PS.SMILE – Training Structure and Methodology

PS.smile full programme is made of 50 hours (individual work included). Therefore partnership agreed that every partner could take a decision and reduce it to 40 hours or not to include individual work as training programme hours.

Methods	Topic	Duration	Goals By the end of the training, learners' should be able to:	Resources & Literature
Live sessions or online synchronous	The ps SMILE Approach & Socioemotional Learning	3h	- Explain the underpinning theoretical models of the ps SMILE approach: CASEL and Positive Youth Development; - Describe the learning standards in SEL programs; - Describe the ps SMILE approach; - Relate the principles of the Universal Design for Learning (UDL) with the ps SMILE approach; - Describe the ps SMILE activity grid and how to manipulate the activities to personalize them for specific groups of students.	- Topic 1 presentation
Live sessions or online asynchronous		2h	- Describe the ps SMILE four domains; - Describe the ps SMILE four domains' focus; - Describe the ps SMILE four domains' goals; - Describe the ps SMILE program meets the learning standards.	- CASEL theoretical model - Positive Youth Development Framework - ps SMILE methodological materials - CAST UDL guidelines
Individual Work		2h	- Explore the state of the art in terms of SEL practices in educational settings; - Explore the ps SMILE methodological materials; - Make an individual reflection about the teachers' training session, using the ps SMILE Reflection Template.	- ps SMILE leaflet - ps SMILE State of the Art Report - ps SMILE Reflection Template
Live sessions or online synchronous	Smile to Myself: Being aware of yourself	2h	- Explore the concept of Multiple Intelligences; - Differentiate Socioemotional Learning (SEL) from Emotional Intelligence; - Reflect about the concept of Emotional Intelligence; - Articulate the difference between Emotions and Feelings; - Justify the importance of developing self-awareness skills within a framework for SEL development.	- Topic 2 presentation
Live sessions or online asynchronous		2h	- Describe the Smile to Myself domain's focus;	Suggested literature from Session 2 program

			- Enunciate the Smile to Myself domain's goals; - Explain the Smile to Myself domain's activities.	
Individual Challenge		4h	- Experience 2 activities from the Smile to Myself domain with yourself; - Choose and implement 2 activities from the Smile to Myself domain with a child or a group of children; - Experience the adaptation of the activity grids to implement the activities with diverse children; - Reflect about the advantages and limitations of the Smile to Myself activities in promoting self-awareness for adults and children, using the ps SMILE Challenge Template; - Reflect about the usability of the Smile to Myself activities in real-life educational settings, using the ps SMILE Pilot Test Template.	- Activity #1 ps SMILE app - Activity #2 ps SMILE app - ps SMILE Challenge Template - ps SMILE Pilot Test Template
Individual Work		2h	- Explore theoretical information about Multiple Intelligences; - Explore theoretical information about Emotional Intelligence; - Explore the ps SMILE methodological materials – Smile to Myself Domain and personalization of the activities using the activity grids; - Establish the connection between the Smile to Myself goals and activities and the pedagogical practice in real-life educational settings; - Make an individual reflection about the teachers' training session, using the psSMILE Reflection Template.	- ps SMILE Reflection Template
Live sessions or online synchronous	**Smile to Society:** Being aware of others and society	2h	- Reflect about the concept of Empathy; - Articulate the difference between being Sympathetic and being Empathetic; - Explore the Theory of Mind and its development in children; - Justify the importance of developing awareness of others and society within a framework for SEL development.	- Topic 3 presentation
Live sessions or online asynchronous		1h	- Describe the Smile to Society domain's focus; - Enunciate the Smile to Society domain's goals; - Explain the Smile to Society domain's activities.	Suggested literature from Session 3 program

