



Montenegro
Bureau for Education Services



My Values and Virtues – Development of social and emotional skills

Handbook for Primary School Teachers



Podgorica, 2018





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HOW TO USE THIS HANDBOOK

Dear teacher,

How many times have you noted that some students, although intelligent and creative, fail to perform at the expected level? Or have you witnessed insensitivities and mutual rudeness between children, or their strong unpleasant emotions – anger, humiliation, shame and sorrow? You genuinely wanted to do something in such instances, but you possibly lacked the time, support or knowledge to do so. This is confirmed by modern research: intellectual abilities alone are not enough for long-term sustained good performance in school, for leading a fulfilled life, successful career and interpersonal relationships. Tolerance, perseverance, patience, belief in oneself, curiosity, sensitivity for others and fairness are just some of a number of qualities or character traits whose absence may give rise to serious problems in life, today denoted as “soft skills”, or social and emotional skills.

Imagining today’s children as adults, we see them as healthy, happy, well-educated people with fulfilling lives and careers, aspiring to universal human values. But, from where we stand now, with this pace of development in science and technology and improving living conditions, but also the legacy of conflicts, social and economic inequalities, what that world will look like is hard to imagine. How can we, then, prepare children for their future lives and careers in a world that is so unpredictable and largely unknown? What competencies, skills and values could they rely on that journey?

We believe that the answer lies in key competencies or *21st-century competencies*, and their components – cognitive, emotional and social skills. The *My Values and Virtues* programme focuses on such skills, and this handbook is one of its deliverables.

The handbook is intended to foster the development of social and emotional skills in students throughout primary school. It should be seen as one of the tools providing you with more skills, certainty and knowledge in the demanding task of equipping your students for life. Likewise, the school climate and ethos are quite significant, and we believe this handbook can be of help in this respect as well.

OUR APPROACH TO DEVELOPING SOCIAL AND EMOTIONAL SKILLS

A kind of movement for strengthening and modernizing the role of the school in development of social and emotional skills is gaining in influence in education systems worldwide. This role of the school has for a long time, quite unjustifiably, been overshadowed by academic achievements and performance measurements. Research cited by the most relevant world organizations for economic development and education, as well as influential universities, indicates the necessity of developing skills for personal and social development, beside purely cognitive ones. The *My Values and Virtues* programme and the research body it is based on are part of this global movement, offering abundant resources and tools for pursuing our goal of reinforcing social and emotional learning in school.¹

¹ See the following programmes and materials: a) the Organization for Economic Cooperation and Development (OECD); b) the United Nations Children’s Fund (UNICEF); c) the Brookings Institution, USA; d) the University of Birmingham (UK), the Jubilee Centre for Character and Virtues – an interdisciplinary research centre focusing on character, virtues and values; e) the World Bank. See also: *Education for Life – Key 21st-Century Competencies in Montenegrin Curricula*, (Pešikan, A., Lalović, Z., 2017).

When it comes to building the competencies of teachers and schools to support development of social and emotional skills in children, numerous examples of good practices are recognized. First and foremost, it is becoming evident that, apart from the so-called implicit or inherent role of school and teachers in the development of social and emotional skills, education systems and schools are increasingly planning, developing, implementing and monitoring in a targeted manner diverse activities and programmes that are conducive to social and emotional learning (SEL) in children and young people, to better prepare them for continued education, for their future lives and careers.

Two approaches in pursuit of the same goal – building social and emotional skills in students – can be observed. One focuses on extracurricular activities, the other on regular instruction. In other words, it has been recognized that not only are social and emotional skills affected through school campaigns, workshops, student communities and the school ethos at large, but also that the huge potential of regular instruction in all subjects, teaching methods, teaching and learning interactions may be used to the same purpose. This is now the main underpinning message – development of *social and emotional skills through regular teaching*.

The combination of both approaches was our choice when developing the *My Values and Virtues* programme. This is further reinforced by most recent research into our educational practices in this field (Pesikan & Lalovic, 2015)², as well as the experimental use of this programme first in primary and now also in secondary schools.³

2 The study on *The Role of School in Developing Values, Virtues and Skills – Research Findings* (2015) is available at: https://www.unicef.org/montenegro/UNICEF_-_Uloga_skole_u_razovju_vrlina_vrijednosti_i_vjestina_ucenika_i_ucenica.pdf.

3 The primary school programme was evaluated in 2016, and the grammar school programme in 2018.

This handbook is complemented by the Curriculum Guide, which may be of help in how to use regular instruction for development of social and emotional skills. Similar materials will be developed for secondary school teachers.

By way of a reminder, by the end of the previous school year, all primary school curricula were aligned with the new methodology, which includes learning outcomes. This has resulted in changes to pedagogical documents, so now grade books record data on social and emotional skills in individual students. *The Standards of Competencies for Teachers and Principals* (Bureau for Educational Services, 2016), which recognize and promote the work of all school staff on developing social and emotional skills in students, have also been adopted.

WHAT DOES THE HANDBOOK INCLUDE?

The social and emotional skills that teachers will be supported by this handbook to develop with even more success include: *teamwork, creativity, self-control, empathy, tolerance, optimism, honesty and gratitude*. It is quite expected and justified to ask “why these skills?”, since this is certainly not an exhaustive list of social and emotional skills primary school children should develop. These skills have been recognized as priorities based on school-level research and the assessments of teachers, students and parents regarding which social and emotional skills should be fostered in children that would be conducive to their healthy development and good performance (Pesikan & Lalovic, 2015).

Skills feed skills! It is not only this saying, but also a vast body of modern research confirms that social and emotional skills are intertwined, interdependent, mutually reinforcing, provide fertile soil for the development of each other, and none of them can act in isolation and autonomously. How can we promote tolerance

without teaching the child to recognize and control him/herself and his/her own feelings, then to better understand others, to be responsible, fair, cooperate with others and those who are different? Therefore, you will find in the specific workshops focusing on one skill some references to other related skills. The eight chosen social and emotional skills should be seen as a bunch of grapes to be cherished and developed, in which big and strong grapes support the growth of the ones only just emerging.

A series of workshops, intended for children in grades 1 to 9, are devoted to each of the eight social and emotional skills. A set of brief activities is offered for children in the first cycle, while from the 4th grade onwards the workshops for each topic come with detailed scenarios. The workshops are intended to last for one school lesson. At the beginning of each of the eight topics, teachers are offered details about new knowledge and modern research in reference to the given skill. These sections also give guidance on how to use various strategies and methods for developing the given skill through teaching and outside of teaching, and how to create a conducive classroom climate.

The developing and shaping of social and emotional skills does not produce good results without well-designed and timely feedback to the students while they work, think and respond during the activities. The sections under the heading *Teacher's feedback and the development of values, virtues and skills* are intended for that purpose. They feature examples of possible interventions if we want to instruct them on how to correct their behaviour or help them envisage situations in which the desired behaviour will be helpful – both to themselves and others.

The reference literature for each of the topics (printed publications, online sources, video materials) is listed at the end of the handbook.

