

HAPPY CHILDREN – SUCCESSFUL ADULTS

72 Research Based Activities for Teaching
**SOCIAL AND EMOTIONAL
SKILLS**

Preparatory – Grade 3

Easy to Implement



Playful

Age-Appropriate



Interactive

Engaging

**Practical Manual for
Teachers, Counsellors and Educators**

DR SNEZHANA DJAMBAZOVA-POPORDANOSKA, MD

**72 Research Based
Activities for Teaching
SOCIAL AND EMOTIONAL
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Dr Snezhana Djambazova-Popordanoska, M.D.

In loving memory of my mother, Lena Djambazova:

*“Your love, wisdom and encouragement have
empowered me to accomplish all my dreams...
You will always live in my heart.”*

FOREWORD

“It was a beautiful sunny day. I was watching five and six year –old children playing happily in the school playground. Suddenly, I heard a cry. I turned around and saw a little six-year old boy in tears. Although I hadn’t seen the incident that had upset him, my heart went to him. While I hesitated for a few seconds, thinking how best to help him, I was stunned by what happened next. One little girl approached the boy, whispered something to him and gave him a big, warm hug. Within seconds, his tears were drying and he was smiling back at her. Seconds later, off they went, playing happily together.

I hadn’t been able to see the face of the girl who showed such instant compassion. When she turned, I was startled to see that she was my own five-year-old daughter, Graciella. Tears came in my eyes. In that moment I understood, anew, the power of a hug and few comforting words offered to a person in need. In those moments I understood that love, compassion and sympathy are necessary components of happiness. My daughter showed me how simple act of kindness can help more than thousand words. Then I decided to share these insights with as many people as I could reach.

In those few moments in the school playground, this book was born. I have always been fascinated by the question of why some people function so much more positively and happily than others. I have also tried to incorporate my own and others’ insights of social and emotional skills in this book. I hope it will help you to give the children in your life the keys to greater social and emotional wellbeing, and to happiness and success.”

The Author

ABOUT THE AUTHOR

Snezhana Djambazova-Popordanoska is a general practitioner and a counsellor who has always been drawn to the study of emotional wellness. She believes passionately in individual's potential, in the sustaining power of relationships, and in the universal capacity for happiness. Her dream is for everyone to learn the basic techniques of positive psychological self-management. She believes that social and emotional skills are a basic human right that should be taught as core life skills, and benchmarked as a national priority.

Her life mission is to ensure that all children are given a “tool kit” of the keys to emotional wellbeing and personal happiness. She believes that success in life depends on being able to recognise, understand and respond positively and constructively to emotions – our own, and those of others.

In this book, Snezhana has synthesized ideas and techniques from various fields, including counselling, psychology and child development, and has combined them into a straightforward but powerful step-by-step program for building social and emotional skills through the early primary school years.

Self-calming, insight, self-worth, decision-making, persistence and relationship skills are developed in a series of short and easily implemented lesson plans that can be taught over a single school term. Simple desk activities, scenarios, role-play, questionnaires and structured discussion teach and reinforce concepts and encourage a sense of mastery.

Teachers, counsellors and educators will benefit from this book, and her adult readers will find that they themselves are soothed and helped by Snezhana's wise, sure, calming voice and her simple but profoundly useful exercises.

Dr Alyson Plint, FRACGP.

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I would like to express my gratitude and appreciation to some very special people in my life for their support and contribution to write this book:

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To Aleksandar Georgiev: “Thank you for using your imagination, creativity and typesetting abilities that made this book simply beautiful...”

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The Author

INTRODUCTION

*“Knowing others is intelligence; knowing yourself is true wisdom.
Mastering others is strength; mastering yourself is true power.
If you realize that you have enough, you are truly rich.”*

Tao Te Ching

Teachers have a unique and significant role in shaping students’ character. Each teacher has a capacity to motivate students to reach their highest potential and assist them to blossom at school and in life. Communication between teachers and students has a pivotal role in modeling and building meaningful and trustful relationships. The specific words used from teachers to students are important, but it is not merely a matter of what teachers say, but how they say it. Subtle, non-verbal cues, registered through the facial expression, tone of the voice and teachers’ body movements, convey more powerful messages to students than the actual words do themselves. In situations when teachers’ words are not congruent with their non-verbal messages, students will usually perceive and accept as true the teachers’ body language cues. This is because our brains are attuned to perceive and accurately decode the nonverbal messages, even and perhaps especially where these contradict the words. In other words, non-verbal messages speak louder than words. Therefore, it is crucial that in interactions with the students teachers are able to show consistency and congruence between their verbal and non-verbal messages.