Individual Challenge		4h	- Experience 2 activities from the Smile to Society domain with yourself; - Implement 2 activities from the Smile to Society domain with a child or a group of children; - Reflect about the advantages and limitations of the Smile to Society activities in promoting awareness of others and society for adults and children, using the ps SMILE Challenge Template; - Reflect about the usability of the Smile to Society activities to its application in real-life educational settings, using the ps SMILE Pilot Test Template.	- Activity #3 psSMILE app - Activity #4 psSMILE app - ps SMILE Challenge Template - ps SMILE Pilot Test Template
Individual Work		2h	- Explore theoretical information about Empathy and Sympathy; - Explore theoretical information about Theory of Mind; - Explore the ps SMILE methodological materials – Smile to Society Domain and personalization of the activities using the activity grids; - Establish the connection between the Smile to Society goals and activities and the pedagogical practice in real-life educational settings; - Make an individual reflection about the teachers' training session, using the ps SMILE Reflection Template.	- ps SMILE Reflection Template
Live sessions or online synchronous	**Smile to My Present and My Future:** Being able to manage yourself	2h	- Define Social Competence; - Describe the process of Socioemotional Decision-Making; - Explore the idea of Carol Dweck's mindsets; - Relate the Polyvagal Theory with the daily life in educational settings; - Justify the importance of developing self-management skills within a framework for SEL development.	- Topic 4 presentation
Live sessions or online asynchronous		1h	- Describe the Smile to My Present and My Future domain's focus; - Enunciate the Smile to My Present and My Future domain's goals; - Explain the Smile to My Present and My Future domain's activities.	Suggested literature from Session 4 program

Individual Challenge		4h	- Experience 2 activities from the Smile to My Present and My Future domain with yourself; - Implement 2 activities from the Society to My Present and My Future domain with a child or a group of children; - Reflect about the advantages and limitations of the Smile to My Present and My Future activities in promoting self-management, using the ps SMILE Challenge Template; - Reflect about the usability of the Smile to My Present and My Future activities to its application in real-life educational settings, using the ps SMILE Pilot Test Template.	- Activity #5 psSMILE app - Activity #6 psSMILE app - ps SMILE Challenge template - ps SMILE Pilot Test Template
Individual Work		2h	- Explore theoretical information about Social Skills and Social Competence; - Explore theoretical information about Socioemotional Decision-Making; - Explore theoretical information about Carol Dweck's mindsets; - Explore theoretical information about the Polyvagal Theory; - Explore the ps SMILE methodological materials – Smile to My Present and My Future Domain and personalization of the activities using the activity grids; - Establish the connection between the Smile to My Present and My Future goals and activities and the pedagogical practice in real-life educational settings; - Make an individual reflection about the teachers' training session, using the psSMILE Reflection Template	- ps SMILE Reflection Template
Live session or group works online	**Smile to Others:** Managing positive relationships with others	2h	- Reflect about the concepts of Diversity and Inclusion; - Explore the concept of Teamwork; - Describe the idea of Great Places; - Justify the importance of developing skills to manage positive relationships with others within a framework for SEL development.	- Topic 5 presentation
Live sessions or online asynchronous		1h	- Describe the Smile to Others domain's focus; - Enunciate the Smile to Others domain's goals; - Explain the Smile to Others domain's activities.	Suggested literature from Session 5 program
Individual Challenge		4h	- Experience 2 activities from the Smile to Others domain with yourself; - Implement 2 activities from the Smile to Others domain with a child or a group of children; - Reflect about the advantages and limitations of the Smile to Others activities in promoting the skill to manage positive relationships with others for adults and children, using the ps SMILE	- Activity #7 psSMILE app - Activity #8 psSMILE app - ps SMILE Challenge Template - ps SMILE Pilot Test Template