THE HANDBOOK OFFERS SEVERAL OPTIONS FOR ITS USE

This handbook can be used in several ways and for several purposes. We recommend that class or homeroom teachers use it in homeroom classes. The handbook can be used by all subject teachers in their regular teaching as a source of ideas for enabling social and emotional learning as much as possible. The different student groups you may work with (e.g. the Student Parliament, extracurricular activity groups), may be inspired by the handbook towards richer and more meaningful work. Likewise, the handbook may serve as a source of inspiration for all other professionals, besides teachers, working in schools.

The freedom in using the handbook is also seen in the fact that the sequence in which various social and emotional skills are presented in it is not mandatory, meaning that the workshops can be done in any other order of sequence. By following your students and their responses, and the class developments, you may conclude that they need more support to acquire a certain skill.

By way of example, a lack of sensitivity towards each other may be a signal to work with students first (or longer) on activities within the workshop on *Empathy*. In that case, you would first go through the whole content and activities envisaged for the given cycle (e.g. cycle 3) and plan how to cover them in more than one workshop over the time envisaged for one lesson. Neither the developmental differences between students in different years nor the differences in the content envisaged by the handbook should be an obstacle in choosing the activities. You might, for instance, assess that you should cover with your 8th-graders the workshops intended for younger or older students or decide to combine the activities from several workshops. School self-assessment findings can also give an indication

of which areas your students need help in the most. Parents can also help in assessing such needs, or the students themselves.

When working with children, you always want to see change for the better. Some changes in developing students' social and emotional skills may be observed sooner, some later, some might not happen at all. The students themselves may also have similar observations, particularly in the higher grades – have I changed, how, and to what extent? At the beginning and the end of the programme you and your students can use the rather simple questionnaires offered here for monitoring development of social and emotional skills. Comparing the results will be quite interesting. In any case, it is quite helpful both for them and for you to record the changes and use them as inputs for future development of social and emotional skills.

Finally, we wish to share with you some experiences of the teachers delivering the programme. It is their general impression that now they know their students better, that the students show more understanding towards each other, that it all affects the classroom and school climate and interactions, and that such work with students is the link teachers need in order to feel more competent and able in pursuing the single most important job in the world – preparing children for their future lives and careers.

This is the first handbook of this kind provided to and applied in schools. Your thoughts, suggestions and experiences are very welcome and needed so that the next edition can be even better, and to involve even more professionals in its preparation. Do write to us!

Podgorica, 2018

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We are encouraged by the staff of other primary and grammar schools who wish to encourage the development of social and emotional skills in children and young people. We are confident that by doing so they are stimulating the development of their school overall, and that the network of schools embracing the programme will grow bigger and stronger.

We are particularly thankful to UNICEF CO Montenegro for their continuous support in designing, applying, evaluating and applying the programme.

We owe gratitude to experts from the Jubilee Centre for Character and Virtues of the University of Birmingham (UK) for their selfless expert and peer support from the very start of the work on the programme.





*Virtue is when
we do good deeds.*

(Mia, 2nd grade)

WS1

INTRODUCTORY
WORKSHOP





THEORETICAL INPUT FOR TEACHERS

The first days of working with a new cohort are always particularly important – what goes on in that period often sets the tone for all subsequent teaching. Therefore, it is important both for you and for them that the first meeting in the *My Values and Virtues* programme is carefully planned.

We often talk to students about what they want to become, but it usually comes down to the choice of their future profession. You can equally help them to think about themselves in the future through the following lenses: *How do I want to live and what do I want to do? What kind of a world do I want to build?*

The workshops in front of you will give plenty of opportunities for students to think about themselves, their relationships with others, about their features and behaviours, and to experience and practice the numerous situations that make up their everyday life. In the process, they will discover which human qualities, values and skills underpin a good life and coexistence with others. **Cooperation, creativity, self-control, empathy, tolerance, optimism, honesty and gratitude** are some of the key social and emotional skills for the harmonious life of individuals and society. None of these skills exists in isolation; they are all linked, intertwined, mutually reinforcing, and each serves as the basis for further development of other skills.

The very word *workshop* means a place where something is produced or made. In our workshops, “products” are created through active participation, free exchanges of feelings, thoughts, experiences, through support and understanding, research, with the ground rules equally applying to all, and a good

atmosphere. In workshops, everybody is active, everybody contributes and takes part – there are no observers or passive participants.

MONITORING STUDENTS’ PROGRESS

How do students go through this process? Are there any changes, and if yes, what is the nature of such changes; in which students is it obvious, and in which is it barely perceptible? What is their response like/what are their needs?

These are some of the questions you probably ask yourselves while reflecting on your work and planning future steps. Working on the programme offers an opportunity to monitor the progress made by your students in their social and emotional learning. Special *questionnaires/monitoring sheets*⁴ have been developed both for you and for your students. The questionnaires are to be used immediately before the programme starts, i.e. before this workshop, and after completion of the programme. They are not complicated, and may be a valuable source of knowledge about your students and their social and emotional development. Students will find self-assessment interesting – and that, in itself, is a new skill they may develop.

ACTIVITIES

This introductory workshop is not intended for students of one particular age; rather, with an appropriate combination of activities this can be applied to all cycles.

The introductory workshop offers a range of games to help you in pursuit of the following goals, so that students:

- are better acquainted with each other, accept differences, are spontaneous and open (Set 1 – Introductory Games)⁵;

⁴ Available in the appendices, pp 203, 205.

⁵ Brief games aimed to help students relax, have fun, get to know each other better and get into the mood for work are called warm-up games, ice-breakers, etc. See more in reference literature for this workshop (p 191).

- agree on the ground rules to be observed during the work (Set 2 – Ground Rules);
- learn about the programme and are motivated for work (Set 3 – Introduction to the Programme and Workshops);
- monitor and track changes in themselves (Set 4 – From the Beginning till the End).

Select activities from each set (1–4) to best attain the above goals with your group.

We recommend that you use the questionnaires for tracking progress during this workshop.⁶

GOALS

Students will:

- develop relationships based on mutual acceptance and a sense of community;
- be motivated to actively partake in the programme.

Duration: 45 mins

Materials: sheets of A4 paper, markers, a flipchart (for some activities)

I. GET TO KNOW EACH OTHER BETTER (5 mins)

1. My name is/If I were...

Standing or sitting in a circle, each student says his/her name – *My name is...* If the students already know each other well, they can add a sentence to their introduction: *If I were...* (e.g. a colour/an animal/a flower/fruit...), *I'd be...* Take part by giving an example.

2. Birthday sequence

All the students stand up and tell each other their date of birth. The goal is to stand in a line according to the sequence of their birthdays by date, starting with January. Take part in this game.

⁶ Available in the appendices, pp 203, 205.

3. I'm not...

Students complete the sentence. It will be strange for them to say what they are not, at first. You can start the game by giving an example. In any case, allow some time for them to think about it.