Students’ basic needs are to be loved and accepted by their parents, teachers and peers for who they really are. They need to feel valued, listened to and respected. Furthermore, students need to feel supported and understood by significant others when they face difficulties in life. At the same time, students need to be disciplined and learn how to behave socially within the school, at home and within the community. Students who are treated with love and respect and taught how to behave appropriately develop healthy self-esteem and genuine self-confidence. They also develop social and emotional skills that enable them to work well with others and within society. These students are able to reach their fullest potential within school and later in life, and will become successful in all areas in life.

A growing body of research undertaken in the last two decades has demonstrated that Social and Emotional Learning (SEL) is fundamental to children’s’ emotional wellbeing, academic achievement and ability to collaborate with others. SEL is the process of facilitating the student in identifying and managing emotions, being persistent in achieving goals, appreciating the differences and perspectives of others, establishing and maintaining meaningful and positive relationships, making sensible decisions, and managing difficult situations effectively. Helping children master their emotions and relationships makes them better learners. Therefore, socially and emotionally competent children are much happier and productive.

Research suggests also that helping students develop social and emotional skills early in life are the best predictors of their academic and life success. The crucial years to teach children these self-management skills are between the ages of three and seven, when the important connections between the “thinking brain” (the frontal lobes) and the “emotional” brain (the limbic system) are forming. These connections are influenced significantly by students’ positive or negative life experiences. When positive experiences are repeated frequently, they become positive habits that appear in challenging situations or stressful times. Students who are socially and emotionally competent have an increased desire to learn and self-motivation, resulting in higher academic achievement within the school. Moreover, these students are more attentive in classrooms and require fewer disciplinary interventions.

Currently many schools worldwide regard SEL skills development as vital to students’ academic and life success. In order to be effective, SEL programs should be implemented consistently across the school at all grade levels.

SEL PROGRAMS “HAPPY CHILDREN – SUCCESSFUL ADULTS”

SEL programs in this book have been developed for children in Preparatory to Grade 3 classes. These programs have been peer-reviewed by a team of health professionals and primary school teachers. All activities in the programs are age appropriate, comprehensive and interactive. They synthesise the theoretical and practical principles of cognitive behavioural therapy and the learner –centred psychological approach (American Psychological association, (APA) principles which have significant influences on students’ academic performance (Wang, Haertel & Walberg, 1993). They also draw on the principles of positive psychology including the role of positive emotions and optimistic thinking and their contribution to optimal functioning and learning.

Each program for every grade level consists of 18 activities. Each activity has clear aims and objectives, a simple step-by-step guide for the teachers and a summary. Most of these activities are based on real life situations that are fun, engaging and meaningful to the students. They include five groups of competencies which according to CASEL (2005) are imperative for raising students’ social and emotional skills:

- 1. Self-awareness** (the capacity to accurately identify and manage one’s feelings as well as one’s strengths and weaknesses; the capacity to accurately perceive the perspectives of others and accept their differences).
- 2. Self-management** (the capacity to manage one’s emotions effectively and to engage in safe and healthy behaviour, as well as the capacity to persist in achieving positive and realistic goals).
- 3. Responsible decision-making** (the capacity to evaluate situations accurately and make constructive and ethical decisions, as well as to implement informed solutions to problems).

4. **Social awareness** (the capacity to accurately perceive the perspectives of others, accepting and appreciating their differences, the capacity to show understanding and empathy for others, the capacity to communicate openly and clearly expressing one's thoughts and feelings).
5. **Relationship skills** (the capacity to establish and maintain positive relationships, to cooperate with others as well as to resolve conflict peacefully).