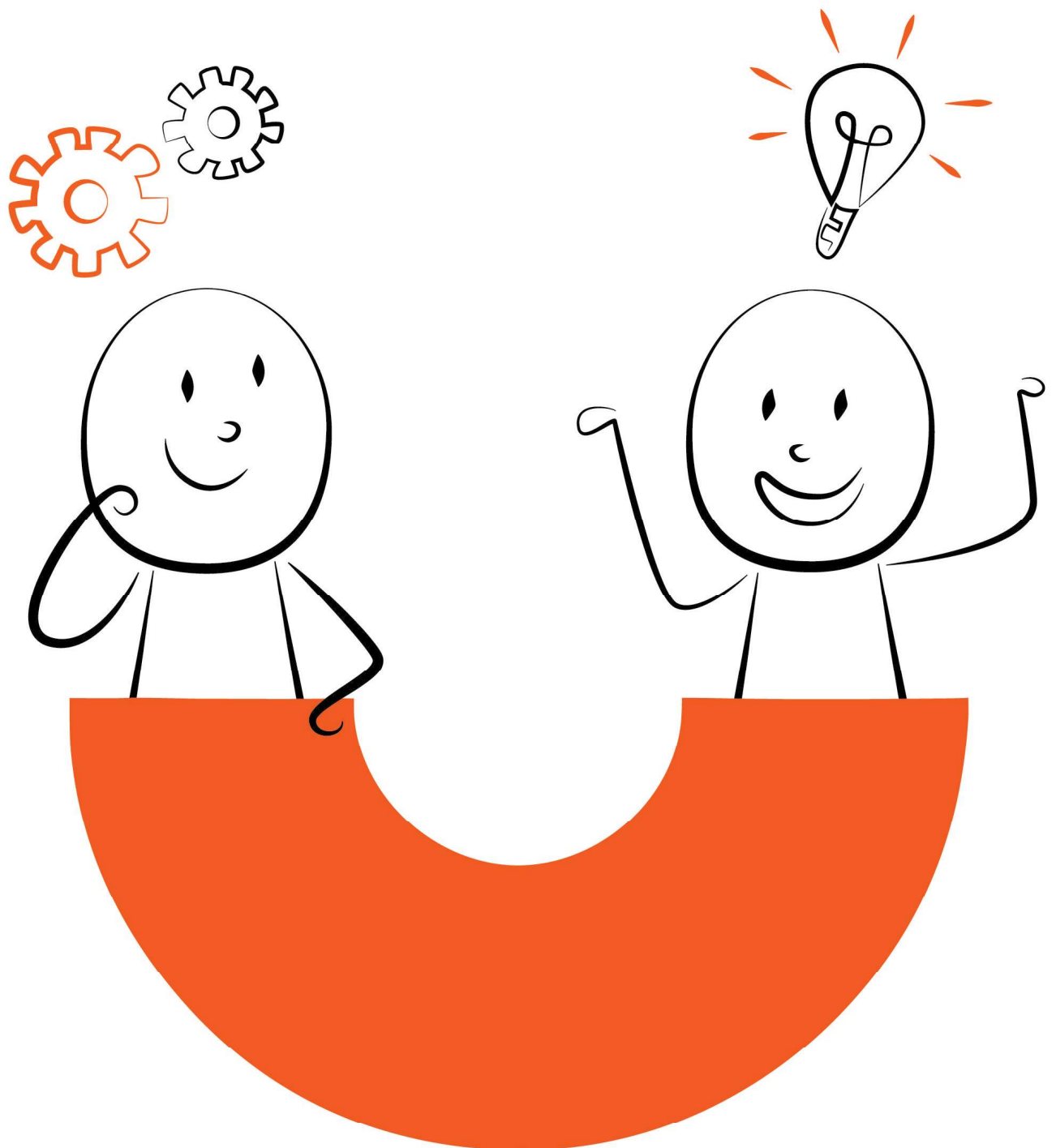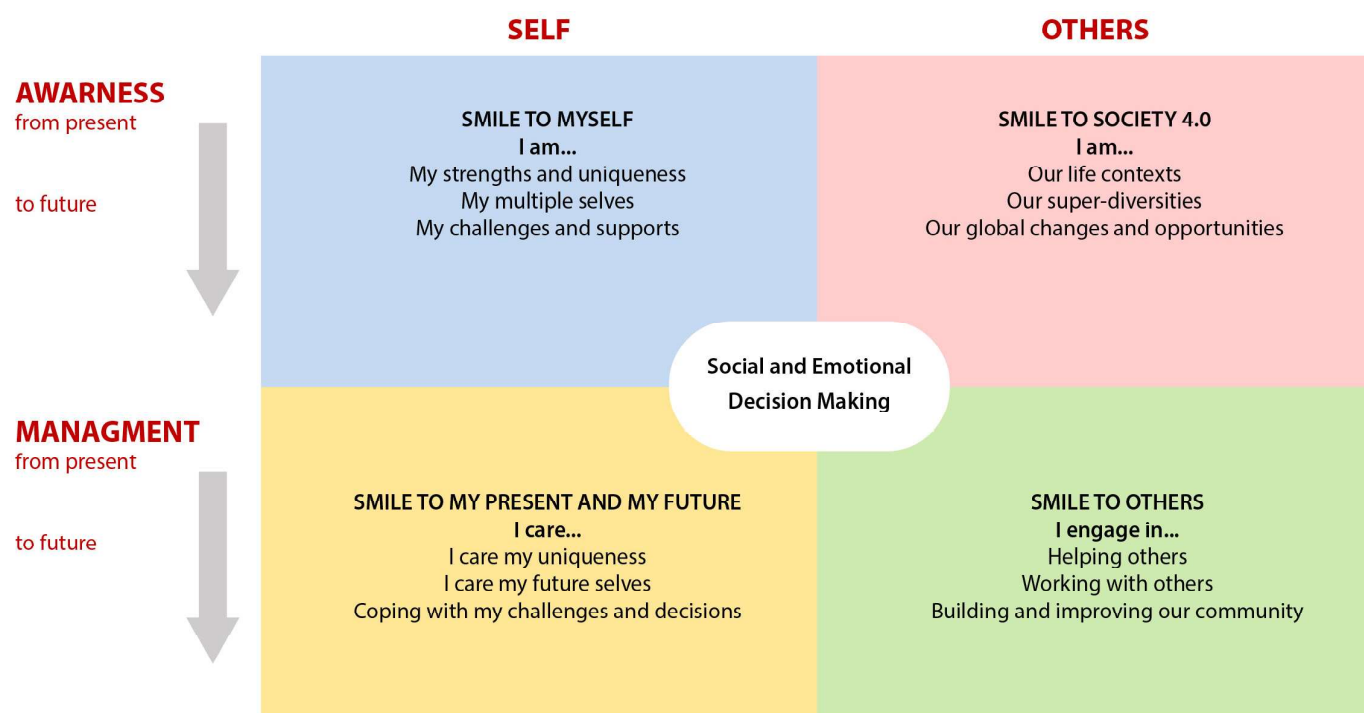|				
			Challenge Template; - Reflect about the usability of the Smile to Others activities to its application in real-life educational settings, using the ps SMILE Pilot Test Template.	
Individual Work		2h	- Explore theoretical information about Diversity and Inclusion; - Explore theoretical information about Teamwork; - Explore theoretical information about Sustainable Great Places; - Explore the ps SMILE methodological materials – Smile to Others Domain and personalization of the activities using the activity grids; - Establish the connection between the Smile to Others goals and activities and the pedagogical practice in real-life educational settings; - Make an individual reflection about the teachers' training session, using the ps SMILE Reflection Template.	- ps SMILE Reflection Template
On-Site Presential	**Smile Together:** Reflective Assessment Socioemotional Skills of Self and Others	2h	- Reflect about the concepts of Goals, Resources, Activities, Outputs and Outcomes and levels of changes addressed in psSMILe project; - Enunciate qualitative and quantitative procedures and tools for socioemotional learning skills evaluation; - Describe instruments for self-evaluation of socioemotional learning skills - Describe instruments for direct and indirect evaluation of changes in socioemotional learning skills in children.	Suggested literature from Session 6 program
Live sessions or online asynchronous		2h	- Describe instruments for self-evaluation of socioemotional learning skills; - Describe instruments for evaluation of changes in socioemotional learning skills in children; - Reflect about the importance of qualitative and quantitative socioemotional learning skills evaluation of changes within own pedagogical practice.	
Individual Challenge		4h	- Practice with self-evaluation tools of socioemotional learning skills; - Plan the evaluation of socioemotional learning skills with a group of children within real-life educational settings; - Evaluate the socioemotional learning skills of a group of children; - Make an individual reflection about the training session, using the ps SMILE Reflection Template.	- ps SMILE Reflection Template
Individual Work		2h	- Plan the implementation of the ps SMILE program within own pedagogical practices and in real-life educational settings, using the ps SMILE Planning Template.	- ps SMILE Planning Template

