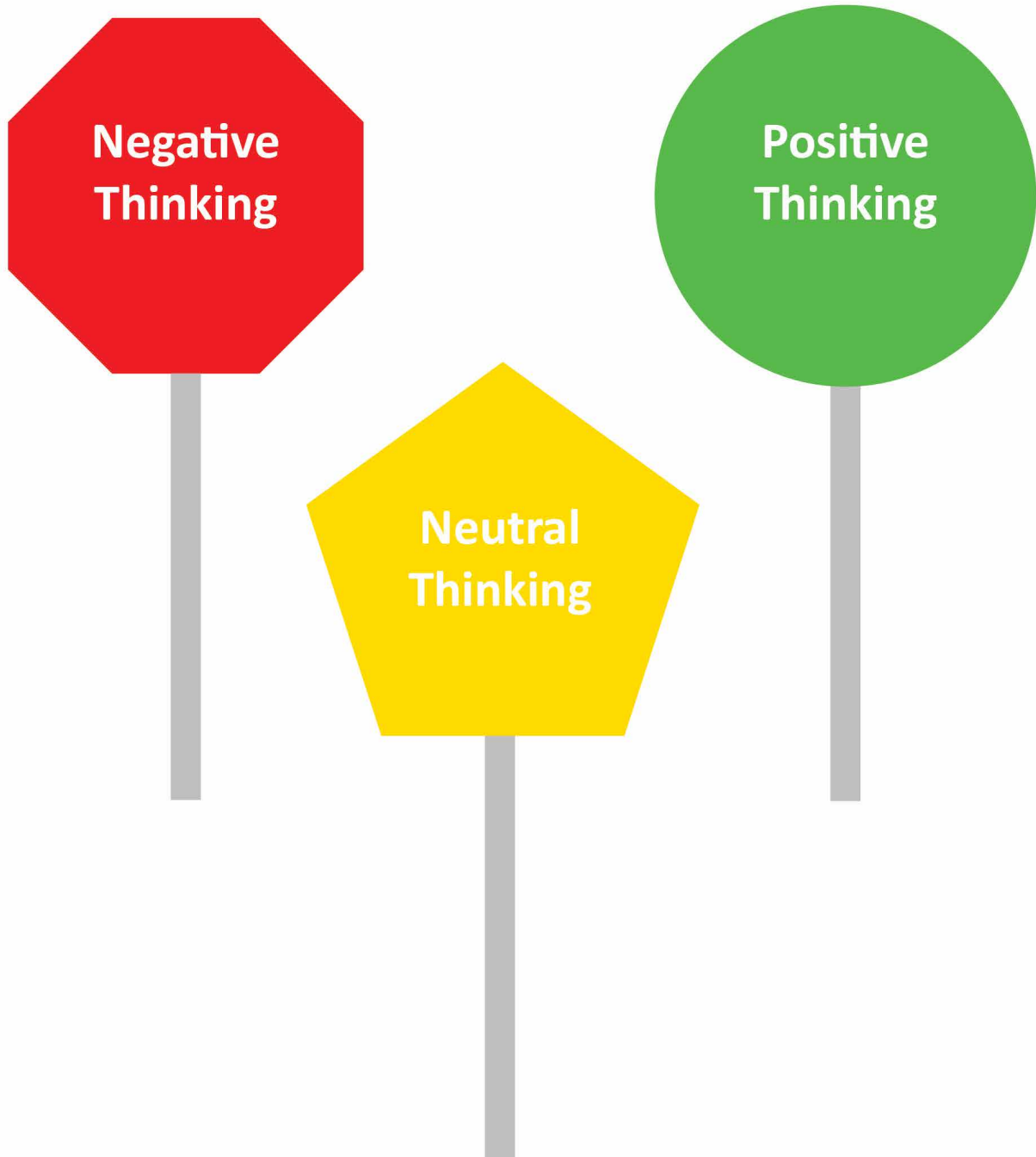
SO.1.1.f



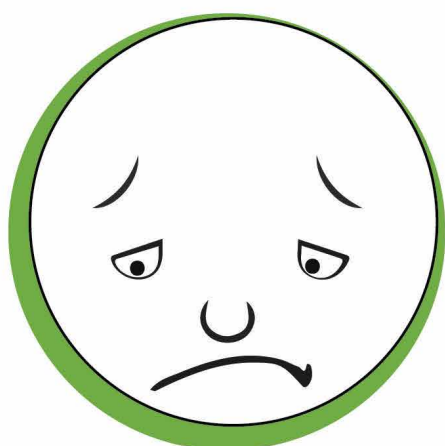
SO.1.1.f



## Positive/ negative/ neutral thinking rackets



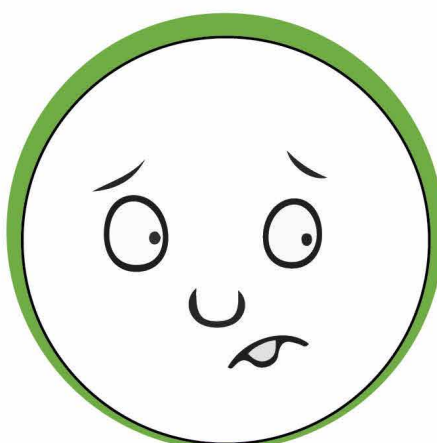
SO.1.2.f



Sadness



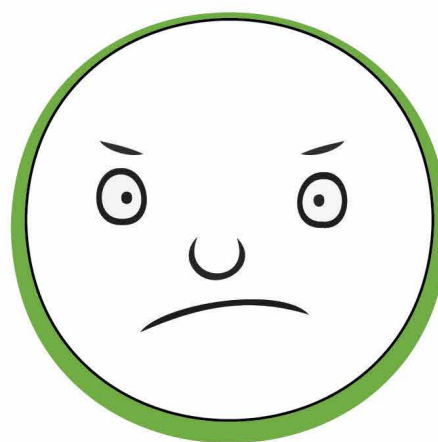
Happiness



Fear



Disgusted



Anger

SO.1.3.f

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify, at least 2, advantage to having persons with different opinion, emotions and feelings?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

SO.1.3.f

## 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?



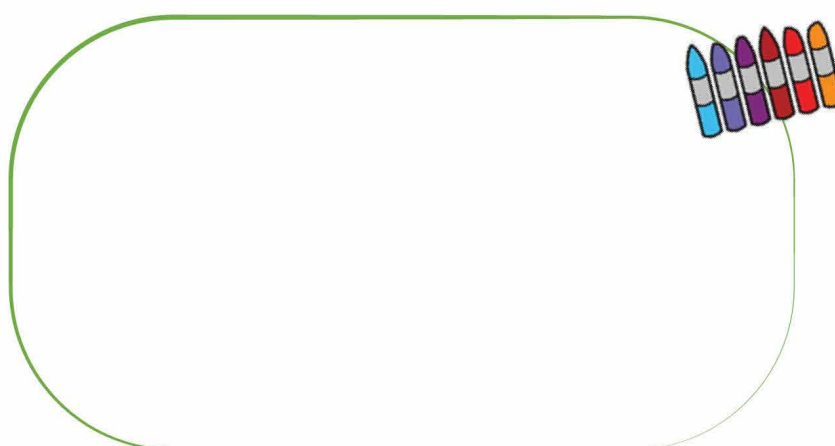
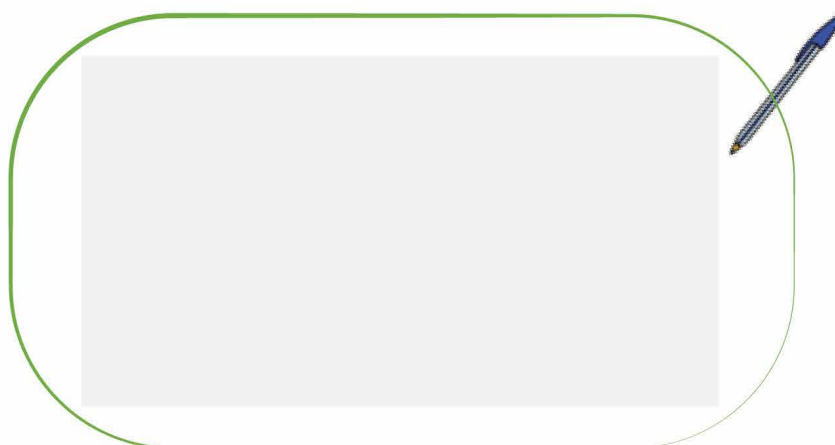
SO.2.1.f

Activyti	My shoes		Other shoes	
				
Walk 	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
Run 	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
Jump 	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
Climbing stairs 	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
Kick the ball 	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
Dancing 	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>

SO.2.2.f



Conclusions:



SO.2.3.f



SO.2.4.f



SO.2.5.f



SO.2.6.f

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to recognize that sharing the same feelings, thought and experiences may facilitate a positive climate in the group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to name at least one strategy to understand the other's feeling, thought and experiences?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to name at least one strategy to maintain a positive climate in the group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## 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" shoes"?

## REFLECTIVE QUESTION

### Part 2

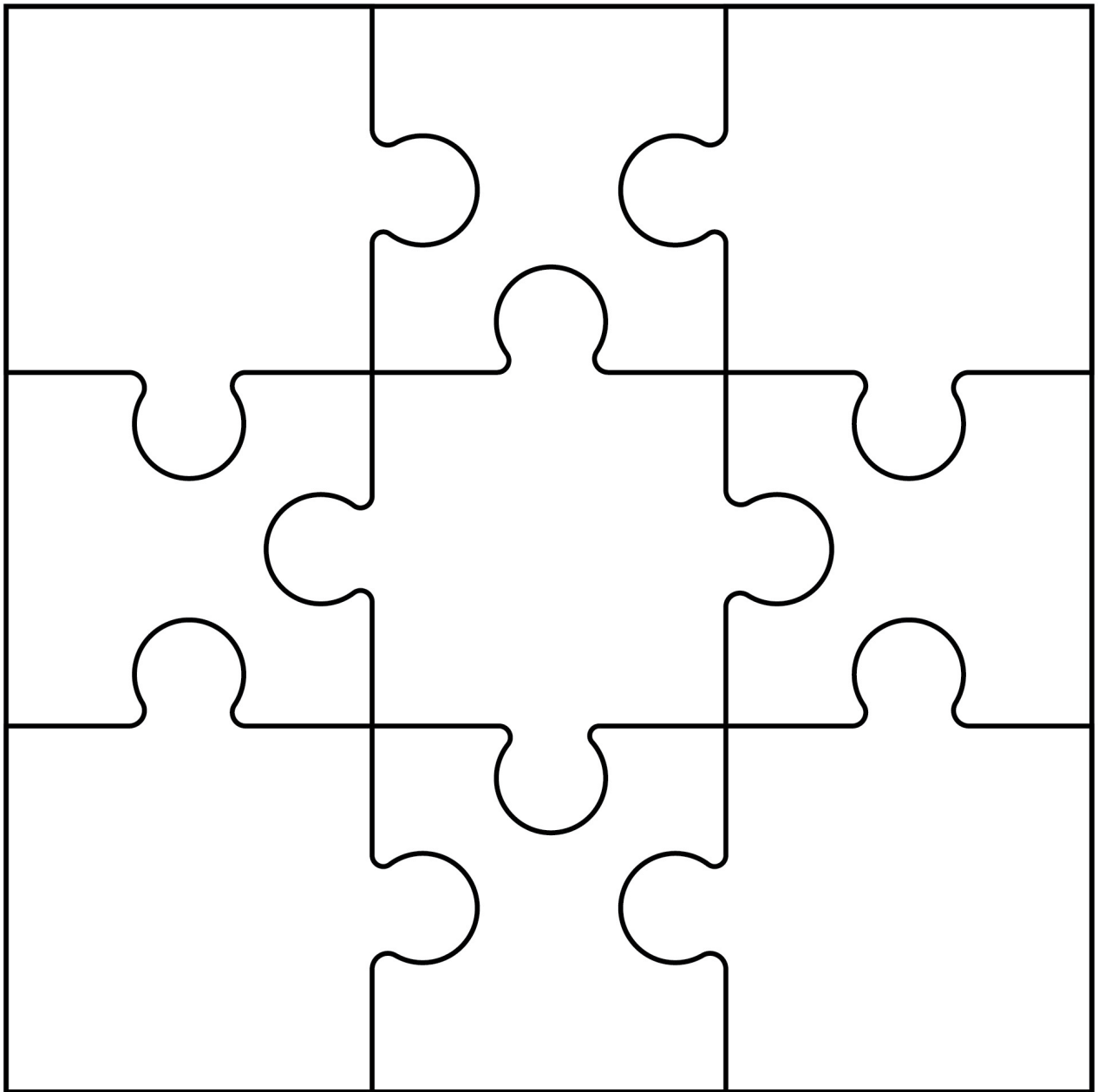


How did you share the other's feelings, thought and experiences?

How did you maintain a positive climate in the group?