4. Name and an adjective

Students introduce themselves by stating their name and an *adjective* that starts with the same letter. For instance, *My name is Bojana, brave!... My name is Haris, headstrong!...* You start the game, giving an example. The introductions do not have to go in any specific order, maybe some students will need more time to think.

5. My group

Students stand up and group themselves in the middle of the room or wherever there is enough space. Pass out post-it notes with the names of animals written on them, e.g. horse, cat, dog, bird, lamb, lion. In a class of 30, six students will have the same animal. The goal is for the students, by imitating the sound of their animal, to seek other members of their group and stand together. It will be somewhat noisy, but fun for younger students and they will feel more at ease.

Older students can play the game using types of music (rap, rock, jazz, opera, heavy metal, etc.) or different onomatopoeias of laughter (ki-ki-ki, ha-ha-ha, ho-ho-ho, ah-ah-ah-a, oho-hoooo...).

Once formed, the groups can engage in different activities. If the activity requires groups of four students, students can be grouped by the seasons of the year or typical sounds from nature for each season.

6. My skills

Students list three things they can each do well. These things can be whatever they want to say about themselves and do not have to do with school or learning. Allow some time for thinking. Encourage those who find the task difficult – the goal is for everyone to “shine”

with something. You can offer your example if you wish – it will be interesting for them to learn something new about you.

7. True or false about me

Everyone introduces him/herself by giving two statements about themselves. One statement will be true, the other false – only the given student will know which is which. For example: *I have a twin sister. I was a skiing champion.*

When the students have said both statements, the rest of the group guess which is true and which is false. They will probably not always be right – then the student briefly explains the true statement. You can start the game, to set an example.

8. Detectives

Each student writes three things about him/herself on a sheet of paper – three sentences (e.g. *I like... Yesterday I... I decided to...*), fold the paper and put it in a cardboard box/bowl/hat/cap. When everyone has finished, the drawing starts. Whoever takes his/her own paper should return it, since the goal is to learn about each other – to guess whose note that might be. You can suggest they disguise their handwriting to focus the guessing on the meaning of the sentences instead.

9. Friendship sign

One student sends to the person next to him/her (while standing or sitting in a circle) a friendly, kind gesture or movement (e.g. a smile, a nod of the head, a slap on the shoulder, a handshake). Words are not allowed. The “recipient” student sends a friendly gesture to the next person and this goes on until the circle is completed.

II. WORKSHOP GROUND RULES

Activity 1 – Messages (20 mins)

Post several sayings written in advance (each on a separate sheet of A4 paper or projected separately) on the classroom walls to be clearly visible:

- *Each one of us is a drop. Together we're an ocean.*
- *Let's help others, let's share with others!*
- *We don't give up easily, we don't fall down at every mistake!*
- *Only fair play, please!*
- *Hard work pays off – sooner or later!*
- *We don't complain about every little thing!*
- *We laugh a lot, but without ridicule!*
- *Everyone is responsible for their actions!*
- *I'm not smarter than anyone else, I just think I am.*
- *Kind words will unlock an iron door: Thank you! Please! Here you are!*

You can add other sayings.⁷ The aim is to use the sayings as an effective means of stating the ground rules. At the same time, the messages reflect the values, virtues and skills that students will be dealing with within the programme (teamwork, tolerance, self-control, optimism, honesty, gratitude, empathy and creativity).

Students approach the wall displaying the messages or look at the messages from their seats (with someone reading them out loud), and then are asked to think for themselves and choose the one they deem the most important.

⁷ A large number of quotations for each of the topics can be found in the appendices.

After that, they volunteer to give their choice with a brief explanation:

- *Why did they choose the given saying? Why is it important for them? (e.g. Kind words will unlock an iron door: Thank you! Please! Here you are! – It is important for me to be kind, civil...)*
- *What benefit do I have from such behaviour? And the others around me?*
- *The ground rules are valid in the classroom and are visibly displayed.*

Activity 2 – Dream classroom (20 mins)

Introduce the activity by dividing the board into two sections (or use a large sheet of paper or a video projector):

My favourite classroom is one in which...

- the teacher ... (what does the teacher do, how does he/she act?)
 - the students ... (*what do the students do, how do they act?*)
 - My least favourite classroom is the one in which...
 - the teacher ... (what does the teacher do, how does he/she act?)
 - the students ... (what do the students do, how do they act?)
1. In groups of five or six, students tell their experiences without naming (students, teachers or subjects). Write down their responses (briefly). You can also use the drawings of larger balloons of different colours where students should put their answers – e.g. red for “Don’t Like” and blue/green for “Like”.
 2. When they run out of ideas, stand in front of the best classroom “portrait” and say something along these lines: *This is the classroom in which I also prefer working, but I can’t do that without you!. Only through joint efforts can our classroom be the Dream Classroom!*

Put the “portrait” on the wall and name it “Classroom Rules” or something similar.

III. INTRODUCTION TO THE PROGRAMME AND WORKSHOPS (10 mins)

This activity serves to familiarize students with the topics to be covered in the workshops. Read each saying separately and ask them to explain what it means for them. There is no need to state the exact titles of the themes (teamwork, tolerance, self-control, optimism, honesty, gratitude, empathy and creativity); it is important that they can recognize the key messages (e.g. 5 – We should not separate, but connect).

1. A good team beats with one heart.
2. A person without imagination is a person without wings.
3. Time opens the door for those who can wait.
4. We grow if we lift others up.
5. Do not build walls, but bridges.
6. You can – if you think you can.
7. If you tell the truth, you will never forget.
8. One good turn deserves another.

You can choose other sayings, appropriate to the age of your students.

Finally, tell them that workshops will help them not only to get to know each other better and socialize, but also to study better.

IV. FROM THE BEGINNING TILL THE END

You can choose from the following activities.

Activity 1 – Word of the month (10 mins)

1. Every month, starting from this one, students choose a word of the month. It should be a word they particularly like, which is important to them: for example, friendship, laughter, thank you, rule, etc. The word chosen should reflect the things discussed – as a value or virtue – and will serve as a type of a password which can be said whenever a student or several students wish to remind the others of an agreed rule or behaviour.

In cycle 1 you can choose the word of the week, since the teacher is always with the same group of students.

Students are encouraged to use that word.

2. At the end of the month, a girl and a boy can also be selected to be the prince and princess of the given virtue.

Activity 2 – Time capsule (10 mins)

1. Tell the students to write a short message to themselves, to fold the paper and write their names on it. Prompt them with questions such as: *What kind of a person would I like to be (e.g. in 10 or 20 years)? What qualities will I have? What will other people love in me?* Each student should list several qualities and write them down. The messages will remain “secret” until the workshop ends.

Keep their notes. They will open them during the final workshop (10) and remind themselves of the messages they sent to themselves; then they can see whether any changes have taken place, etc.