It is expected that participation in these SEL programs will enable students to:

- Listen attentively
- Become increasingly aware of their thoughts and feelings
- Learn to correctly identify and manage their feelings
- Be self-motivated
- Develop positive attitudes
- Treat others with respect
- Develop sensible decision-making
- Develop effective problem solving skills
- Deal effectively with challenging situations
- Enhance their collaboration with others
- Resolve conflicts peacefully
- Develop caring attitude and concerns for others
- Empathize with others (understand how others feel)

INTERACTION WITH STUDENTS

Many teachers are already aware of the significance of their interaction with the students on students' engagement and achievement within the school. Research has shown that the delivery of SEL programs is more effective when teachers use the following communication fundamentals in their interaction with the students:

GREETING: Your initial contact with the students is very important for establishing good relationships. It is important that you express an excitement when you see each of the students every morning. Your smile and genuine interest in how they feel that morning will make them feel loved and accepted by you.

COMMUNICATION: It is a key to a good relationship with your students. When you speak to the students at early primary school, it is important to come down to their level, looking in their eyes, though you may need to be sensitive to cultural differences (e.g. some cultures disapprove of this). It is crucial that your non-verbal cues (your facial expression, tone of the voice, body movements etc.) are congruent with your words. Again, it is important to stress that if your words don't match your body language, the students will pick up and trust

your non-verbal cues. Even very young children, including infants, are able to notice the mismatch between what you say and what you really mean. Therefore, it is vital that you are mindful of your own thoughts and feelings at all times and aware of your body language while verbalizing your thoughts and feelings.

ATTITUDE: A positive attitude is critical if you are to deliver these activities successfully. If you demonstrate enthusiasm and passion in educating your students about these life skills, they will be imprinted as positive and perhaps even life-changing experiences. The students will catch your enthusiasm (genuine enthusiasm is very “catching”) and look forward to the sessions. In this way they will give you their fullest attention, and getting most out of each activity.

COLLABORATION: In order to work effectively with your students, it is important to collaborate with them. Ground rules need to be established at the beginning of each school year and they need to be followed throughout the year. Students will respect these ground rules if they actively participate with their own ideas in their establishment. They also need to think of measures to be taken against those students who will not respect the rules. Some of the ground rules you might facilitate are: listening to each other, not interrupting when someone is talking, helping each other, being honest with each other, respecting others opinions, being considerate of each other etc. Should rules be broken, appropriate consequences should follow. You might work together with the students and agree on these consequences that need to be in place consistently.

ENCOURAGEMENT: Praise the students for their efforts, not only for the results. When you praise them, be specific and honest. It is important that you praise their behaviour, their work, or something specific they have done, for instance: *“You were very helpful today when you helped your friend with...”* Other positive things you might notice include giving turn to a friend, being considerate to others, using kind words to their friends, doing beautiful homework, or simply trying something new. It is not enough to say *“You are a good boy/girl,”* because it is a meaningless generalization that overlooks the key point. However, *“You spotted that litter and got it straight into the bin. You are very helpful child. Well done!”* – recognizes character, vigilance and specific effort.

HOW TO USE THIS BOOK?

The aim of each program is to let students know that to create positive changes it is important to work on their choice-making awareness and skills daily and not just during the actual lesson time. Each grade-level’s program can be implemented in one nine or ten week school term with sessions twice a week. The programs are designed to instill a habitual way of thinking, feeling and being in the present moment. All of the activities in this book are simple, straightforward and ready to use. The activities are fun, interactive, with a profound message. In some activities role-play is used in order to assist students to bring their life experiences into the classroom session and to introduce or enhance the existing skills in students. Role-playing seems to be an educational tool favored by students, as it can empower them in their way of self-discovery and self-expression without being

concerned that they are “not good enough.” In addition, speaking from different parts of each role helps students become more conscious and understand better other’s people feelings.

Activities are best viewed as suggestions and guidelines, and individual teachers can tailor the examples to the children in their care. The critical thing is that during the delivery of these activities, you pay particular attention on the vocabulary that you use, the tone of the voice as well as your non-verbal cues (eye contact with the students, facial expressions etc.) Your positive attitude and encouragement of the students for their effort to participate in the activities is far more important than the actual result. For this reason, it is vital that you adapt activities, as needed, so that you are truly comfortable and thus able to implement the lessons with sincerity and conviction. That said, the activities in this book follow a particular sequence, and the programs are designed to build on the previous sessions. Therefore, it is useful to stick in the order suggested. This book transcribes the programs as originally devised by the author, but personalizing the message and delivering them in your own, authentic way is a vital key to the programs’ success.