SO.3.1.f



## List of Words and expressions - Positive Relationship

Embrace others

Help others

Encourage others

To forgive

Greet

Playing with others

Talk

Understanding others

Smile for others

Be friend

Respect others



SO.3.4.f

Learning assessment  
**REFLECTIVE QUESTION**

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identity at least 3 key words related to positive relationships?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to recognize at least 2 positive key words referring to the "favorite person" they have chosen?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## REFLECTIVE QUESTION

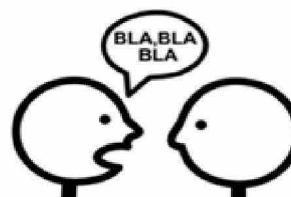
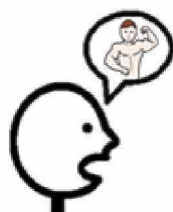
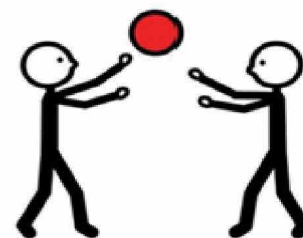
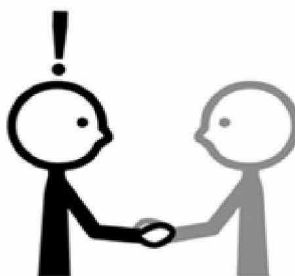
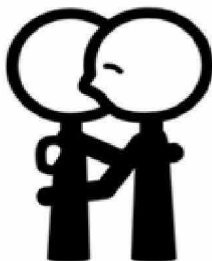
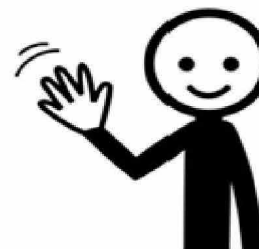


What did you learn from today's activity?

Write here some key words of positive relationship?

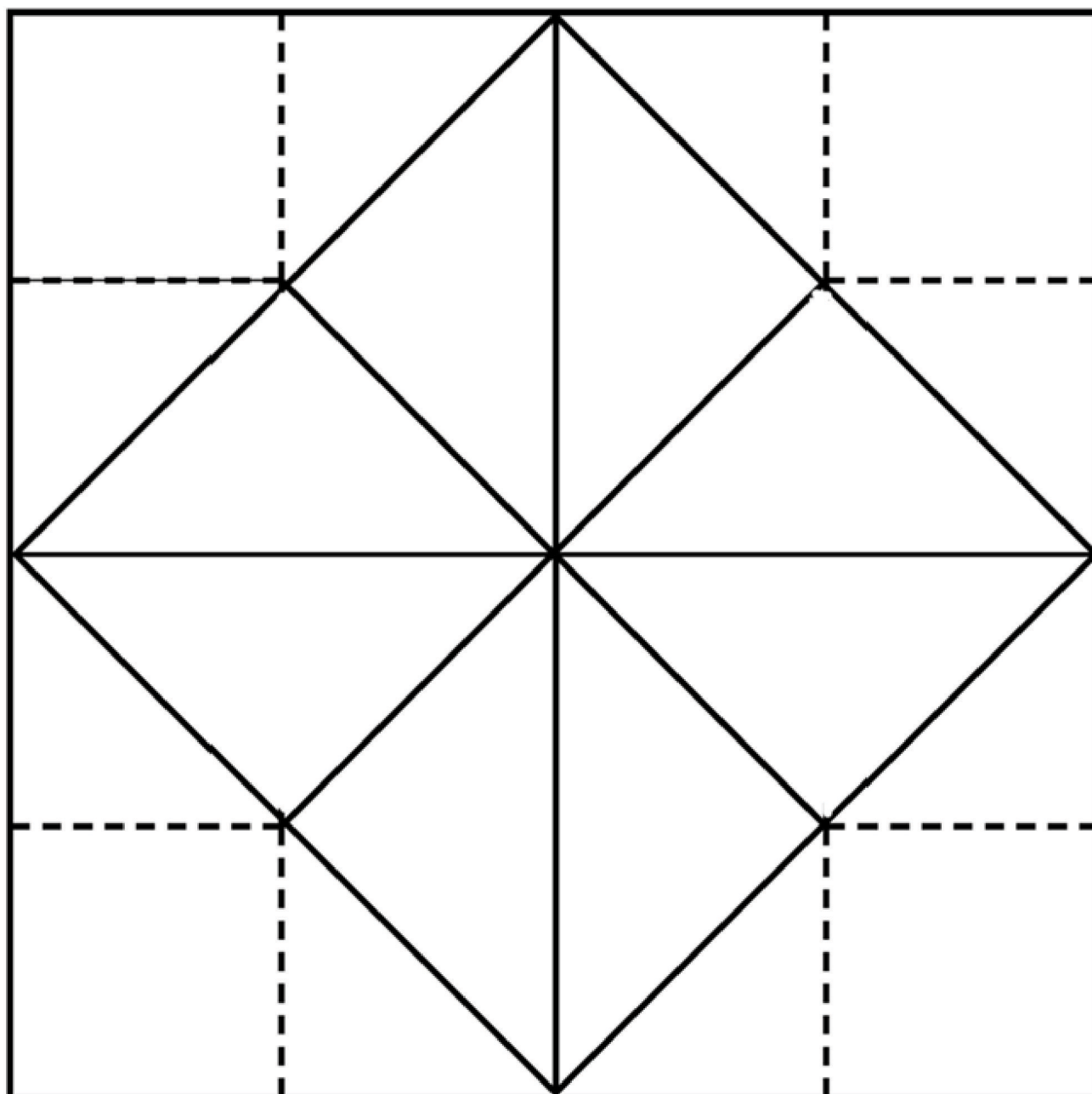
What are the characteristics of your positive relationships, with the person you choose?

## Visual support: List of Words and Expressions - Positive Relationships



SO.4.1.f

## Cootie Catcher



## 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

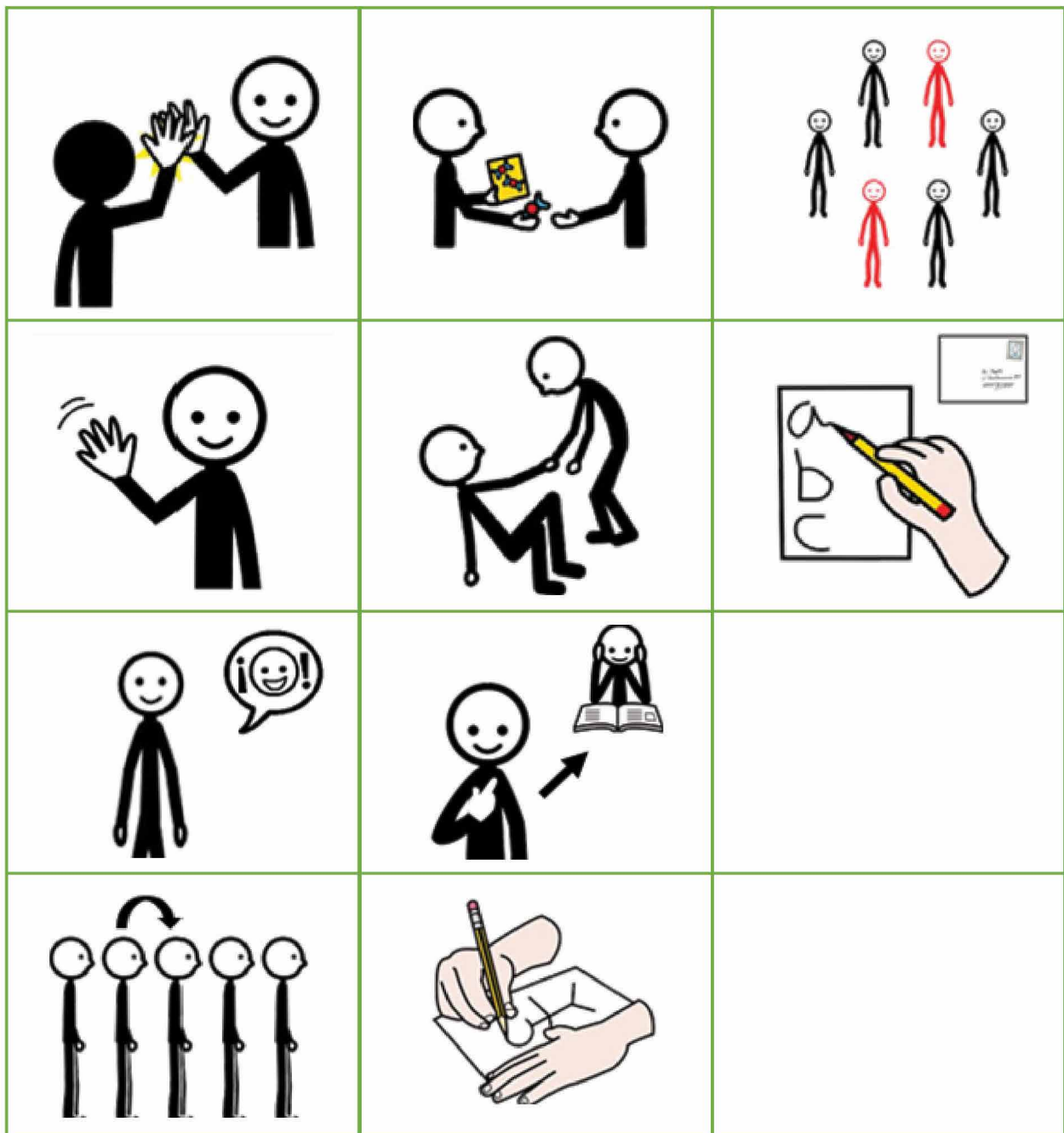
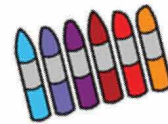
Go to a colleague  
who is alone

Make a drawing for  
someone










SO.4.2.f

## Kindness Actions

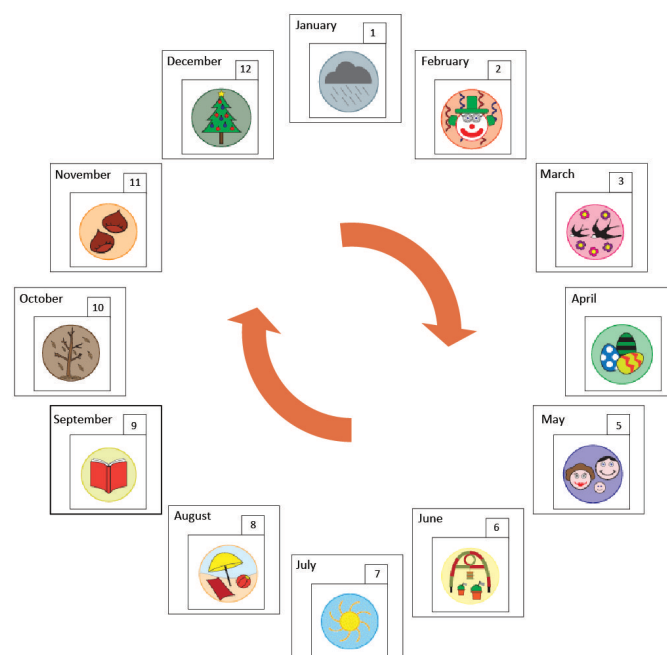


SO.4.3.f

## Diary of Happiness

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						

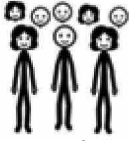









## Month of the Year



SO.4.3.f

## Daily acts of kindness

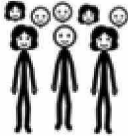











 people	 _____	 _____	 _____	 _____	 _____
					
					
					
					

SO.4.4.f

## Daily acts of kindness



 people	 _____	 _____	 _____	 _____	 _____
					
					
					
					

SO.4.5.f

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to propose, at least 1, prosocial action that he/she can do?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## REFLECTIVE QUESTION

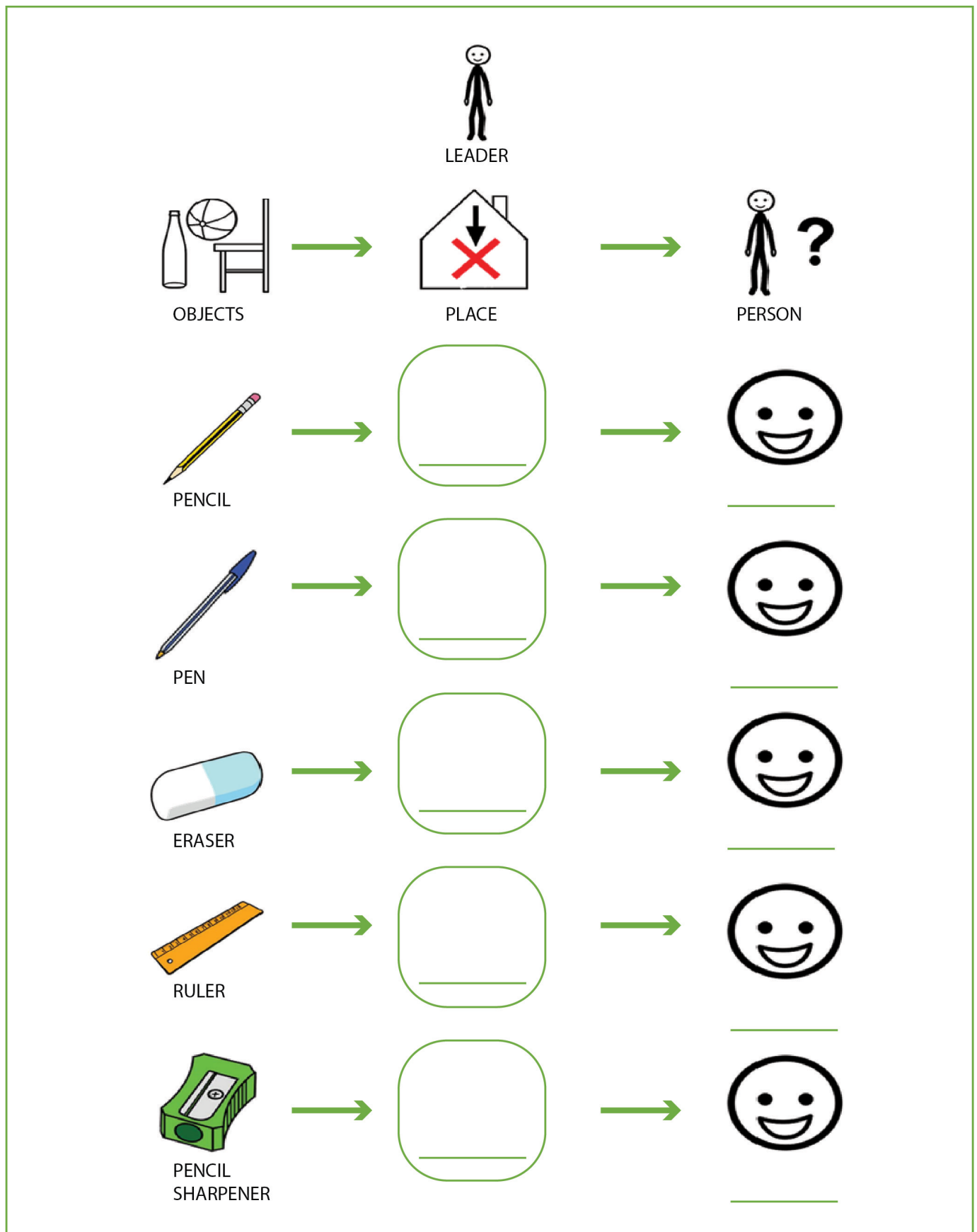


What did you learn from today's activity?