Activity 3 – I’m turning over a new leaf (10 mins)

1. Write the message *I’m turning over a new leaf...* on the board. Explain this expression, particularly to younger students (we use it when we are deciding to change something in our lives, behaviour or habits). The aim is for them to promise to themselves to try and change something that bothers them, or harms them, etc. Let them think about the decision and write it down: *I will turn over a new leaf because I want to...* Then they should sign their name below the message or on the back of the paper. Give them your example, e.g. *I am turning over a new leaf and I will start riding my bike instead of driving my car!*
2. The messages are still not read. Tell the students that you will keep the messages until the end of the programme, and then they will read them to each other and comment on them.

Brief evaluation (1 mins)

1. Invite students to indicate with numbers of fingers how much they liked the lesson today: 1 – a little, 5 – a lot.





*Someone is good who,
if I fall, gives me his hand.*

(Dušan, 4th grade

WS2

TEAMWORK



TIMISKI RAFD



THEORETICAL INPUT FOR TEACHERS

The complexities of modern life, rapid and unpredictable changes, new ways of acquiring knowledge and of learning, and new jobs and careers require individuals who are able and willing to work together, to explore, learn and pursue agreed goals. Traditionally, the understanding of success has involved individuals and competition, instead of collaboration. This view is still quite often present in pedagogical practices.

Teamwork implies joint actions by the members of a group focused on achieving a common agreed and clear goal. Teamwork is not the same as group work. A classroom with teamwork, when effective, achieves the following goals:

- group members understand and support each other and are committed to the same goal;
- every group member contributes his/her own skills and knowledge to the team; members depend on each other;
- team members are *different* and may have different thoughts or different ideas and solutions;
- communication within the team is open and clear – misunderstandings and conflicts are addressed;
- the ideas contributed by all members help seek solutions and solve problems.

When efficiently planned and executed, teamwork can be a powerful tool for developing numerous skills, values and virtues, which are, in turn, instrumental for social and emotional development and learning, for future careers and life in general.

To perform successfully as team members, students should be supported to continuously develop the following qualities, attitudes and skills:

- show solidarity;
- accept diversity (**tolerance**);
- understand their own feelings and those of others (**empathy**);
- be fair and responsible towards themselves and others (**honesty**);
- listen attentively (**patience**);
- believe that through their own efforts they can achieve a desired result (**optimism**), etc.

Teachers who encourage and arrange teamwork will soon notice lively interactions among students: from the moment of forming groups, the exchange of reflexive, social and emotional reactions takes place (they talk to each other, express thoughts, attitudes and feelings, suggest, assess others' ideas, ask each other questions, respond to others' behaviours, confront others, etc.). These are the types of behaviour typical for people working in groups.

Teamwork skills are beneficial in various ways for cognitive, emotional and social development.

Personal development. Every student will see benefits from collaborating with others: they may feel appreciated, important to others for contributing to the joint goal and for sharing ideas with others. This builds mutual trust and boosts the self-confidence of every individual. In taking part in group work, students are exposed to new ideas, different views and solutions (**creativity**). This stimulates deeper understanding and higher levels of thinking, but also **tolerance** towards others and towards different opinions. Teamwork is an excellent opportunity for every student to show others their skills, knowledge, abilities, talents and thus develop **self-confidence**.

Collaborative learning. When seeing teams of students working together towards the same goal, one notices them offering and sharing ideas and coming to joint conclusions. Students learn not only by working on group tasks; they also learn by explaining to others their thoughts, ideas and solutions. Thus, each one of them, in essence, analyses his/her own thought processes. Teamwork helps develop problem-solving skills, logical reasoning (e.g. *brainstorming*) and communication skills. Students learn to use critical thinking and evaluation skills as a group. In a good team, students share responsibilities, find different sources of materials and take part in more activities than someone who does a task or a project on his/her own.

Classroom climate. For children, teamwork is a breath of fresh air compared to the usual classroom routine; for them it is also an opportunity to change where they sit and to move around. Obviously, you need to plan in advance how to set clear boundaries and rules, and how to manage the activities. Children should know what is expected of them, how much time they have, how they will communicate that the work has been completed; otherwise, they will find it difficult to focus on the activity.

Emotional skills are developed when giving children the possibility to:

- express positive emotions, mutual respect and trust (**tolerance**);
- develop solidarity, support and assistance (**empathy**);
- satisfy the need to belong to a group and to be accepted by the group.

Cognitive skills are developed when giving children the possibility to:

- split complex tasks into parts or steps;
- learn how to plan and manage time;
- deepen their understanding through discussion and explanations;

- offer and obtain information;
- find constructive solutions for differences and misunderstandings;
- explore assumptions and hypotheses (**creativity**).

Teamwork stimulates the development of social skills by enabling students to:

- propose, adopt and respect the agreed rules (**self-control**);
- test different roles and responsibilities;
- give and receive support and encouragement to assume certain risks;
- belong to a group and live with others/ different (**tolerance; empathy; self-control**),
- develop a group identity (“we”);
- find good peer models and identify with them;
- exercise the right to vote and take part.

PUTTING IN PLACE THE NECESSARY CONDITIONS FOR TEAMWORK

- You can encourage the development of teamwork skills and the habit of working in a team⁸ if you often plan and create the conditions for students to be exposed to such experiences. Depending on their age, create different situations for teamwork (through joint games, from learning the names of classmates and learning about their characteristics, to complex situations in which they solve problems together). The experience of teamwork is important both in the classroom and in other situations in school: in extracurricular

⁸ The PISA study, which systematically monitors to what extent 15-year-olds are competent at reading, mathematics and science, has widened the circle of competencies – thus, for instance, besides solving problems and financial literacy, collaborative problem-solving has also been introduced.

activities, school trips, performances, birthday parties, sports activities, etc.

- Particularly important also is your selection of the tasks and problems that are *appropriate* for teamwork. These are complex tasks which can be carried out only with a good division of work and roles, with pre-agreed ground rules.
- When addressing students, use words characteristic of teamwork: "together", "mutually", "support", "as one", "community", "assistance", "joint forces", etc.
- The development of skills is never linear – there are always steps forwards and steps backwards. Some students progress through teamwork faster than others. Adapt the pace so that every student can experience being successful at something.
- Enable students to try playing with different team roles (e.g. organize work, report or assess), but, without exception, everyone needs to know which tasks to perform and the way to assess how these were performed.
- It is useful at the beginning of the school year to create opportunities for teamwork not strictly linked with the teaching goals: for instance, schoolyard or classroom games, or having a party.
- It will be helpful both to you and to your students to assess teamwork in the classroom. You can do this by using rubrics (e.g. questionnaires for monitoring progress, Appendix 1.1), through student self-assessment and other techniques.

OBSERVATION, MONITORING THE DEVELOPMENT OF TEAMWORK SKILLS – INDICATORS

This is a reminder with examples that will facilitate monitoring behaviour indicative of teamwork skills. Some basic features of good teamwork are stated in the monitoring questionnaire (Appendix 1.1).

Classroom work

Students:

- take part in joint games;
- adapt to the rules of the game;
- listen to the instructions carefully;
- within the group, present ideas conducive to the goal;
- prepare and share information and examples with the group;
- accept feedback (from the teacher and peers);
- after the feedback, explain their ideas and thoughts;
- are focused on the work.