You might start each activity with a calming, relaxing music of your choice for approximately 2 min. Also, you could finish each activity with their favorite song, for example, “Let the Sun Shine in” and ask the students to sing and dance together. In this way your students will have an even more positive and happy experiences associated with these activities, which help to reinforce the message and make it still more memorable.

IMPORTANT: There is a CD included in this book that contains materials for certain activities. You might print copies for the students participating in these activities, such as questionnaires, case scenarios, pictures etc.

A few more tips for enchancing success:

- Define your expectations in advance. Discuss what needs to happen in the classroom for everyone to be able to learn. Write the students’ suggestions on large chart and hang it in the classroom.
- The students could also help you decide on consequences for inappropriate behaviors.
- You might tell the students that you want them to get the most out of school so you will not allow them to be rude and to interrupt you or others when speaking. You might say: *“I am here to help you learn; therefore, you need to listen and follow instructions. I am worried that you will be missing important information if you talk while I am giving instructions. When I speak, I expect you to listen carefully. When you or others speak, I will listen carefully.”*
- You might let students know that they will have “student time” to talk to each other when they are working in pairs or groups or at other designated times (for example, playtime, lunch break etc.)

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Appendix	CD with printable materials	
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PART 1

SEL ACTIVITIES FOR PREPARATORY

SEL ACTIVITIES FOR PREPARATORY

This is the proposed time schedule for all activities:

EXPLANATION: 5 min.

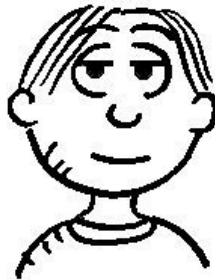
ACTIVITY: 20 min.

SUMMARY: 5 min.

1. I FEEL CALM AND PEACEFUL

"Learning is a result of listening."

Alice Miller



AIM: To increase students' self-awareness skills

OBJECTIVES: At the end of this activity students should be able to:

- Pay a full attention to the present moment
- Pay a full attention to oneself
- Calm oneself in times of stress

MATERIALS: Music equipment, calming music

(You might start this activity with a calming, relaxing music of your choice for duration of approximately 2 min.)

EXPLANATION: *"Today's topic is about how to bring all your attention to the present moment. This can help you to learn better and become better students, because you will be able to focus all your attention on what is happening at the present moment. Everything you do is happening in the present moment. What does it mean to be in the present moment?"* (Let the students respond.)

Then you may add: *"It means to be here and now, being fully present with all your senses and thoughts. You are not dreaming about something in the future, or thinking about something that happened in the past. Instead you feel, hear, see and smell everything that happens now around you."*

“In order to use fully all your senses, you might stop thinking, so your mind becomes silent. Can you try to focus all your attention on the sounds around you? All you are doing is LISTENING. Listening quietly, without thinking on anything else at the moment. Can you please, do it now?”

“Now you can fully enjoy this present moment. The moment you truly focus your attention on what is happening around you, your thoughts will stop. This will make you feel peaceful. When your thoughts inside your head stop, and you feel peaceful inside you will be able to focus all your attention on learning. The more you are able to learn, the better students you will become. Let’s do one special activity that can help you to become fully aware of this present moment so you can calm down and feel peaceful inside.”

ACTIVITY: You may ask the students to sit in a comfortable position on the floor creating a circle. It is important that you speak clearly and slowly in a calm voice. Then you might read the following text to the students:

“Can you please breathe deeply all together with your belly? Let’s do it together. Breathe deeply in 1, 2, 3 and out 1, 2, 3 and feel how your belly goes up and down. Breathe slowly and deeply through your nose with your mouth closed. Let’s do it two more times. Breathe in 1, 2, 3 and out 1, 2, 3. Breathe slowly with your belly in 1, 2, 3, and 1, 2, 3, slowly breathe out. Well done. Now, can you please close gently your eyes? ...Can you please put on your listening ears? Well done! Can you hear the sounds around you?... Now you can listen to the sounds around you. Please focus your full attention on these sounds. Could you please tell me what can you hear? What else can you hear? Great job all of you.”