Write here some good deed and kind action

Write here some actions that you can do in your everyday life

SO.5.1.f



SO.5.2.f



Conclusions:



RESULTS:

STRONG POINTS:

IMPROVING:




SO.5.2.f



Conclusions:




RESULTS:



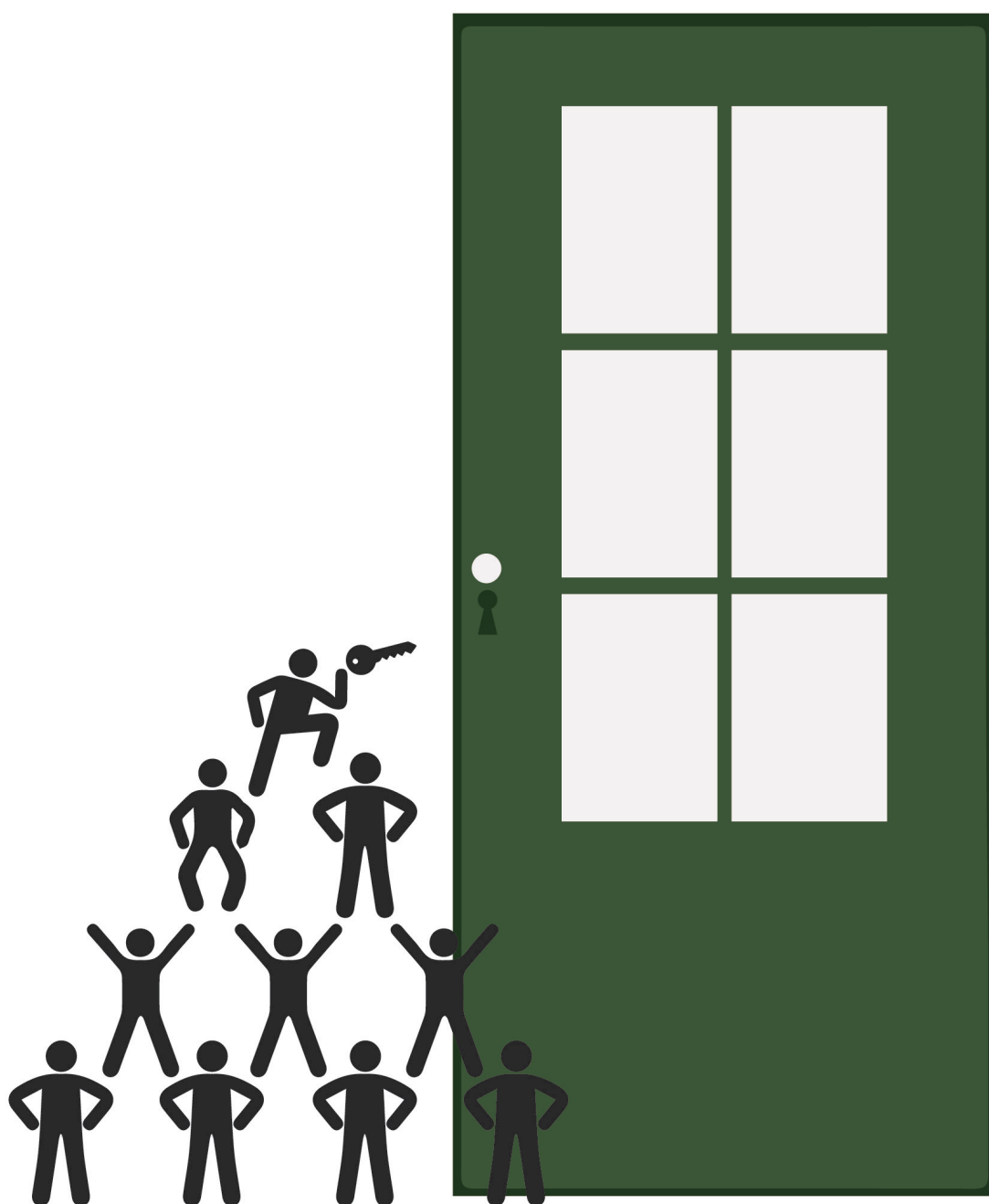
STRONG POINTS:



IMPROVING:



Team work is...



SO.5.4.f

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to propose, at least 1, tips to improve his/her cooperation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## REFLECTIVE QUESTION



What did you learn from today's activity?

Write here some strategies that your groups used to cooperate

Write tips would you give yourself to improve cooperation?

SO.6.1.f



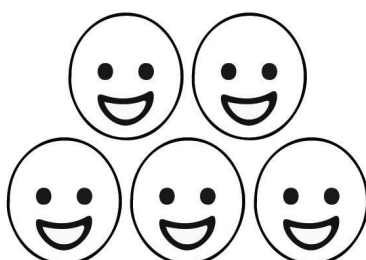
--	--	--	--	--	--	--



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SO.6.2.f



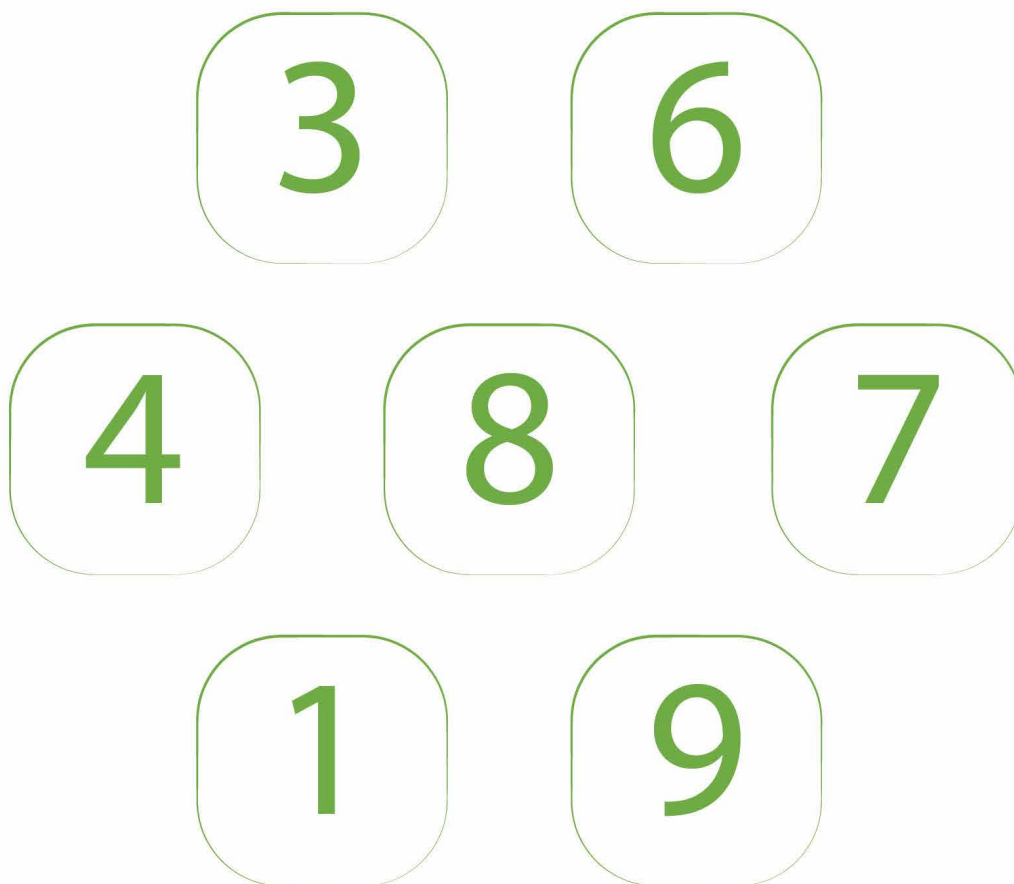
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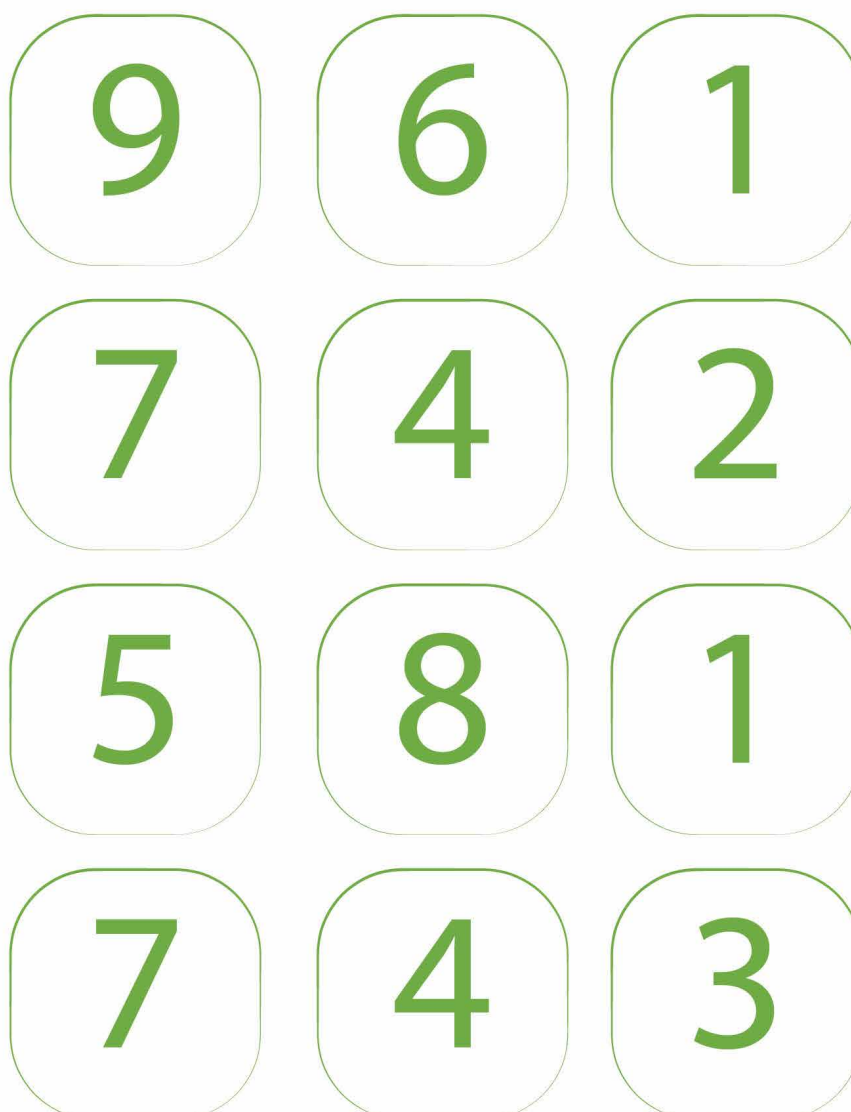
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## Number Sequences - 7



## Number Sequences - 12





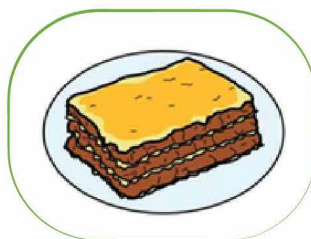
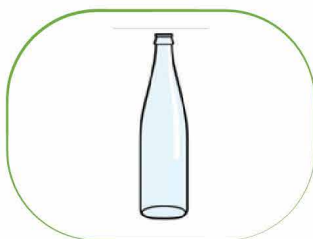
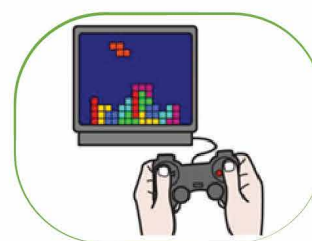
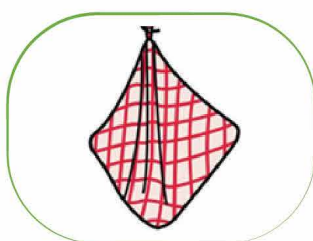
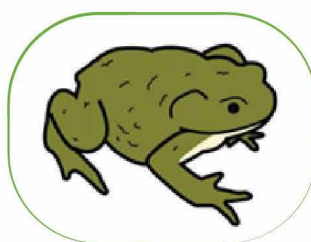
SO.6.3.f