Relationships with others

Students:

- listen carefully and communicate appropriately;
- exhibit self-confidence during group work;
- express themselves in a socially acceptable manner;
- show respect for others in the group;
- show enthusiasm while working with others;
- show interest in others' work;
- are proud of the group's achievements.

CYCLE 1

From an early age children should be given as many opportunities for teamwork as possible. By doing so, we help them prepare for real life and work situations where they will be forced to work in teams if they wish to achieve increasingly complex and creative goals. In addition, this helps them understand that children and adults have different individual abilities and that these particularly come into play when mutually combined and complemented. That is the whole point of teamwork: together we can do more and better.

There is vast range of activities that help students to experience teamwork and be motivated to develop teamwork skills. These can be exercised through extracurricular activities (such as these workshops), but also regular instruction offers great opportunities.

The following activities can be adapted and delivered through teaching all subjects (e.g. language and literature, foreign languages, PE, music and art), as well as outside of teaching. Maybe some of them will serve merely as an initial idea that you will build on with your ideas and the approaches that have proven successful in your work so far.

There is no need to emphasize how important feedback is for students and what a strong tool it is for making progress in learning and in developing and shaping different skills and types of behaviour. With proper feedback (examples are given under the heading *Teacher's feedback and the development of values, virtues and skills*) you help your students to be aware of every new step on the journey of developing teamwork and all the other skills.

You will note that here feedback has three different roles and each has a very specific and indispensable function in the development of social and emotional skills – the first to motivate, the second to guide, and the third to correct behaviours in the process of developing skills.

GRADE 1

GOALS

Students will:

- *develop mutual closeness and trust;*
- *master the skills important for teamwork (observance of rules, cooperation, patience, problem solving, tolerance and creativity).*

Duration: 5–20 minutes

Materials: recordings of children's songs (*Kolariću-paniću* (resembles the circle game *Snake*), *Ring a Ring o' Roses*, etc.), balloons, pictures from newspapers, colouring pencils for art classes, a simple headscarf.

Activity 1 – Kolariću-paniću

Accompanied by music and holding hands, in pairs children pass under the first pair, then the second, while singing *Kolariću-paniću* (the teacher has a recording).

When done, talk to the children:

- *Did you like the game? Why?*
- *What was most interesting/most beautiful in it?*
- *How do you feel when you are connected and holding hands?*
- *Would the game be as interesting with only two or three students participating?*

Activity 2 – Touch something blue!

In this game, students have the task of discovering different colours in their surroundings. For instance, when you call out *Touch something blue... red... pink!*, students will look for objects of these colours in their surrounding/classroom and touch them. Make it clear to them that they cannot touch themselves (e.g. if they are wearing clothes or holding an object of that colour), or their friends (self-control).

The task may be made more difficult by stating complex colours, e.g. yellowish-green, bluish-purple, rust-red, fuchsia-red etc. You can combine an object's shape together with the colour: ...*a round, blue object*... (problem solving, creativity).

This activity is suited for art, languages and PE classes.

Activity 3 – Team squat

Divide the students into four or five groups – and make them stand in circles. They should hold hands, and you tell them that you will slowly count up to 10, that they need to be very attentive and listen to you, because at one point instead of a number you will say: “squat” (alternatively “team”). At that sign, they have to squat slowly and then stand back up. Advise them to make their movements slow in order not to fall down when you say “squat” or “team” and to try to keep pace with each other (patience, self-control), to be in sync, to do the squat and stand back up harmoniously – as a team.

This exercise can be done several times.

An option for grade 1 may be to sing *Ring a Ring o' Roses* and instruct them, when the lyrics call them to “all fall down”, to squat in sync as a team, simultaneously.

Activity 4 – Body parts

Students move about freely until you name some body part together with a number. The task is to make pairs, smaller or bigger groups, according to the instruction. For instance: “Four knees!” will mean to set up pairs, “Eight hands” – a group of four, “Ten eyes” – a group of five... Finally, you can give an instruction for all of them to link together, e.g. “Thirty hearts!”

Activity 5 – Building words

If your students can already write, divide them into groups (of four or five students). Give them an appropriate number of sheets

and write one letter at the top of each (e.g. O, D, ...). Their task, as a group, is to write as many words as possible which begin with the given letter (e.g. P – *pen, plate, pencil, ...*). This will encourage them to communicate, reach agreements and be creative. Finally, they read from their sheets and assess how productive they were.

Activity 6 – Chain mimes

The children sit in a large circle. Instruct the closest student to make a movement of their own choice, e.g. as if buttering bread or brushing his/her teeth (imagination/creativity). The other children should repeat the movement, mimicking it as faithfully as possible. The exercise is repeated several times more, with each circle starting with another volunteer.

After completing the chain mime and “team squat”, start a conversation with students using the questions recommended in the first game. Develop the conversation, led by the children's responses, in line with the set goals.

Activity 7 – Class mural

A large sheet of paper is placed on the floor or on the wall so that a whole group of students can draw or paint on it. The paper may consist of several sheets from their sketching notebooks. Students will draw or paint on the given topic, and in doing so will agree on the selection of colours, shapes, the use of space and how to fill it out. They should pay attention so that each one of them contributes to the joint mural. Give them an opportunity after the work is completed to talk about their experience of the process (what they are pleased with, and what could have been done better).

GRADE 2

GOALS

Students will:

- *understand the benefits of teamwork and the contribution of each team member;*
- *master the skills important for teamwork (support, patience and taking decisions).*

Duration: 5–20 minutes

Materials: several balloons, standard classroom items, newspapers, stationery.

Activity 1 – Team

At the beginning of the class, ask the children whether they know the word *team*, whether they have a favourite team in sports, whether they are fans of a team (e.g. basketball, football, handball or water polo). Ask them:

- *When do you work as a team/ in a team – in what situations?*
- *What do you like about working together, in a team with others? What don't you like?*
- *How do you feel when you work together with others? Why do you think this is the case?*

Write down interesting responses on the board. After the discussion, sum these up in line with the questions posed. While reading the children's answers, draw conclusions, linking them with examples from sport, play, schoolwork, the family, etc.

Finally, ask the students: *Do you know of any example of teamwork in nature? Can animals act as a team? Which ones? When? Why is it useful for them? What can we learn from them?.*

Activity 2 – Me to you, you to me

Students form one large circle or several smaller circles – use your judgment, depending on the space available and the number of children. They stand behind each other looking at the back of the neck of the friend who is standing in front of them. Each child should place his/her hands on the shoulders of the person in front and make circular movements – massage him/her. You should also participate in the game: take a position you choose yourself and instruct the children to repeat after you: *Go in circles, everyone is everybody else's friend / In circles, in circles, everyone is everybody else's friend / Me to you, you to me, to feel at ease / Me to you, you to me, to feel at ease.*

After the game, start a discussion: *How did you like the game? If you liked the game, raise both hands. What did you like? How do you feel after the game? Now, "flutter" your hands in the air – to see the shared energy!*

Sum up the children's responses and send them appropriate messages (the *Teacher's Feedback* section).