PART III

THE CURRICULUM

3.1 | CURRICULUM FRAMEWORK

DEFINING THE DOMAINS WITH OUR LENSES

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

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

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

Social and Emotional Decision Making

AWARENESS-SELF: SMILE TO MYSELF

Goals of Didactical activities: to promote knowledge of characteristics and strengths of each child as physical aspects, preferences, interests, dreams, hope, optimism, courage that are included in a positive mindset and the role they play in people life.
Focus: Exploring and developing multiple ideas and perception of multidimensional (social and emotional) components of Selves and focusing on possible consequences and paths for self-development as well as contextual resources as parents, teachers, friends.

MANAGEMENT-SELF: SMILE TO MY PRESENT AND MY FUTURE

Goals of Didactical activities: to promote the development of social and emotional strategies each child could use to presents himself/herself and to describe positive aspects to others.
Focus: learning of strategies on how to find new ways of thinking and feeling about themselves; planning strategies for achieving goals and decision making that improve personal growing and capabilities.

AWARENESS-SOCIETY: SMILE TO SOCIETY 4.0

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

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

MANAGEMENT OTHERS: SMILE TO OTHERS

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

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

The PSsmile choice

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

THE INNOVATIVE FOCUS

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

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

Time perspective (TP) refers to the way each person perceives and interprets experience, according to different time frames(Zimbardo & Boyd, 1999), and a sense of continuity between the time frames: past, present, and future (Savickas, 1997).

As regards Future Time Perspective (FTP), definitions in the literature describe it as the ability to imagine one's future, the anticipation of future goals, including learning and academic achievements (Peetsma, 2000; Peetsma, & van der Veen, 2011).

Future Time Perspective encompasses personal cognitions, feelings, and behavioural intentions with respect to the future: cognitions refer to thoughts about future outcomes and goals that are valued; feelings correspond to the emotions (e.g., hope and fear) that are associated with the future; finally, behavioural intentions relate to individual's plans to engage in behaviours to realize future goals.

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

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

The PSsmile choice

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

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

DEVELOPING GOALS

Focus on:

SMILE TO MYSELF

I am... ▌ **My strengths and uniqueness** ▌ **My multiple selves** ▌ **My challenges and supports**

General goals

Develop knowledge and awareness about strengths (feelings, emotions, personal resources) that promote taking care of positive future selves.

Focus on possible consequences and paths, as well as contextual resources, for development of Self.

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

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

Explore and understand my positive personal resources

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

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

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

Progress in exploring my possible future Selves

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

Focus on:

SMILE TO MY PRESENT AND FUTURE

I care... ▌ **I care my uniqueness** ▌ **I care my future selves** ▌ **Coping with my challanges and decisions**

General goals

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

Explore how to manage emotions and feelings

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

Discover and practice ways to foster my positive resources

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

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

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

Progress in building possible future Selves

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

Focus on:

SMILE TO SOCIETY 4.0

I am... ▍**My life contexts** ▍**Our super-diversities** ▍**Our globam changes and opportunities**

General goals

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

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

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

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

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

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

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

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

Focus on:

SMILE TO OTHERS

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

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

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

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

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

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

IMPLEMENTATION PRINCIPLES

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

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

Theoretical and methodological choices
- Assuming person centered approach. This means that in the reflection processes activated with the activities proposed we will focus first on people (me, the others) than on skills in themselves and on the agentic role that a person (child or adult) can undertake in their life contexts.
- Adopting a double lenses approach. This means that as suggested by recent approaches we will devote our attention to a positive development of the individual and at the same time to a positive and sustainable community development (Flanagan & Levine, 2010; Hart et al., 2014).

a. *Orientation towards current and future life.* This means that we will orient the activities proposed toward both current everyday lives, as well as to medium and long-term future time intervals (personal, work, and social future goals).

b. *A self-community binary.* This means that we will consider that an informed and engaged citizen is vital to both the individual positive development and wellbeing as well as to the health of societies.

GRIDS: guiding and supporting teachers

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

A. How to develop an activity in detail

DOMAIN	
Name of the activity	
Goals	
Duration and Frequency	
Age of participants	
Persons involved	
Contexts (where at school or at home)	
Structure of the activity	

Short description and instructions	
UDL manipulations means of representation, of expression….	
Activity tool/exercise description	
Materials used	
Fact sheets (grids, activity sheets …)	
Activities to share with parents or family members	
Learning_strategies	
Learning_performance descriptors	
Learning assessment_reflexive questions	
Learning_assessment tools	
Activity Linked to school subject	

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

B. How to check for the guiding principles implementation

DOMAIN	Name of the activity
Goals	
Where and how the activity …..	
Shows Orientation toward future goals	
Pays attention to diversities (cultural, vulnerabilities and learning difficulties)	
Enhances strengths and uniqueness	
Focuses on the agentic role (me, others) than on skills	

Consider cultural diversity in coding and expressing emotions and positive behaviour	
Embraces a 'decision making' step	
Includes Multiple Means of Engagement, of representation, of Action and Expression (see use of ICT)	
Are there connections with other activities and domains?	
Are there possible manipulations of the activity to move with the same activity to another domain?	
What kind of manipulations can be introduced to make the activity suitable for older students?	
What kind of manipulations can be introduced to make the activity suitable for younger students?	