## Word Sequences - 7



SO.6.3.f

## Image Sequences - 7



## Word Sequences - 12

COOKIE

DUCK

ORANGE

TABLE

PENCIL

SPONGE

DICE

BOX

SHOE

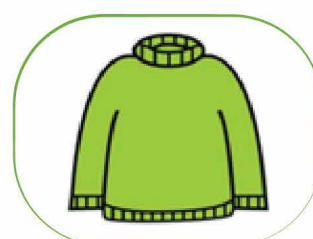
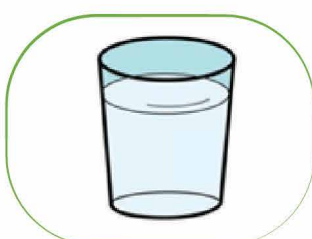
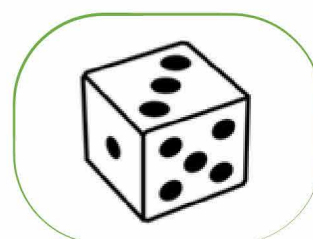
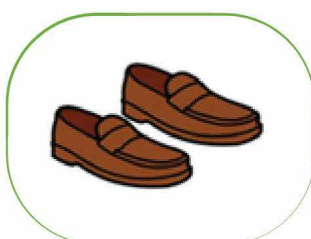
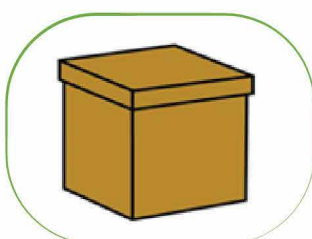
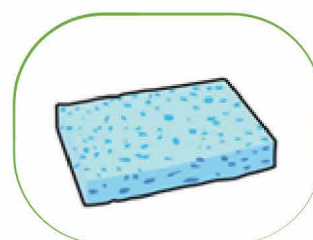
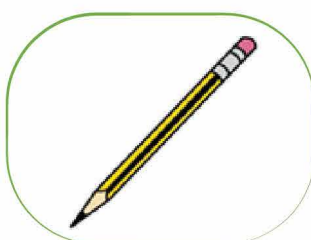
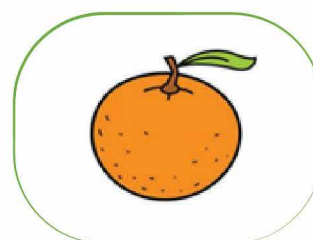
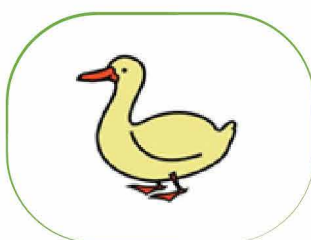
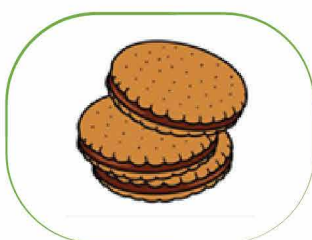
WATER

MOBILE  
PHONE

SHIRT

SO.6.3.f

## Image Sequences - 12

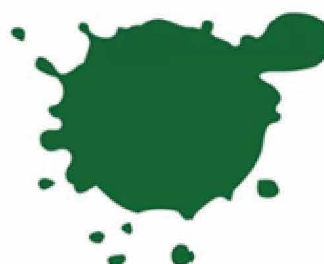
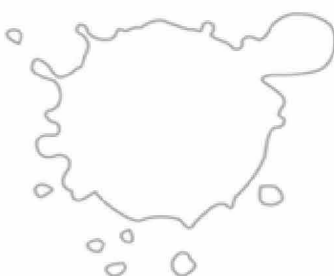
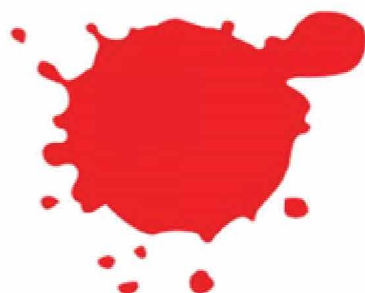
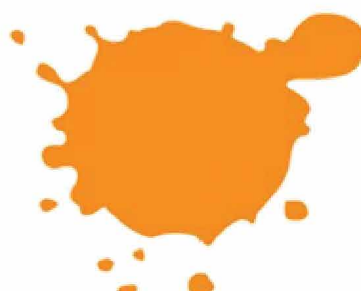


## Color Sequences - 7



SO.6.3.f

## Color Sequences - 12



SO.6.4.f



Conclusions:



SO.6.5.f

Learning assessment  
**REFLECTIVE QUESTION**

Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identity, at least 2, benefit about working together?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to recognize, at least 4, common goals and strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes



## REFLECTIVE QUESTION



What did you learn from today's activity?

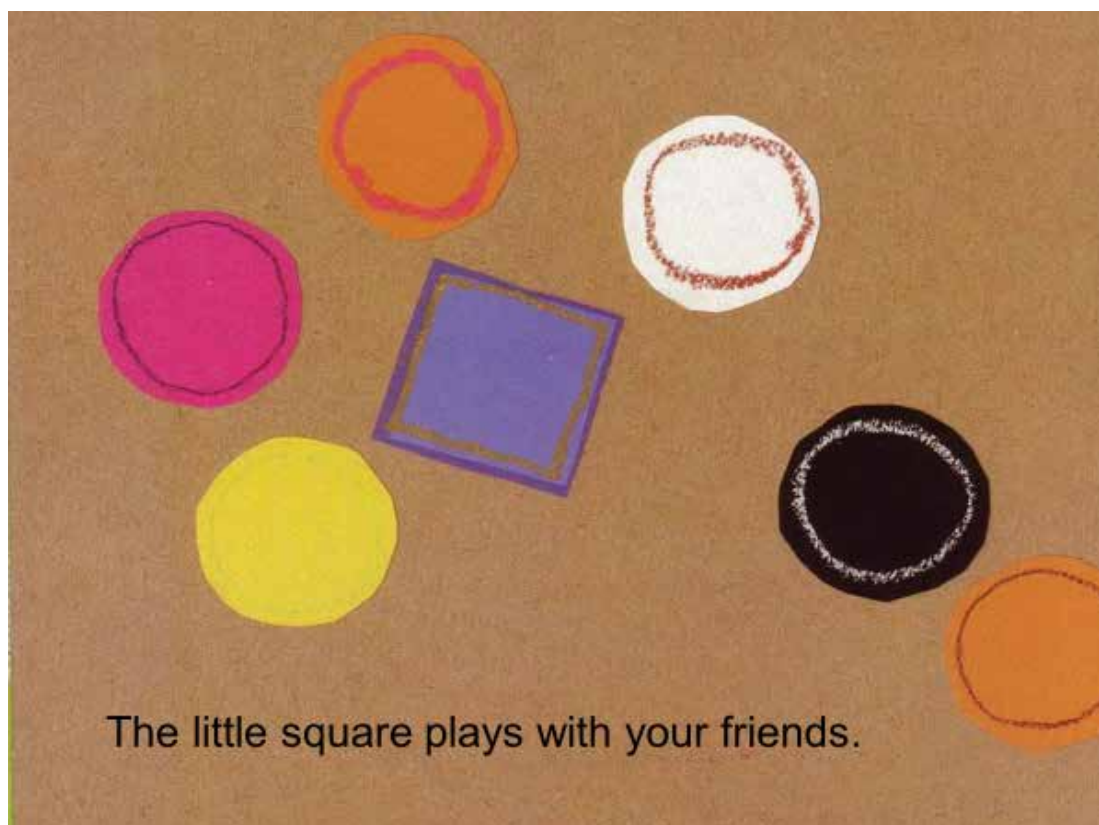
What are the benefits of group working?

Write here 2 common goals and 2 strategies in the team work

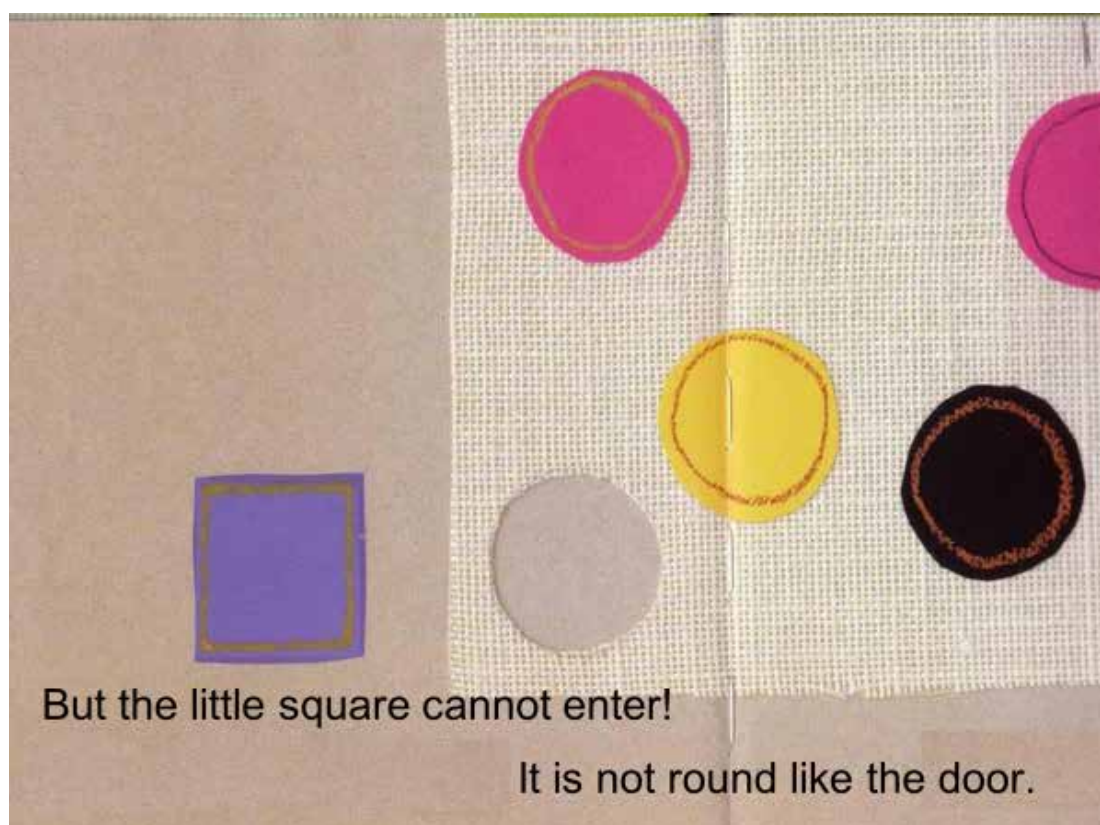
# For four little corners of nothing



Jérôme Ruillier  
Editorial Juventud

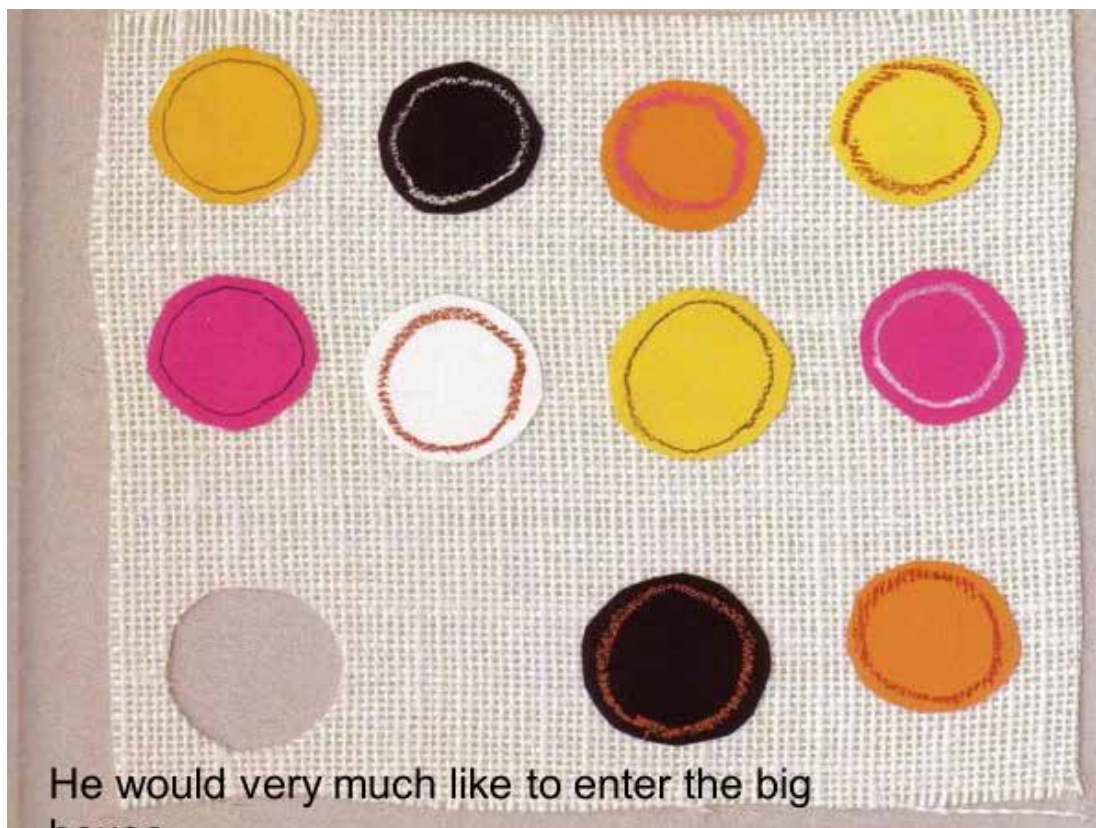
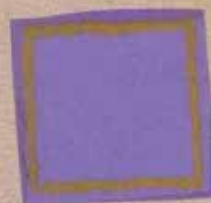


The little square plays with your friends.