Activity 3 – Carrying balloons

Divide the students into several groups of no more than five children each. Students from the same group should stand in a circle, and you pass out inflated balloons, one to each group – they should hold the balloon using their foreheads, slowly moving towards the board where the word FINISH is written in capital letters. Instruct them: everyone in a group/team should endeavour to reach the finish line, but by being focused on joint steps while approaching it – to move as one in order not to drop the balloon. Speed is not important. Two groups start from the same line. It is important to stress that this is not a game of speed, but that the task is to follow each other within a group, be focused, be in sync in terms of speed and steps, adjust in order not to drop the balloon (patience).

When the game is over, start a discussion with the children:

- *Did you like the game? Why?*
- *What was nice? Was anything difficult in it? If yes, what?*
- *Did you follow the instructions not to drop the balloon?*
- *What did you have to do to reach the finish line without dropping the balloon?*
- *What have you learned about socializing in this game?*

Summing up, emphasize once again that in order to succeed in this game it is important to have patience, tolerance and belief that they will succeed if they try hard (optimism). Tell them that, in the future, they will have more opportunities to better understand and practice those skills.

Activity 4 – Decide and manage

Collect various items found in the classroom or belonging to students. Put them on one desk so that all the children can see them. It is preferable to have at least 25 items that are quite common in a classroom (e.g. pencils, erasers, a watch, an umbrella, a hairband, etc.).

Divide the students into groups of five. Independently of each other, the groups will see and analyse the items, and then decide how to classify them into three or four categories. Within their groups, the students discuss and decide which principle to use in classification, i.e. why certain items should be put in the same group (e.g. things used for writing, things of the same colour/shape, things made of the same material, etc.). During the work, the students will communicate a lot, have different ideas and proposals, and reconcile their opinions. At the end, the rapporteurs, one from each group, present the results of their work.

Activity 5 – Lean on me

Trust and mutual support are preconditions for good teamwork. This activity is best done outdoors, in the schoolyard or on an open field, but it can also be a classroom activity. Students should be divided up into pairs, with one of the pair blindfolded. The task of the unblindfolded member of the pair is to use clear instructions (e.g. two steps forward, one step left) to guide the movements of the blindfolded student to safely avoid “dangers” or obstacles on the path to the goal. The obstacles are placed only after blindfolding the contestants so that they cannot see them before the game starts.

Activity 6 – Jigsaw puzzle

This activity is suited to art classes, and consists of two tasks of different levels of difficulty.

1. Divide the children into groups. From newspapers or similar print materials, take pictures and photographs featuring many details known to the students. Cut out the details of the pictures as if for a jigsaw puzzle. There should be as many pieces as group members – each student gets one piece of the puzzle. Each group should make its own picture.
2. The second step is more complex: each student is to draw his/her jigsaw piece on an A4 sheet or a page from a sketch book, but enlarged two or three times. To do the measurements, students use school stationery: rulers, pairs of compasses, etc.

GRADE 3

GOALS

Students will:

- solve problems through agreement and collaboration;
- understand the value of each team member and their contribution to the common goal.

Duration: 5–30 minutes

Materials: large-format old newspapers, flipchart paper, markers or crayons.

Activity 1 – A shrinking vessel

Make groups of three or four students (depending on the students' age and size). Groups have at their disposal clearly defined "territories" – each group gets two sheets from an old newspaper to spread out and join with adhesive tape to get double the area. Flipchart sheets can also be used. Each "territory" should be marked by chalk or by paper strips.

The first task for each group is for all its members to fit into the available "territory". They should stand up. When the groups have taken their "territories", they move on to the second task.

Each group should remove one third of the paper that it is standing on with all the members remaining within the boundaries of their "territory", now shrinking. This is a task that requires the students to come up with a carefully devised strategy and think of ways so that no one is left outside the borders. For example, some students may sit in others' laps or hold others in their arms, etc. Give them several minutes to do so.

The next step is the biggest challenge. They should remove one more part of the paper to leave them with a territory half the size of the initial area, and for all them to still fit inside it.

Start a discussion:

- Are you pleased with how you worked as a team?
- How did you reach agreements?
- Did you have any clashes of opinions and how did you solve them?
- How do you assess the work of the other groups – did they have better solutions? What have you learned from them?

Ask them if they have ever heard of the saying that the game is named after, how they understand it and which human features it talks about (they should recognize **patience**, modesty, support and **tolerance**).

In summing up, stress once again that to succeed in this game they had to exhibit **patience**, mutual support, the contribution of each and every member, **tolerance**, a common goal and a belief that they would manage to find the solution if they try hard and trust each other (**optimism**).

Activity 2 – Let's share love, but also responsibilities!

Introduce the students to this activity with the question: *Why is every family a team?*

Ask them to take a sheet of paper from their notebooks and write down the daily chores, i.e. the responsibilities of each family member (e.g. my father's, mother's, brother's, sister's, mine, and those of the extended family members living with us – grandparents, etc.). Note that all these chores contribute to a nice and comfortable family living environment.

While students are reading out the items from their lists, put a tick on the board for each family member individually, including for the student him/herself. Thus, together you will record the number of chores and responsibilities for each family member.

Start the discussion:

- *Who in the family has the largest number of chores?*
- *Are the chores evenly distributed (e.g. adults vs. children; male vs. female members)?*
- *Why do some family members do more than others?*
- *Is it fair? (empathy)*
- *Is that how a good team operates?*
- *Do you think that there is equality among your family members? How is it reflected?*

Activity 3 – Drawing a group portrait

Set up groups with an even number of members (four or six) and distribute sheets of paper and markers. The task for all groups is the same: they should draw a portrait of their team (their group members).

The group is further divided into pairs, whose members are required to draw each other. Students first briefly look at each other, paying attention to hair, haircut, features, and then they draw each other. It should be emphasized that the quality of the drawing is not important. In addition, each of them should recognize a significant feature of the friend whose portrait he/she is doing and write it under the portrait (e.g. a good friend, lively, hard-working, quiet). (empathy)

Once the portraits are finished, the students should line them up so as to be visible to all. Then they connect them and make a group portrait and name it; this will, at the same time, be the name of their team (e.g. Lions, The Sun, A Happy Crowd). A representative from each group presents the group portrait of his/her team and its members.

After the presentations, ask the students:

- *Have you discovered something you have in common with somebody from the group?*
- *Have you now learned anything about the friend whose portrait you were doing?*

- *Does it seem to you that now you know that friend better, feel closer to him/her?*

Sum up the responses by saying that good teamwork requires us to know ourselves and the other team members, that there are many similarities, but also differences, between all of us, that we all can have different abilities and knowledge, but this all makes it possible for a team to function well and to achieve the shared goal.

Activity 4 – Spaghetti tower

The game is flexible, the only rule being that each team is to make a castle/tower using the materials available (e.g. they can bring a packet of spaghetti, crayons, notebooks or biscuits). Students are split into groups with equal numbers of members and are allocated time for to build the castle (e.g. 10 mins).