“You have learnt how to concentrate and pay full attention to what is happening now, in this moment around you. Can you please focus your attention on your breathing again? Can you breathe deeply with your belly together? Breathe deeply in 1, 2, 3 and out 1, 2, 3. Let’s do it two more times. Breathe in 1, 2, 3 and out 1, 2, 3. Now you can relax. Great job! Give yourself applause.”

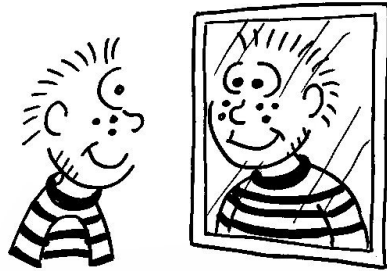
SUMMARY: *“Today you have learnt a very important lesson, how to focus all your attention to the present moment. This can help you to concentrate more during the lessons and become better students. You can also practice this exercise at home regularly, especially if you feel stressed or unhappy and you need to calm down. You might practice it every morning when you wake up so you will be able to calm down and concentrate on the lessons at school. You can also use it before you go to bed as it can help you to relax and sleep better. Most importantly, practicing regularly this activity can help you to be good listeners and great students. Thank you everyone for being part of this activity.”*

(You might finish this activity with their favourite song, for example “Let the Sun Shine in” and ask the students to sing and dance together. In this way your students will have a positive experience associated with this activity.)

2. WHY AM I SPECIAL?

“Every child is born a genius.”

Richard Buckminster Fuller



AIM: To increase students’ self-awareness skills

OBJECTIVES: At the end of this activity students should be able to:

- Identify ones’ and other’s special talents and gifts
- Identify one’s and other’s individual strengths

MATERIALS: Pictures or photos of different activities (dancing, singing, reading, playing an instrument etc.) cut out from old magazines or newspapers, glue, colouring pencils, A4 size paper for each student with their names on it.

EXPLANATION: *“All of you have some special talents. These talents make each of you very special and a unique child. For example, some of you are good at sport, some are good at dancing or playing an instrument, while others are good at Maths or English.*

Some of you are fantastic at things we don’t do here at school, but you might do at home or outside. For example, you might be good at helping your little brother or sister, or you might be very good at fishing or bike riding. You might be really good at playing some games, or you might be good at telling stories, singing, or you might be good at making others laugh. In this activity, we will try to find out what special talents and gifts each of you have. Can you please, choose the pictures or photos of the magazines that describe some activity that you like, something that you are good at? Then you can glue them on the paper that you have in front of you. Your special talent might be so fantastic and special that I haven’t thought of it –so how about you draw it on your paper?”

ACTIVITY: You might distribute A4 papers to each student with their name on it. Let the students create the work in their own way. When they finish with the activity, you may ask few students to share their work in front of other students. You might ask the students some of the following questions: *“Can you please tell us about your special thing or things? What does it feel like to be good at it? How do you know that you are good at...?”*

You also might say that you will display their wonderful works on one of the walls in the classroom, so everyone can see how special they are.

SUMMARY: *“Well done everyone! Today you have learnt how special each of you is. As you have noticed, all of you have something that he or she is very good at. You all have some special talents and gifts that make you unique and exceptional. Thank you for your great effort everyone.”*

3. MY FAVOURITE THINGS

*“Children are a wonderful gift.
They have an extraordinary capacity to see into the heart of things.”*

Bishop Desmond Tutu

AIM: To increase students’ social awareness skills

OBJECTIVES: At the end of this activity students should be able to:

- Identify one’s uniqueness
- Recognise and appreciate others’ differences and similarities

MATERIAL: Big basket

(For the purpose of this activity, please ask the students to bring their favourite toy, book, movie or any item that is very special and meaningful to them. It should be something that they like the most of all their possessions, as long as they are happy to bring it along. Some children may bring a photograph of their special thing.)