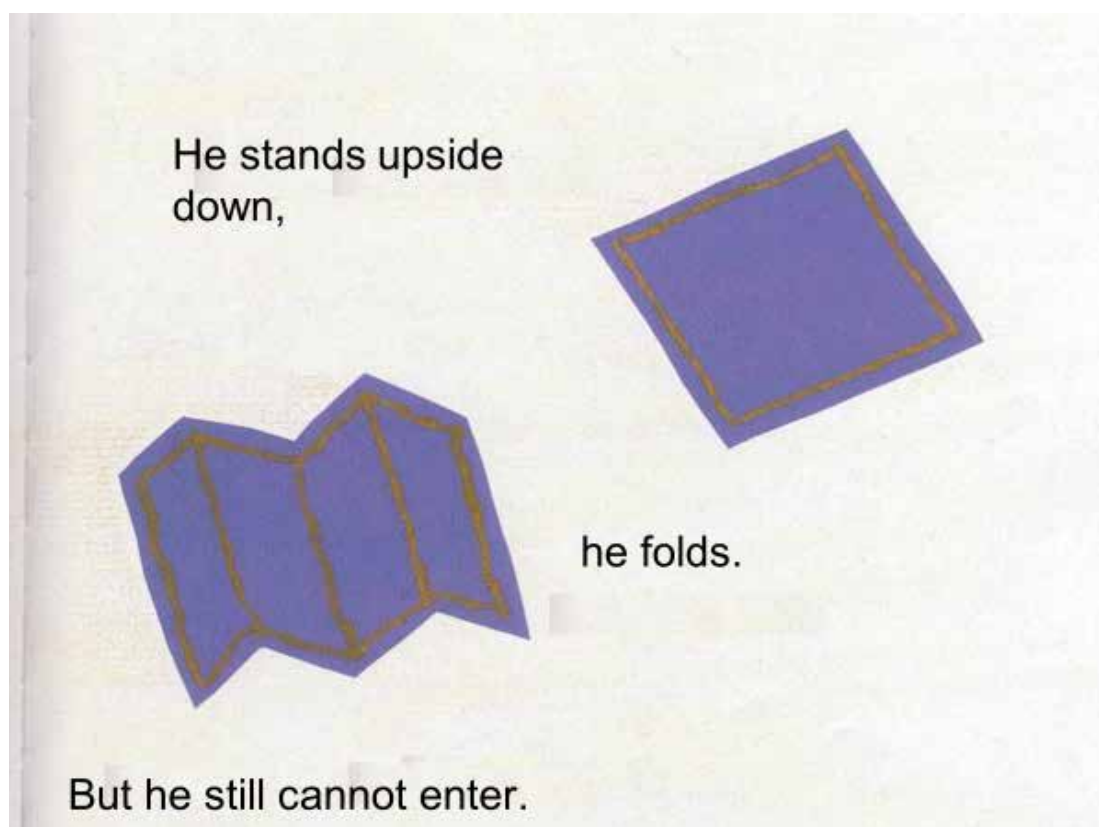
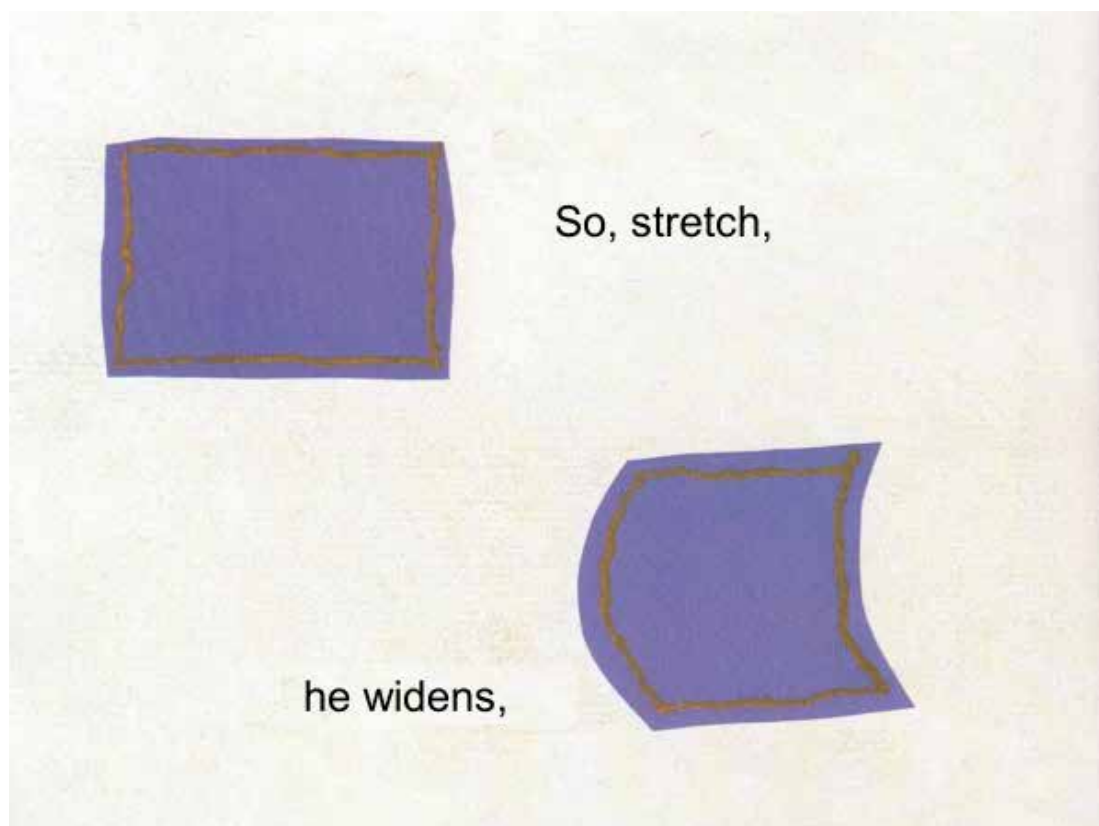




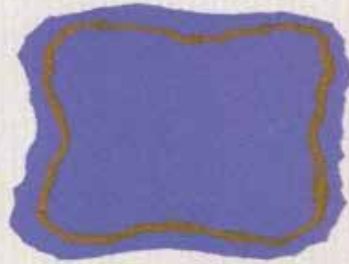
The little square is sad.



He would very much like to enter the big  
house



- Be round! - the little round ones say to him.

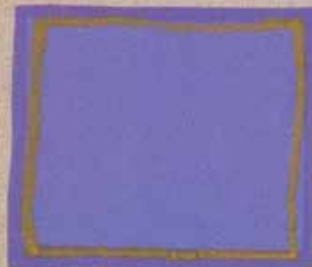


The little Square tries with all its strength.

- You really have to want it! - say the little Rounders.

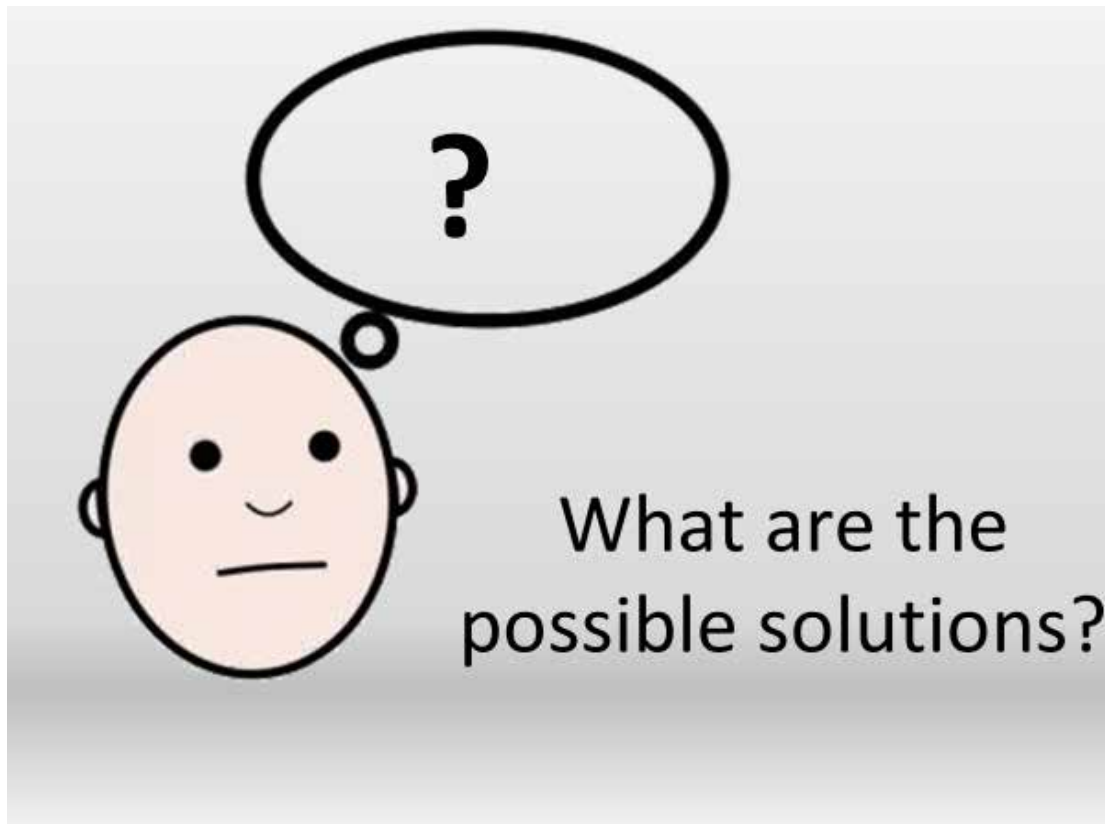
- I'm round, I'm round, I'm round ...

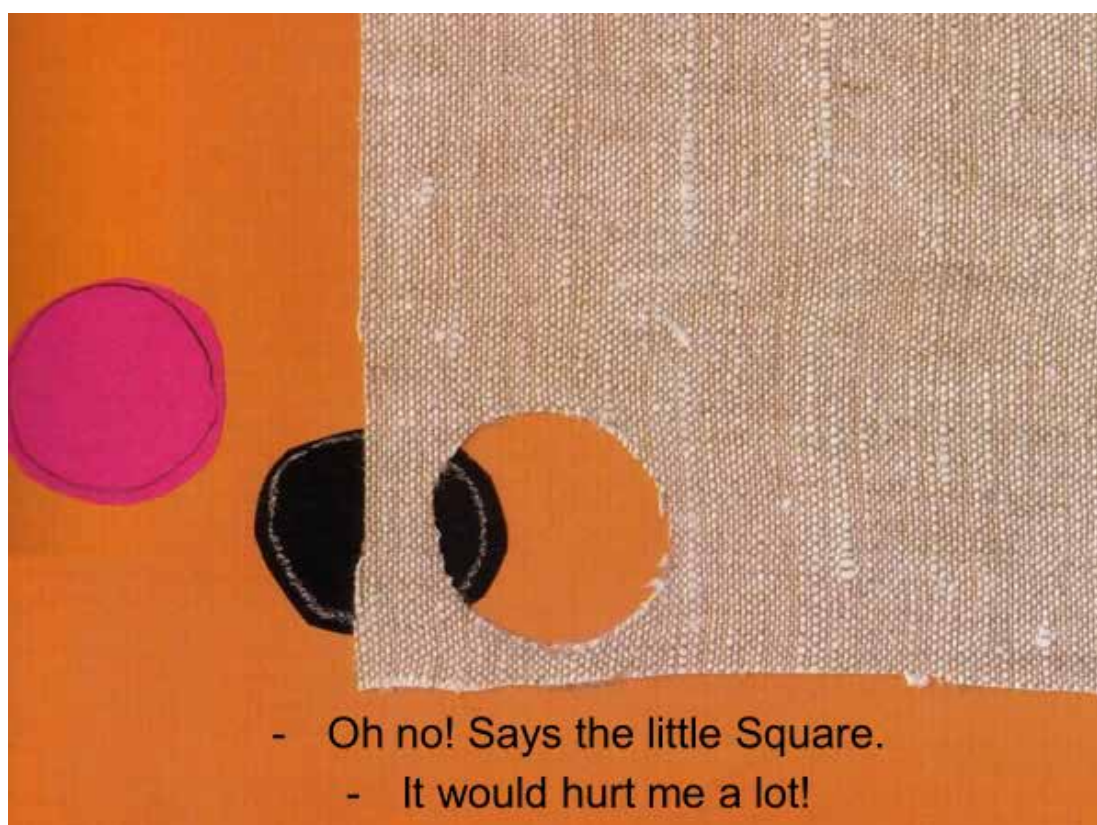
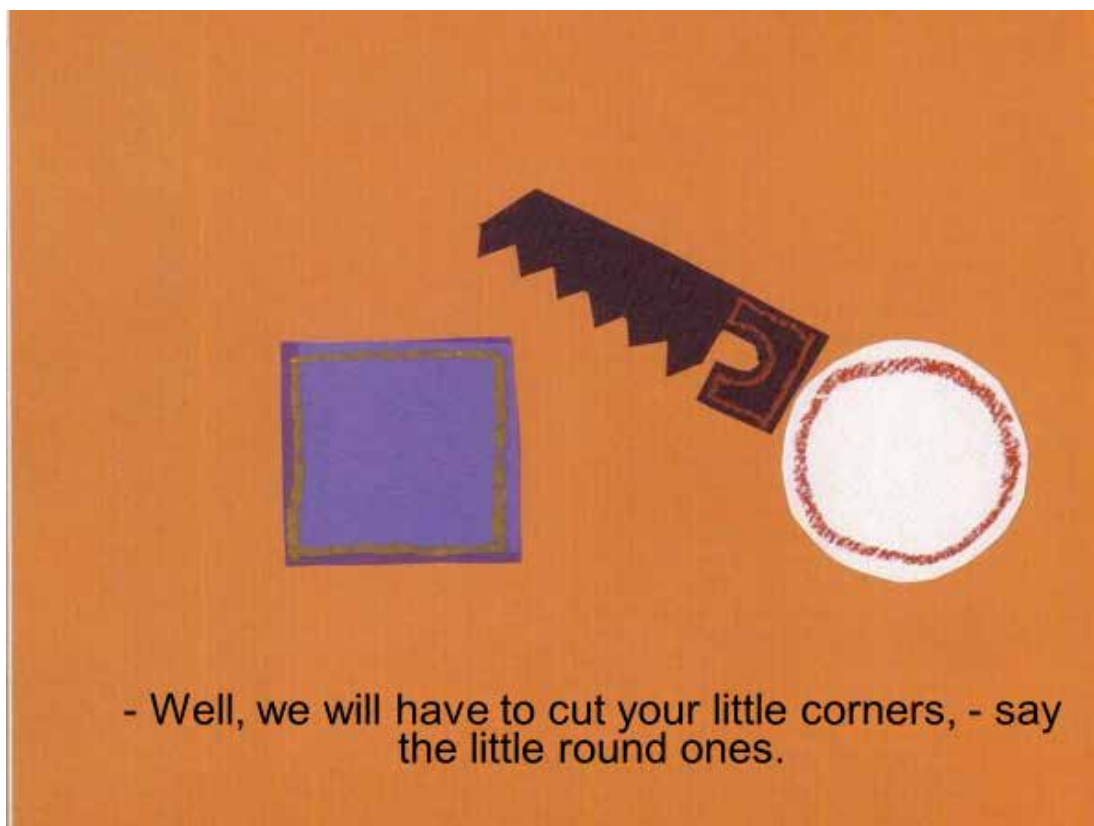
-repeat the little Square.