After a while, the task can be repeated and made more complex. For instance, who can make the highest tower, who can make it the fastest, etc.

Activity 5 – On a desert island

This activity comes with a scenario to motivate students to solve a problem together. Set up groups/teams and present the game:

You are going to a desert island where you will have no possibility of contacting the outside world (e.g. no telephone or radio link, no internet). What bare necessities would you take with you to last you a month?

The aim is to stimulate students to be **creative**, **tolerant**, to fight and show care for the team (empathy).

Working in teams (of four or five), they should make lists of the things they need. All group members take a vote on each item proposed, and the ones that win a majority of votes are accepted.

The teams have 15 minutes to come up with their lists, which are then presented and the

proposals – theirs and those of the other groups – are assessed.

Activity 6 – Hot seat

This is an activity conducive to learning new concepts and terms in various subjects (mother tongue, foreign languages, science). Apart from teamwork, students are required to exhibit patience, self-control and creativity.

Divide the students into three teams. Chairs should be put in a line or semicircle so as to be a couple of metres from the board and facing it. First, the team members take their seats, and one volunteer sits on a separate chair placed so that he/she has his/her back turned towards the board, and facing his/her team members. That is the “hot seat”.

You need to prepare in advance three different lists of terms/words, one for each team. Also, you should familiarize the team members with the rules of the game: you will write a word from the list on the board, but they are not allowed to read it aloud, because the volunteer (the one who cannot see what is written) is not supposed to hear it, but to guess it. Explain that they need to be patient observers and refrain from making comments and wait for their turn to speak.

When the game starts and you have written the first word, the team is tasked with describing the word to the volunteer sitting in the “hot seat”. They are not allowed to say the word, but rather have to present it by defining it, using synonyms, antonyms, etc. Tell them they are not allowed to interrupt each other, that they need to have some order in providing explanations. The volunteer on the “hot seat” listens to the explanations from his/her team members and tries to guess the word. Each correct answer scores one point for their team.

Once the word is guessed, the second team take their seats and their volunteer sits in the “hot seat”. The activity is repeated the same way. Each team has five minutes at its disposal.

Finally, students discuss the work of their teams – what they did well, what they did not, what helped them, to whom they owe gratitude for the job well done, etc.

It is important for students to get your feedback where you will recognize the skills they exhibited and indicate possible things that need correction.

TEACHER FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 1

Meaningful praise – reinforcement

We are all aware of the power of praise. But, in order for your praise to be conducive to better teamwork, the messages you send must contain an accurate and clear description of the behaviours you are praising. It is not enough to say *good job, well done, etc.* – students need to know exactly which behaviours are being praised. Encourage the positive messages that students give each other.

Ex. 1. I believe you liked the joint game/work and that you enjoyed yourselves. It was nice watching your team act in unison – that is true teamwork.

Ex. 2. When you work together, the classroom is full of pleasure, everyone had something to enjoy.

Ex. 3. You were patient and helped each other out, good job! You should be proud of your teamwork today!

Guidance

Indicate to your students the situations in which they can apply teamwork (or let them identify such situations) and specify why it is helpful for themselves and others.

Ex. 1. We will work together, as in “Kolariću-paniću”, That is teamwork!

Ex.2. We can do more together, as in the saying: “Individually, we are one drop. Together we are an ocean!”

Ex.2. Now we will join forces – every one of us will have a special task, and together we will get to the solution. That’s real teamwork!

Correction

When you observe behaviour which is not conducive to teamwork, instead of telling them off, help them understand the consequences of what they are doing for themselves and others. In order to correct their behaviour, it is important that you understand what they can do instead and what other qualities they could be developing to act as a good team.

Ex.1. Remember, in order to work together – to be a good team – it is important for everyone to wait for their turn to speak and to listen to everybody carefully. Patience is important in teamwork!

Ex.2. We are all different – so, let’s be tolerant and respect diversity. Even our ideas are diverse – let’s be creative!

Ex.3. When we don’t criticize the opinions of others, then every idea becomes important and we understand that everyone can contribute.

CYCLE 2

GRADE 4

GOALS

Students will:

- recognize the contributions of each team member;
- develop the skills of cooperation, support and communication in solving problems;
- develop identification with the team and the roles in the team.

Duration: 45 minutes

Materials: large sheet of paper, watercolours or tempera, painting brushes, jars for water, markers, pens, sheets of A4 paper, erasers.

Activity 1 – TEAM – Achieving the goal through collaboration

1. Write the word TEAM on the board. Ask students for their quick associations with that word, and write them down.

Read the story about two cyclists and invite students to briefly comment its message.

By riding a tandem bicycle, two friends arrived at the foot of a hill. Then, with a lot of effort and sweat, they managed to climb to the top. The front cyclist then turned around and said:

- *This was one hard climb!*
- *You're right – said the one in the rear seat. And if I had not been squeezing the brake all the time, we would certainly have rolled back downhill!*

Put on the board the prepared paper with the explanation of the origin of the word TEAM:

Together
Everyone
Achieves
More

Plan 10 minutes for this activity.

2. Divide the students into five groups (by colour or in some other way). Give them tasks on the topic of autumn (it can be some other topic of your choice):

Group 1: Write as many questions as possible on the topic of autumn and give brief answers.

Group 2: Write a short essay describing autumn as one of the seasons (what happens and what changes in nature, when it starts, etc.)

Group 3: Make a picture of autumn together – each team member draws, then colours in a motif.

Group 4: Design, draw and colour in a poster about autumn.

Group 5: Draw and colour in a poster with the word TEAM written across (look at the board).

Group rapporteurs go up in front of the board one at a time and present their works: read the responses to the questions about autumn (group 1), read the essay about autumn (group 2), present the picture they made together (group 4) and finally the poster with the word TEAM written across it (group 5).

After the presentations, have a brief discussion with the students. Emphasize both the individual and collective efforts that resulted in diverse and beautiful presentations of autumn. **(creativity)**

This task takes 30 minutes to complete.

3. Read to your students a quotation by Mother Teresa:

- *I can do things you cannot, you can do things I cannot; together we can do great things.*

Talk to your students, ask them whether this quotation could apply to their joint work (that they have just presented). Encourage them to explain their thinking – in which parts of the activity did they recognize the messages from the quotation? What could some do, what could others do? How did they complement each other? This is not supposed to be a long discussion – five minutes should suffice.

If this is done in PE classes, students can lie on the floor to make the word TEAM with their bodies.

* * *

GRADE 5

GOALS

Students will:

- recognize the characteristics of good teamwork;
- reassess their own attitudes towards teamwork.

Duration: 45 minutes

Materials: sheets of A4 paper, glue, an envelope with clippings (pictures of flowers, animals etc.), an envelope with letters (30 letters: six S's, six K's, six U's, six P's and six A's – to correspond to the number of students in class) and Sellotape.

Activity 1 – I am with you also (5 mins)

Two volunteers step out in front of the board, hug each other or take each other's hands, whichever they prefer. Then they say in turn: *My name is...* and say their name. Other students approach them one by one and say *My name is...* and say their name, *...I am with you also*. All the others join in in the same way, gradually increasing the group hug (or the row of people holding hands).