EXPLANATION: *“Today’s topic is: ‘My favourite things’. Thank you for bringing your favourite things with you today. Each of you has some things that you love the most and are very special to you. In this activity you can tell us few words about your favourite item.”*

ACTIVITY: You might put all the students’ favourite possessions in the big basket. Then you can choose one item at a time and ask the student whose possession has been chosen: *“Can you please tell us few words about your favourite thing that you have brought today? What makes that item so special to you?”* (It is important that you praise the students for their effort to share their favourite possession with the class. You might say: *“Thank you for bringing that special toy/thing and sharing your thoughts about it with us.”*)

SUMMARY: *“Thank you everyone for being part of this activity. Today you have learnt that each of you has some special things that mean a lot to you. You have chosen different items that are precious to you. That makes each of you very special and unique. Some of you have chosen similar things, while others have chosen different items to share. All of you can be similar but also very different in the way you make choices. Therefore, it is important to respect other children and their choices because that makes them special too. Thank you for sharing your favourite possessions with us.”*

4. SEEDS OF KINDNESS

*"I've learned that people will forget what you said,
people will forget what you did,
but people will never forget how you made them feel."*

Maya Angelou



AIM: To increase students' social awareness skills

OBJECTIVES: At the end of this activity students should be able to:

- Use kind words more frequently in everyday conversation
- Enrich vocabulary with words of kindness
- Enhance literacy skills

MATERIALS: Empty cards or A4 papers, colouring pencils, decorations, sheets of paper with printed words of kindness. (Please find printable materials in the CD provided.)

EXPLANATION: You might start this activity by writing on the board the word "Kind". Then you might initiate students' discussion by asking them: "What does it mean to be kind?" Once they finish brainstorming their ideas, you might add your understanding of kindness. (You might say: "Kind is when you treat people with respect regardless of who they are and what they do. Kindness includes empathy, which is a word that means "understanding how someone feels", and care. It also means to make other people happy, or feel better.")

You might ask them to share some kind words that they know or they have used recently.

Additionally, they might share with the class some kind words that other people have said for them.

You might also ask the students: *“Why is it important to use kind words when talking to others?”* Let the students respond. Then you might add: *“It is important to speak kindly with others, because when you use kind words you make others feel good inside.”*

You might also ask the students: *“How do you feel when you are kind to others?”* (Once they finish with their ideas you might add: *“When you are kind to others, usually you feel happy inside.”*)

ACTIVITY: You might distribute the material to the students and explain the activity: *“There are few words of kindness on the paper in front of you. Can you please glue the words of kindness on your card (or paper)? You might also write some other kind words that you know. At the end you can decorate your cards with the decorations on your table. Please start the activity now.”* When they finish the activity, you might ask few students to share some kind words that they have glued or written down in their papers. You might also ask the students to think of other kind words and write them on the board, such as: fantastic, awesome, incredible, terrific, spectacular, precious, magnificent, etc...

SUMMARY: *“Great job, children! You have made wonderful cards filled with beautiful words of kindness. Remember, without kind words and act of kindness, there can be no true joy. Thank you for your great effort.”*

5. ACTS OF KINDNESS

“Kindness is the language which the deaf can hear and the blind can see.”

Mark Twain

AIM: To increase students’ social awareness skills

OBJECTIVES: At the end of this activity students should be able to:

- Practice kind acts more frequently
- Understand how others feel (empathy)
- Show compassion to others

MATERIAL: N/A

EXPLANATION: You might start this activity by writing on the board: “Acts of kindness.” Then you might say: *“You have already learnt how to use kind words in your communication, and today we will talk about acts of kindness.”*

DISCUSSION: You might initiate a discussion by asking the children: *“What are acts of kindness? How can you show you care about others? Can you share with us any kind act that you have done recently? Do you remember any act of kindness that others have done to you?”* Let the students share their thoughts with you. You might write their ideas on the board.

Praise each idea that is relevant and describes an act of kindness. If some ideas are not appropriate, praise the students for their effort to express their opinions verbally. You might say: *“That is a very good effort to think on the subject that we are talking about. Can you think of another act of kindness when you or someone else showed care?”* For the purpose of this activity, it could be very useful if you could reveal your own personal experience when you felt able to do something kind or when someone else was kind to you. (Some examples: saying kind words to someone, giving some money to a street entertainer, your children surprised you by setting the table for all, a nice note in the lunch box, working as a volunteer, etc.)

Alternatively, you might read the following story to the students or you may have a story of your own which you might feel will mean more to your particular group of students.