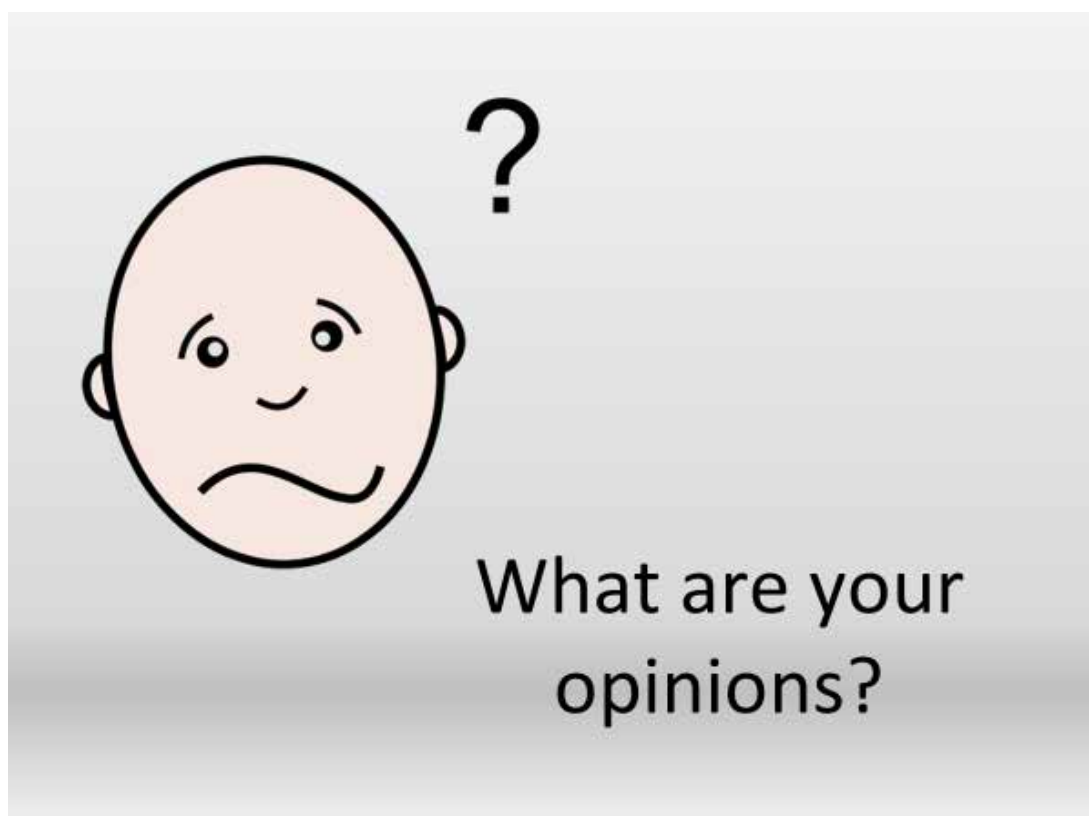
But there is nothing to do!

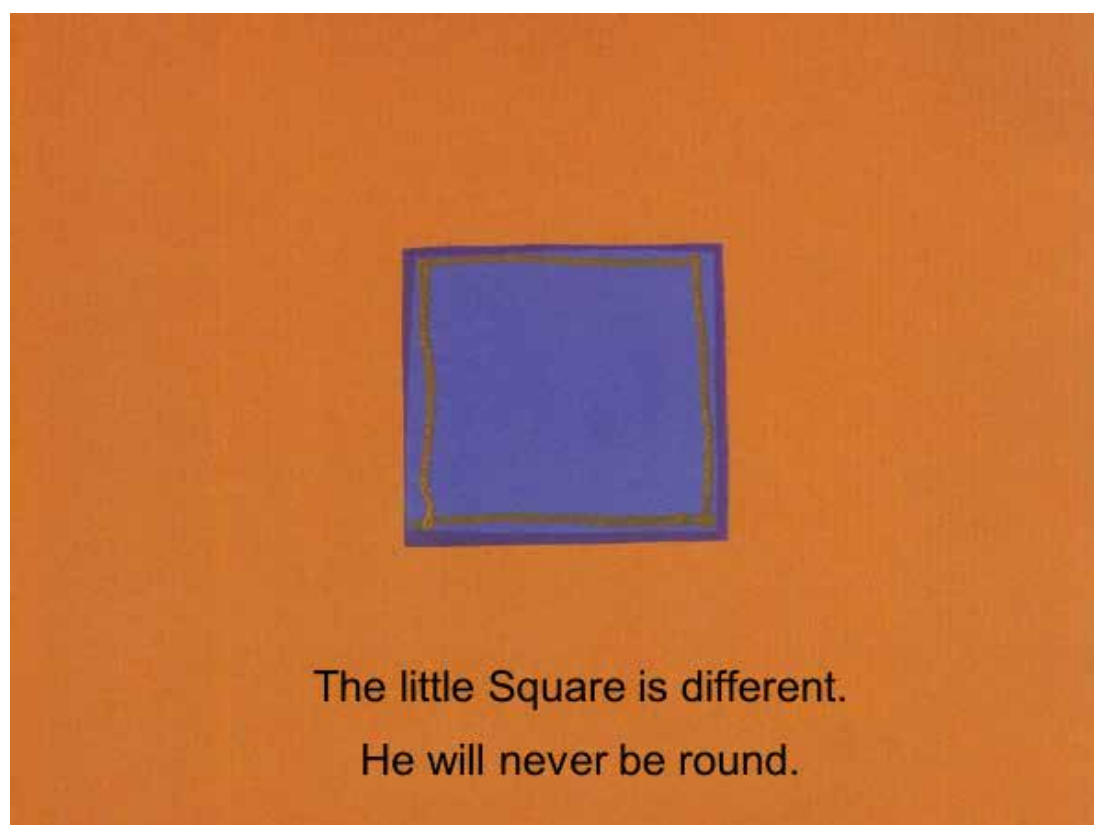
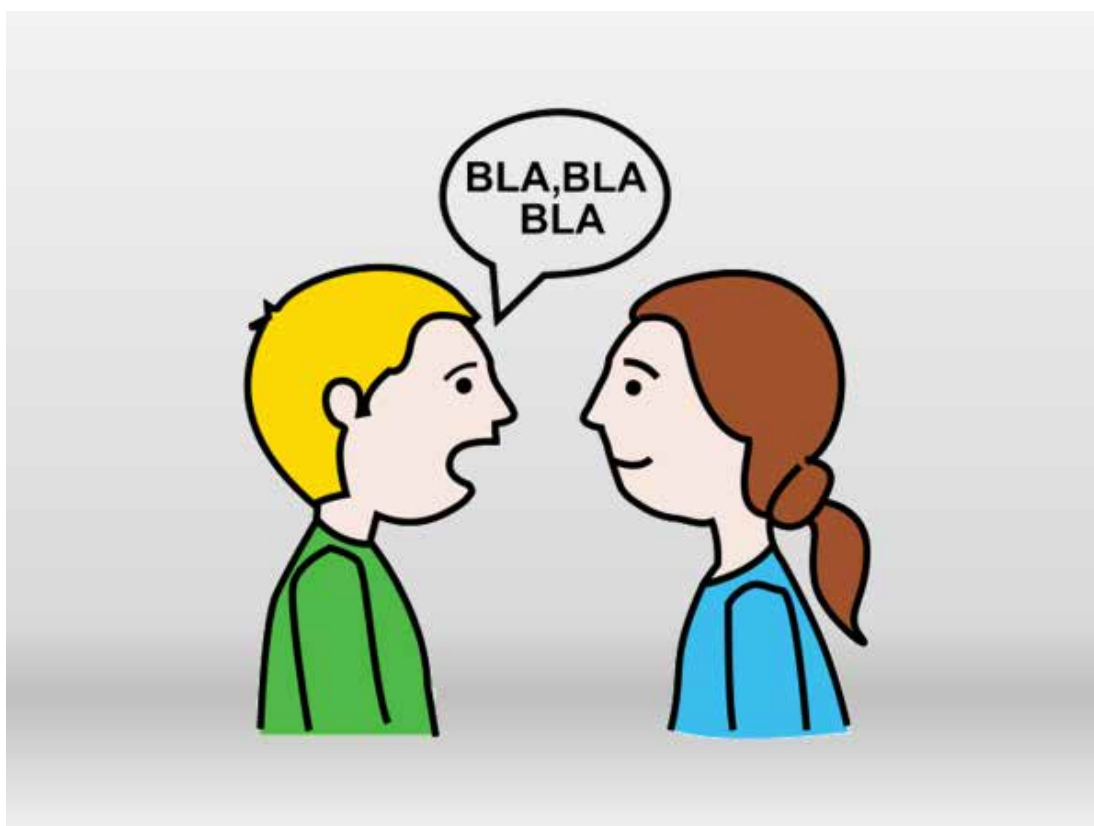