3.2 | THE CURRICULUM IN PRACTICE

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

Domain 1 SMILE TO MYSELF

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

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

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

Domain 3 **SMILE TO SOCIETY 4.0**

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

Domain 4 SMILE TO OTHERS

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

3.3 | NAVIGATING THE CURRICULUM AND TRACKING LEARNING

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

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

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

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

THE LEARNING PATH

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

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

For each activity A specific activity related focus will be adopted involving
students with active participation and reflective questions.
teachers with quiz, reflective questions, take home activity.
family supporting home activities with their children.

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

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

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

CONTENTS OF THE ASSESSMENT WITH THE ACTIVE AGENTS OF CHANGE

Assessment tools are then organized in separate sections:
SELF–ASSESSMENT FOR STUDENTS
The tools proposed are meant for students' self-assessment and are recommended to be used on a regular basis. Student self-assessment cards will help students monitor and assess their individual learning progress in developing their social and emotional skills.

"My Personal Learning Log" Self-Assessment Tasks (from the Learning to Be project)
The Modified version of this self-assessment tool for primary school children drawn from the Learning to Be project

is a less formal set of task sheets that children are asked to complete.

The questions and tasks included in both instruments are based on the 3 main SEL goals:

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

The tasks are structured according to the educational objectives described in the SEL standards for learners 9–10-year-olds .

These self-assessment cards are designed not only to encourage the students to assess their learning individually, but also to support the teachers in implementing strategies of formative assessment.

Each student receives a new assessment card at the beginning of the domain.

Students are asked to fill-in their assessment cards. This could be done at the end of a lesson or during a special class meeting during the week.

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

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

The future we want

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

Future Interpersonal relationships, such as: "In the future I will have friends,",

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

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

My Positive Experiences at School

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

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

Your Opinion Matters

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

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

TEACHERS

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

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

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

This tool was designed for teachers to be able to observe and assess each student in the classroom. This Tool is based on the five SEL Core Competencies and the main goals for social and emotional learning

The class observation sheet consists of 3 parts:

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

2. **Let's picture our classroom situation.** In this table, the teacher marks specific experiences or situations in which the students may be involved during the week and which affect the student's behaviour (e.g., negative experiences/situations: conflicts, bullying, disruptive behaviour; or positive experiences/situations: high student engagement, celebrations, class successes). Observing such experiences/situations will help the teacher to become better aware of what is happening in class and plan how to respond to these situations.

3. **Reflection on my practice.** This part is meant for the teacher to evaluate his/her teaching practices and their impact on the students, with the aim of developing professional competences related to a specific domain

School engagement: Psychological Sense of School Membership

The students' emotional engagement as indicated by their feelings about their school and about their relationships with teachers and peers was measured using items from the Psychological Sense of School Membership (PSSM; Goodenow, 1993; You, Ritchey, Furlong, Shochet, and Boman, 2011) tapping Caring relationships and Acceptance.

The items are scored on a four-point scale from strongly disagree (1) to strongly agree (4) and then summed to form a total score.

My school climate

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

FAMILY

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

PSsmile in everyday life

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

My school climate for parents

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

Learning assessment summary Table

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

3.4 | FIDELITY IMPLEMENTATION

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

Fidelity to treatment has been defined as the degree to which the main components of an intervention are maintained as provided in the intervention protocol (Gearing et al., 2011; Allen, Linnan & Emmons, 2012).

As already shown in SEL interventions, high quality implementation can be associated with positive results, if a program lacks fidelity implementation the chances of producing meaningful and positive results are greatly reduced (Durlak, 2015).