“Grace, a 6-year-old girl and her Mum went together to the supermarket to buy some groceries. An old lady was walking slowly in front of them. She had two bags full of groceries. Suddenly, a boy who was running, pushed into the old lady and one of her bags fell on the ground. The groceries were spread all over the ground. The old lady looked very sad. She started slowly to pick up the groceries, but it was hard for her to do it herself. Then Grace approached the old lady, asking her kindly: “Can I help you, please?” The old lady smiled at her and said gently: “Thank you, you are very kind girl.” Grace helped the old lady to put all the groceries in her bag. The old lady said to Grace: “Thank you so much for your help. You made me feel happy again. Your Mum must be proud of you! I will never forget your kindness.” Grace was full of joy. She will never forget that old lady’s smile and the day when she made her happy.”

You might ask the students some questions along these lines:

“How did the old lady feel when the boy pushed her?” (Let the students respond. Then you may add: *“She was feeling sad and unhappy.”*) *“Why do you think she was feeling that way?”* (Let the students respond.)

Then you may add: *“The old lady was feeling sad because it was hard for her to bend down on the ground to put the groceries back in her bag. How do you think Grace was feeling when she saw how the boy pushed the old woman?”* (Let the students respond.)

Then you may add: *“She might have felt sad, angry or disappointed. Why do you think Grace was feeling sad or angry?”* (Let the students respond.)

Then you may add: *“Grace was sad because the boy was not considerate when he pushed the old lady and he didn’t offer any help to her. Did the old lady’s feelings change when Grace smiled at her and offered to help?”* (Let the students respond.)

Then you may add: *“Yes. How did it happen?”* (Let the students respond.)

Then you may add: *“The old lady was very grateful that Grace was kind and offered help to her.”* *“Why Grace was feeling so happy at the end?”* (Let the students respond.)

Then you may add: *“Grace was happy because she made the old lady happy.”*

SUMMARY: *“Thank you all for sharing your beautiful thoughts with the whole class. A smile and a hug are worth a thousand kind words. And remember, whenever you make others happy, usually you feel happy too.”*

TIP: At the end of this activity you might introduce to the students the following idea: *“At the end of each school day we will choose one child that has done a special act of kindness. It can be: helping someone, saying an encouraging word to your friend, or writing a special card with words of kindness to someone that you love. Can you think of any other act of kindness? Let the students respond. Then you may add: “We can create together a book ‘Acts of kindness’. In the book you can write your kind act and how did you feel or make someone else feel when you acted kindly. The student who has done some very special act of kindness can take the book home and describe or draw the act of kindness. At the end of the term the students who have done most acts of kindness will get a special prize.”*

You might write a title: *“Acts of kindness”* at the beginning of the book or ask students’ opinions about the title of the book.

6. I CAN NAME AND EXPRESS MY FEELINGS

“All great discoveries are made by men whose feelings run ahead of their thinking.”

Charles H. Parkhurst



AIM: To increase students' self-management skills

OBJECTIVES: At the end of this activity students should be able to:

- Accurately recognize and name one's feelings
- Verbally express one's feelings

MATERIALS: Paper plates, colouring pencils

EXPLANATION: *“Throughout the day all of you might experience different feelings. It is important that you notice these feelings and name them. Some of these feelings serve you well and make you feel happy and motivated. There are also feelings that don't serve you well and usually make you feel unhappy.”* (You can write on the board: HAPPY FEELINGS and UNHAPPY FEELINGS, and add simple cartoon faces beside each to cue in the non-readers). You might ask the students to name some feelings that they usually experience during one day. When they finish with brainstorming the feeling words, you might add on the board some of the following words, that have not been mentioned: happy, angry, confused, loving, bored, sad, proud, tired, hungry, scared, excited, amused surprised, jealous...) Then you can explain the students the activity that follows: *“In this activity you will create a mask by drawing a face on the plate that will show any feeling that you choose. You may colour your mask the way you like it by using the colouring pencils.”*

ACTIVITY: When they are finished, you might ask few students to share the feeling they have chosen. Then you might ask them to describe some situation related to that feeling. You might ask: *“What is the feeling that your mask represents? Do you remember some event that happened recently when you were feeling like that?”*

SUMMARY: *“Thank you everyone for participating in this activity. You've learnt today that all of you might experience different feelings during the day. It is perfectly normal to experience all these feelings. However, it is important when you notice any feeling, to name that feeling and express it verbally. This will help you understand how you feel at that moment. This is important for you to know how to deal with your feelings and feel happy again. Well done everyone!”*