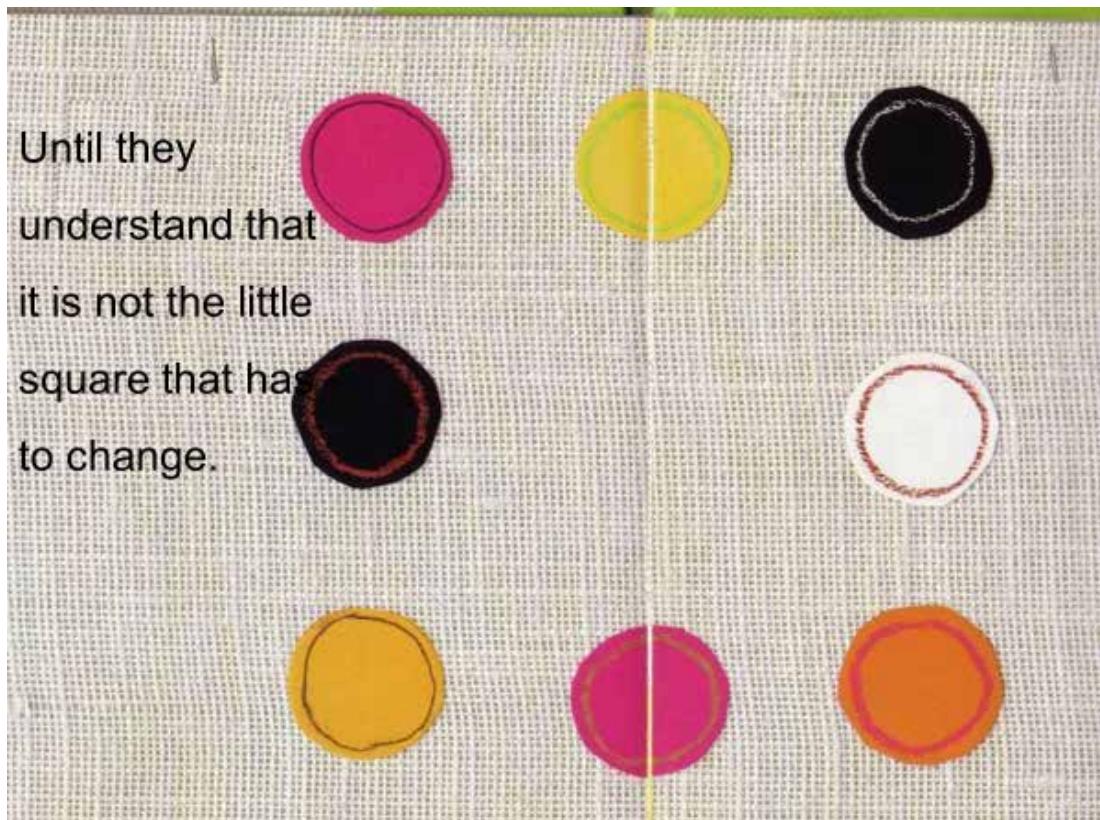
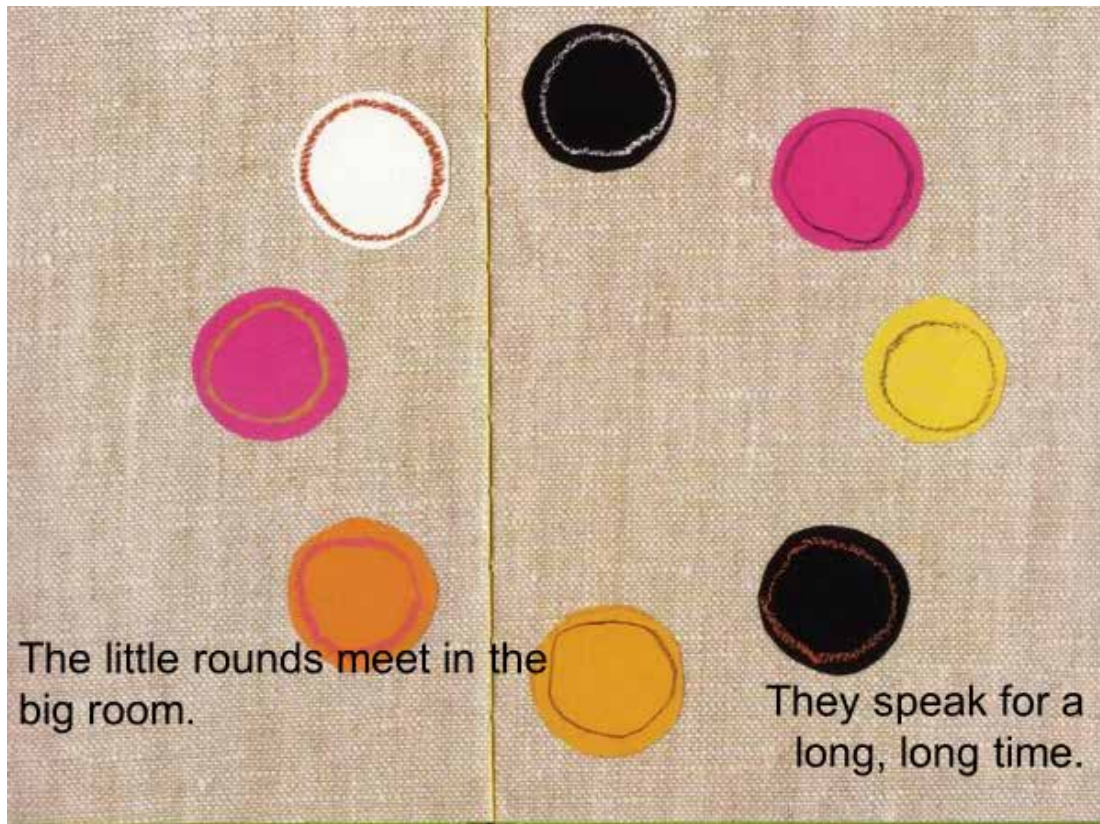




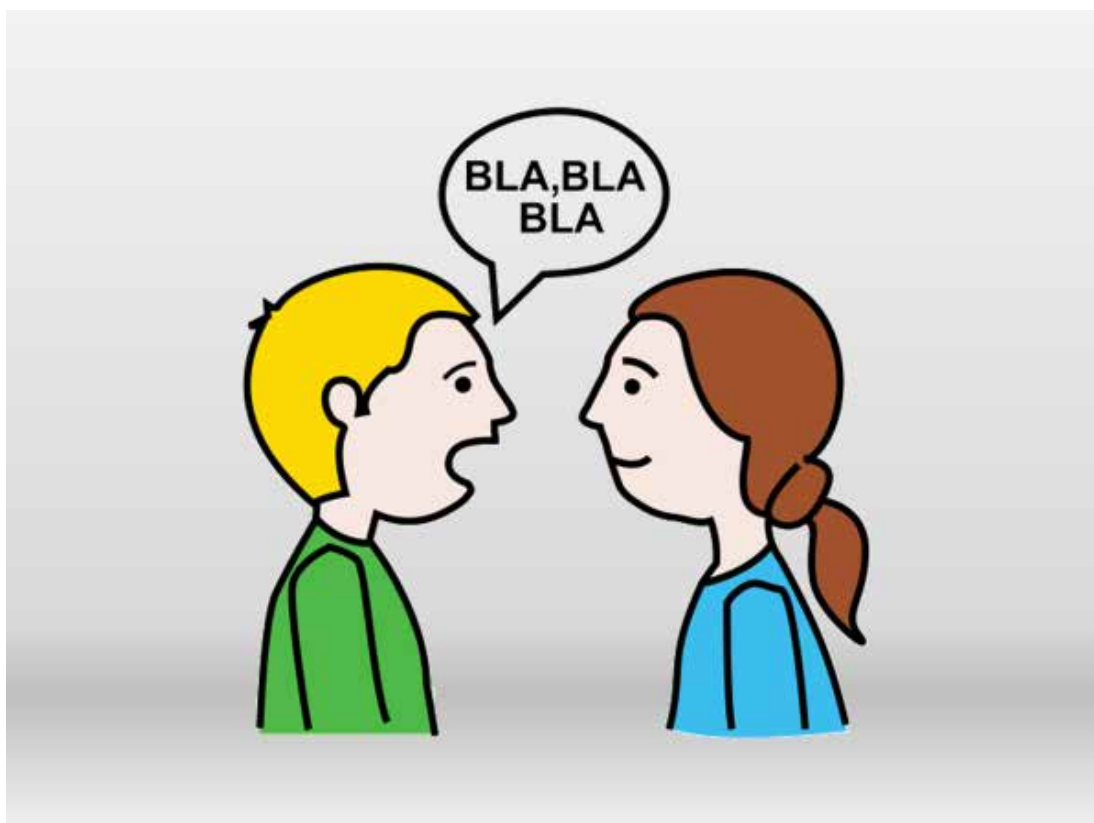






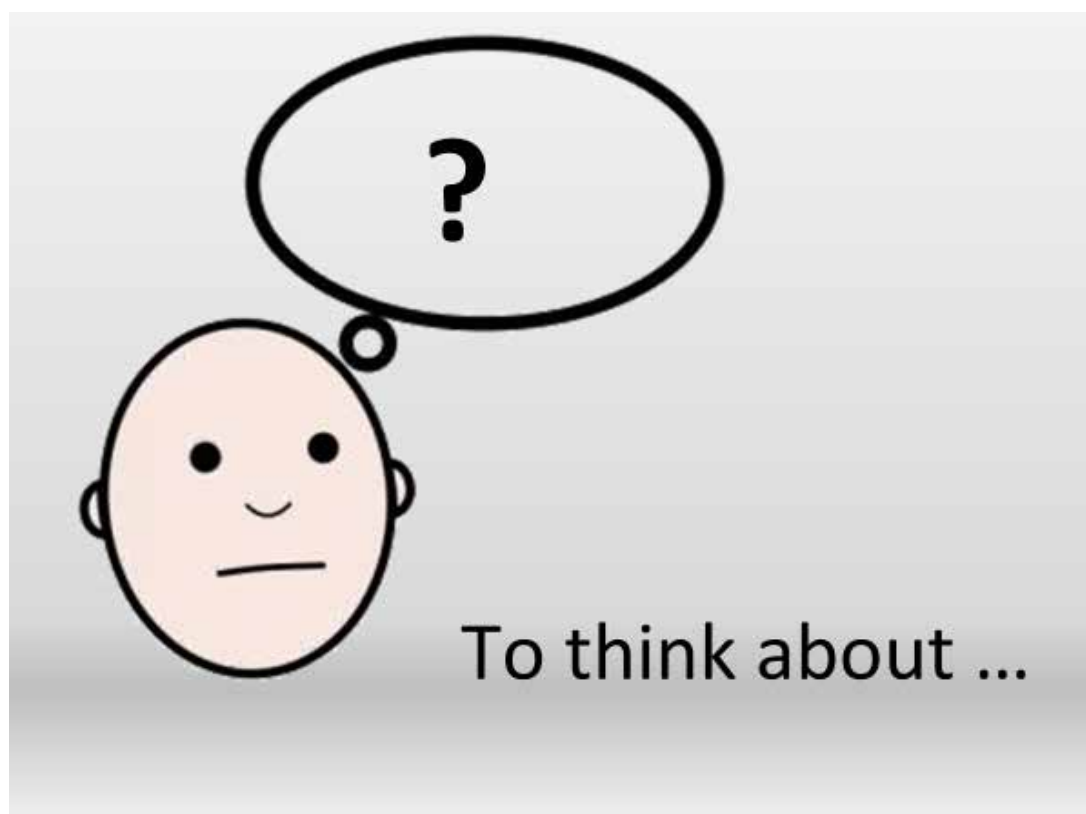
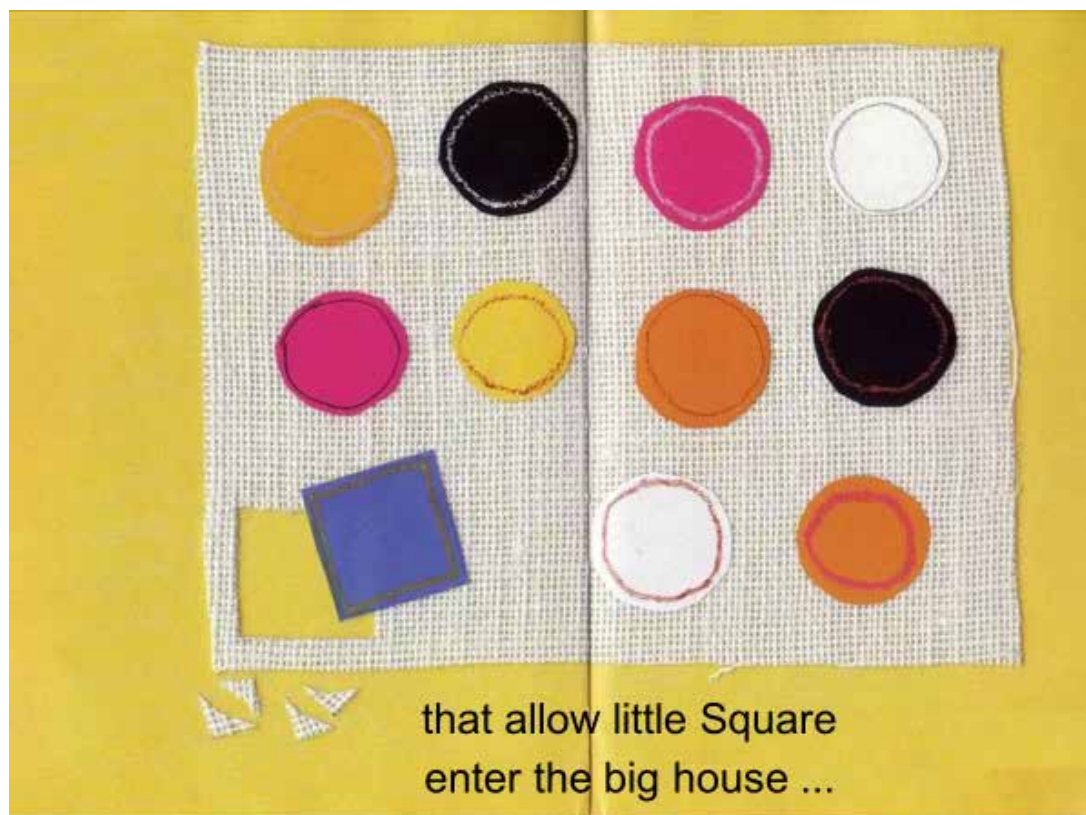






It's the  
**door!**





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?