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

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

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

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

Adaptations are often required in real-world environments that can make it challenging to assess whether a program is suitable for larger-scale implementation (Wright, Lamont, Wandersman, Osher and Gordon, 2015). Particularly in school settings some changes may need to be made to achieve the best possible outcomes, to ensure that the program is appropriate, and can serve to improve adaptation and impact between the program, children and school (Durlak, 2015).

In education, interventions are often multidimensional making it necessary to pay attention not only to what and how long a practice is taught, but also to how well and the context in which it is trained (Lynas, & Hawkins, 2017).

ENSURING FIDELITY IN PSSMILE

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

- Teachers are involved in a training course on the implementation of the program where strategies as well as theoretical foundations, essential knowledge and understanding of the program is promoted together with a common attitudes and enthusiasm from networking with colleagues involved in the same proposal.
- Teachers are provided detailed grids for the activities in each domain to guarantee they address the diverse goals for each domain and implement the program as it was originally designed, with the key elements that characterize it (see for instance, the future orientation perspective).

- Eight activities have been fully developed and proposed for each domain to strengthen the timing of the program.
- Adaptations, often required in educational contexts, are guided by suggestions for each activity on the diverse ways to personalize them according to the principles of the Universal Design for Learning.
- Monitoring and data collection are ensured at several levels:

    a. For each activity teachers fill the Grid B and their reflective questions factsheet

    b. For each activity answers provided by participants are collected in an online repository

    c. Weekly teachers fill a short questionnaire, as a Journey LogBook, reporting who guided the activity, students involved, the activities implemented, their duration, manipulations made and the reasons for making them, number of parents actively participating in the everyday life activities.

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

REFERENCES

Allen, J. D., Linnan, L. A., Emmons, K. M., Brownson, R., Colditz, G., & Proctor, E. (2012). Fidelity and its relationship to implementation effectiveness, adaptation, and dissemination. Dissemination and implementation research in health: Translating science to practice, 281-304.Borrelli, B. (2011). The assessment, monitoring, and enhancement of treatment fidelity in public health clinical trials. Journal of public health dentistry, 71, S52-S63.

Borrelli, B., Sepinwall, D., Ernst, D., Bellg, A. J., Czajkowski, S., Breger, R., ... & Orwig, D. (2005). A new tool to assess treatment fidelity and evaluation of treatment fidelity across 10 years of health behavior research. Journal of consulting and clinical psychology, 73(5), 852.

Breitenstein, S. M., Fogg, L., Garvey, C., Hill, C., Resnick, B., & Gross, D. (2010). Measuring implementation fidelity in a community-based parenting intervention. Nursing research, 59(3), 158.

Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. American journal of community psychology, 41(3), 327-350.

Durlak, J. A. (2015). Studying program implementation is not easy but it is essential. Prevention Science, 16(8), 1123-1127.

Gearing, R. E., El-Bassel, N., Ghesquiere, A., Baldwin, S., Gillies, J., & Ngeow, E. (2011). Major ingredients of fidelity: a review and scientific guide to improving quality of intervention research implementation. Clinical psychology review, 31(1), 79-88.

Harn, B., Parisi, D., & Stoolmiller, M. (2013). Balancing fidelity with flexibility and fit: What does we really know about fidelity of implementation in schools? Exceptional Children, 79(2), 181-193.

Lynas, J., & Hawkins, R. (2017). Fidelity in school-based child sexual abuse prevention programs: A systematic review. Child Abuse & Neglect, 72, 10-21.

Sutherland, K. S., Conroy, M. A., McLeod, B. D., Algina, J., & Kunemund, R. L. (2018). Factors associated with teacher delivery of a classroom-based Tier 2 prevention program. Prevention Science, 19(2), 186-196.

Vroom, E. B., Massey, O. T., Yampolskaya, S., & Levin, B. L. (2020). The impact of implementation fidelity on student outcomes in the Life Skills Training program. School Mental Health, 12(1), 113-123.

William McKenna, J., & Parenti, M. (2017). Fidelity assessment to improve teacher instruction and school decision making. Journal of Applied School Psychology, 33(4), 331-346.

Wright, A., Lamont, A., Wandersman, A., Osher, D., & Gordon, E. (2015). Accountability and social and emotional learning: The Getting to Outcomes approach. Handbook of social and emotional learning: Research and practice, 500-515