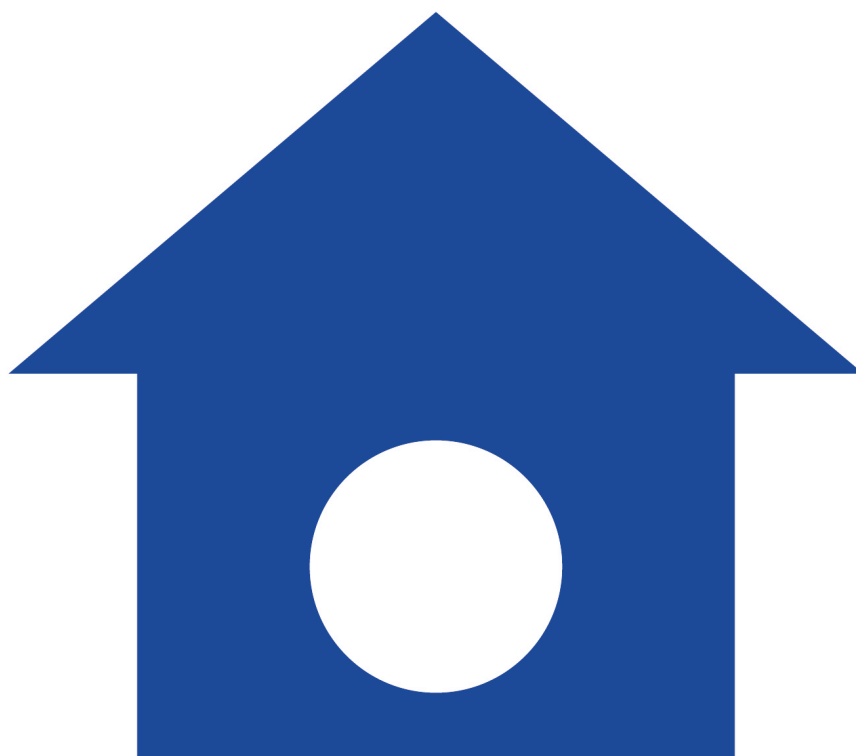
# For four little corners of nothing



**Jérôme Ruillier**  
Editorial Juventud



## Solution & Problem



SO.7.2.f

## Solution & Problem



SO.7.2.f

## Solution & Problem



SO.7.2.f

## Solution & Problem



SO.7.3.f

Learning assessment  
**REFLECTIVE QUESTION**  
Teachers

	NO	ONLY SOME	MORE THAN SOME	A LOT
Is each student able to identify, at least 2, positive he/she used to find a solution?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify, at least 1, strategy to collaborate with his/her group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## REFLECTIVE QUESTION



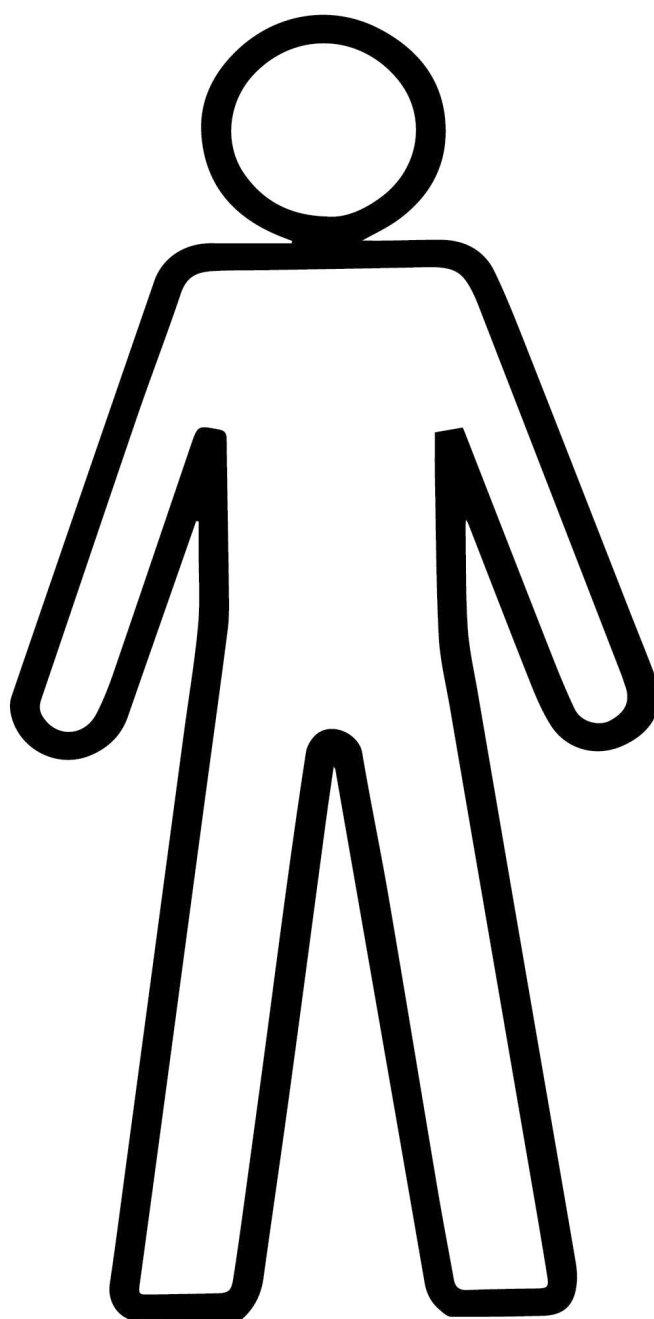
What did you learn from today's activity?

Whitch strategies did you try for include little square?

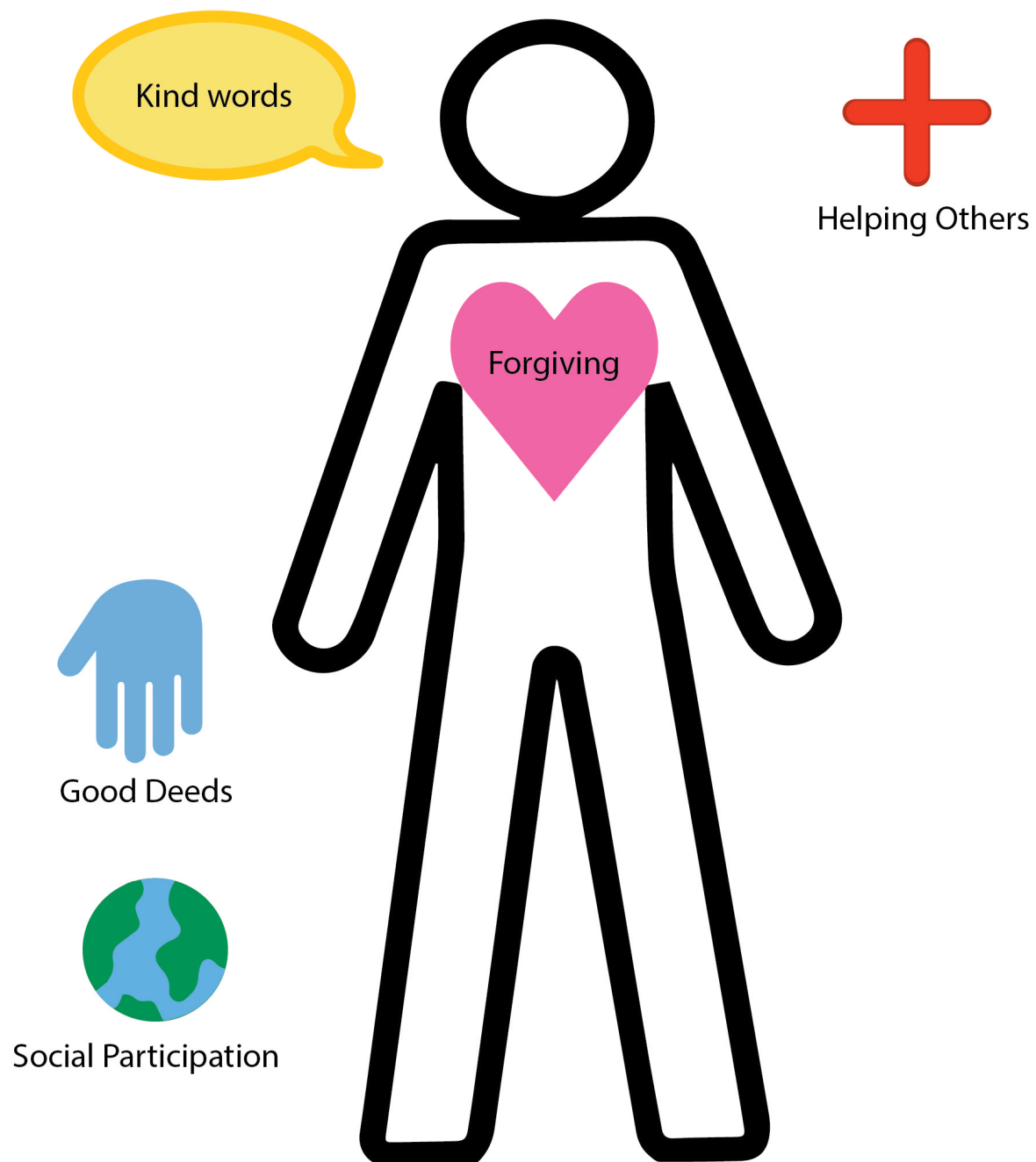
Write here some strategies you used to collaborate with your group

SO.8.1.f

Illustrate one of your GOOD friends



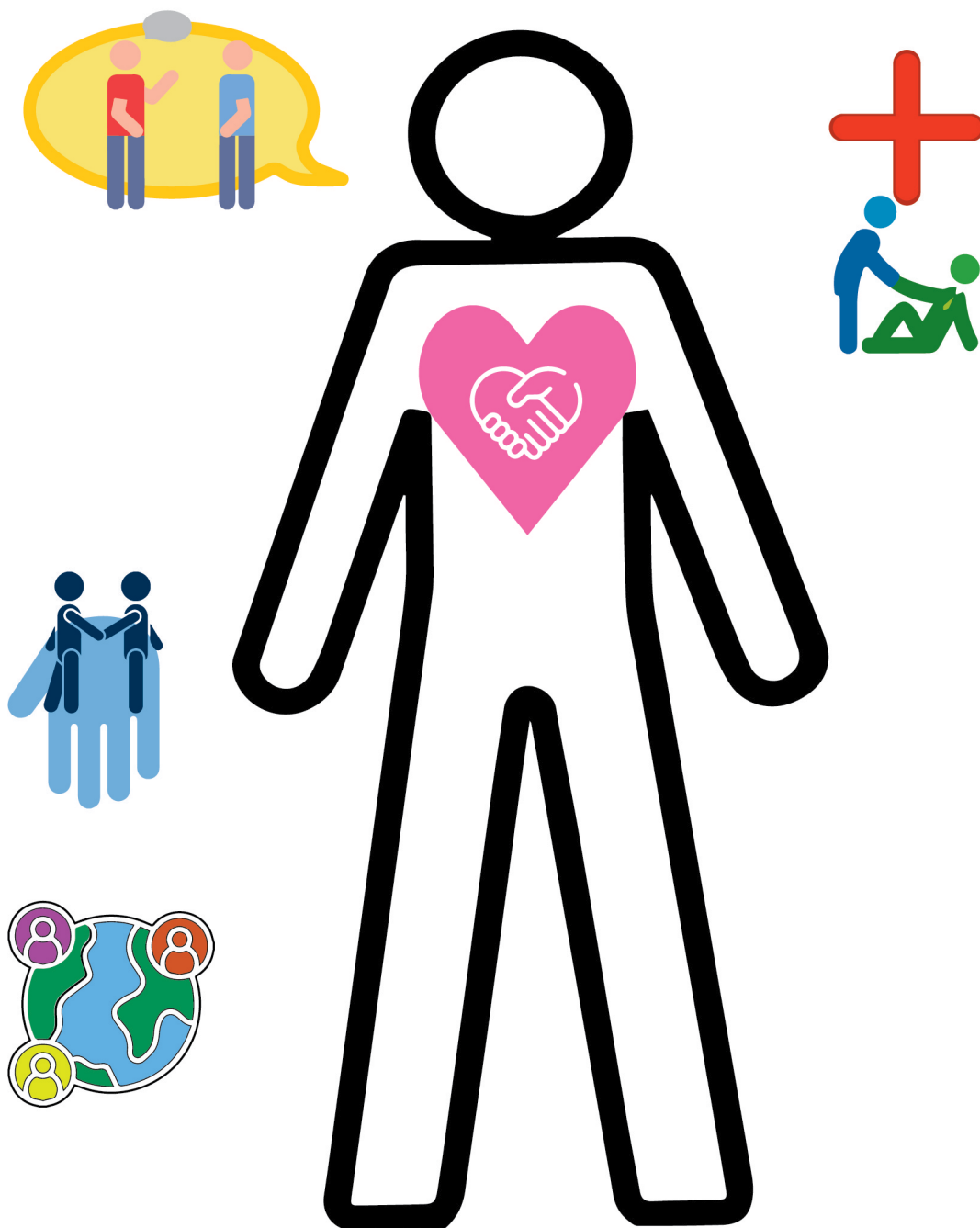
## What are the traits of GOOD friends



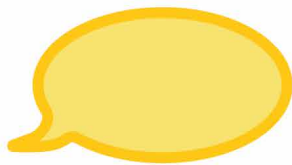


SO.8.2.f

## What are the traits of GOOD friends

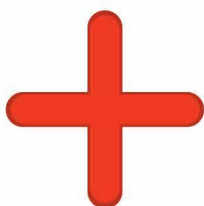


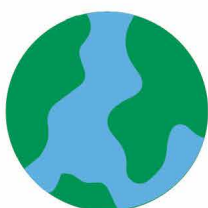
## What are the traits of GOOD friends





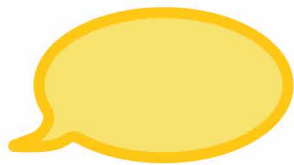






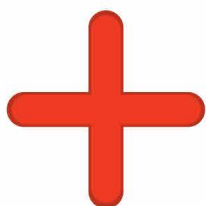
SO.8.2.f

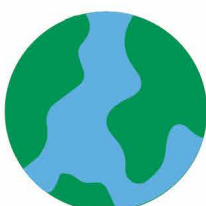
What are the traits of GOOD friends...  
I wish to develop?











SO.8.5.f

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is each student able to identify, at least 1, characteristics he/she would like improve to become a good friend?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

## REFLECTIVE QUESTION



What did you learn from today's activity?

Write here some characteristics that make you friend a good friend

Which are the characteristics you would like improve to became a good friend?