Activity 2 – Jigsaw puzzle (30 mins)

Prepare an envelope with enough letters, for example, for a class of 30, 30 letters should be prepared beforehand as follows: six S's, six K's, six U's, six P's and six A's (SKUPA, meaning *together*). The students are then split into five groups by taking the pieces of paper with letters on – those with the same letter belong to the same group.

Each group gets an envelope with cuttings of a bigger picture (a house, a flower, an animal, etc.), which are actually pieces of a puzzle. Each picture/puzzle has no fewer than five and no more than 10 pieces. Along with the envelope, students also get two sheets of paper (A4) and some glue. Their task is to use the pieces they have to make a picture together, and then glue this onto the paper. Emphasize they are supposed to work SKUPA (TOGETHER) and all are to take part.

Once they have put together the jigsaw puzzle, each group member should write a word or two about what the picture shows. Then they agree on how to put the sentences together to get a unified text.

This is followed by the presentations of their final works. The order of presentation follows the sequence of the letters in the word SKUPA: starting with group S and ending with group A. Following the presentation of each picture, the presenter should place it on the board and put the letter denoting the group above it. The text compiled by the group is then read and placed under the picture. The same process is carried out by each of the five groups.

Draw the students' attention to the group signs and the word obtained by putting all of them together (SKUPA – TOGETHER).

Praise their work and creative presentations (**creativity**), pointing out the importance of cooperation and joint work towards achieving the goal.

Activity 3 – Teamwork quotations (5 mins)

Read out the *teamwork quotations* inviting the students to link the messages with their personal experiences from the joint work (Appendix 2.1).

- *A tree leans on a tree, man on a man (folk saying)*
- *Teamwork divides the task and doubles the success. (Andrew Carnegie)*
- *The nice thing about teamwork is that you always have others on your side. (M. Carty)*

Activity 4 – Good teamwork recipe (5 mins)

This fun activity will help you sum up, together with your students, the basic values and skills associated with good teamwork. Write on the board the main “ingredients” of good teamwork, as if writing out a recipe. Put the words in a sequence, e.g. trust, effort, cooperation, respect for diversity/tolerance, good communication, creativity, belief in success/optimism, self-control and honesty.

The students should say how many spoonfuls of each “ingredient” they would put in to get good teamwork as a result. They will state different quantities – write them down (e.g. 3–5 spoonful of trust, creativity to taste, etc.).

Ask them whether, for sake of the aroma, they would like to use a spice and which one (e.g. humour, wittiness, laughter or recreation).⁹

* * *

GOALS

Students will:

- *understand the role of nonverbal communication and attentive listening in teamwork;*
- *reassess their own attitudes towards teamwork.*

Duration: 45 minutes

Materials: post-it notes with quotations

Activity 1 – Raindrops (15 mins)

Students stand in a circle. Explain that, during this activity, they are not allowed to talk and that silence is mandatory. The task is for one person at a time to imitate the action/movement made by the person on their right-hand side. This should resemble a wave spreading from one student to another.

You “set off” the first movement, e.g. you start rubbing your hands. After you, the students will, one after another (resembling a wave), make the same movements. Then you start with a new move, e.g. snapping the fingers on your right hand; students join in, one after another. The game continues by adding new movements. You can, for instance, include the following movements: snapping the fingers on your left hand, slapping your right palm on your right thigh, followed by the left palm on the left thigh, simultaneously slapping both palms against both thighs, in the same rhythm, stamping the right, then the left foot. The last “given” movement should be stamping both feet against the ground which will produce the loudest noise.

Once the round is completed, subtract movements one by one move in reverse order. Hence, after stamping both feet, you go “backwards”, i.e. stamp one foot. Then slap both hands against the thighs, then one hand, continuing to snapping the fingers on both hands raised above the head, then on one hand raised high, etc.

⁹ Adapted from: <http://tyhowardquotes.com/quotes/search/>.

The game returns to the beginning with rubbing hands, i.e. the sound produced by that action.

Such an increase and decrease in the sound volume should resemble the sound of the rain – starting with droplets, increasing to a shower and then finally with the rain dying down.

After finishing the game, have time for comments. Tell the students to try and explain how they managed to produce the sounds, and the feel of the shower, rain (creativity). Were they successful in doing so and did they achieve the shared goal – to have a harmonious sound, or did everyone do whatever they pleased? They should be encouraged to see that harmony was attained thanks to following the instructions clearly, listening attentively (patience) and acting as a TEAM.

Activity 2 – Teamwork quotations (30 mins)

Distribute to students notes with five or six quotations written on them that you have chosen from the list given in Appendix 2.1. One note per four students will suffice. Each student should choose and copy the thought most appealing to him/her and think about the questions written on the board:

- *Why did I choose this particular quotation?*
- *Is there anyone (a contemporary or somebody from the past, an athlete, someone from the film industry or a family member) who is, for me, a model of a person who is a good “team player”?*
- *How does that person inspire me?*

Volunteers come to the front and read their chosen quotation. They briefly explain it, following the prompt questions. A discussion starts with the question of whether the same quotation was chosen by multiple students. Encourage them to talk and discover the similarities and the differences between the chosen quotations. Let each one of them try to define the most important feature of teamwork in their view.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 2

Meaningful praise – reinforcement

We are all aware of the power of praise. But, in order for your praise to be conducive to better teamwork, the messages you send must contain an accurate and clear description of the behaviour you are praising. It is not enough to say *good job, well done, etc.* – the students need to know exactly which behaviours are being praised. Encourage the positive messages that students give each other.

Ex. 1. We worked together well! You listened attentively and played the game well.

Ex. 2. You made it! Good job! And you made it because... (students add to this).

Ex. 3. This was successful! You agreed who was to do what (distributed tasks) and you stuck to it.

Guidance

Indicate to your students the situations in which they can apply teamwork (or let them identify such situations) and specify why it is helpful for themselves and others.

Ex. 1. Now we will join forces: each one of us will have a specific task to perform and we will find the solution/response together

Ex.2. When we work in a group, it is important for everyone to have their own responsibility. I can do the things you can't. You can do the things I can't. Together we can do what no one can do on their own.

Ex.3. We can't all be good at everything; let's see who is good at what and what suits whom. This is how successful teams work and perform well.

Correction

When you observe behaviour which is not conducive to teamwork, instead of telling them off, help them understand the consequences of what they are doing for themselves and others. In order to correct their behaviour, it is important that you understand what they can do instead and what other qualities they could be developing to act as a good team.

Ex.1. Patience is required to be able to work together to know when it is everybody's turn to speak and to be listened to attentively. There is no "I" and "me" all the time when you act as a team.

Ex.2. When we don't criticize others' opinions, then we appreciate every idea and the contribution of each person in the group. We are all different, so our ideas are diverse. Let's be tolerant.

Ex.3. Respect others the way you expect others to respect you!

WORKSHOPS FOR CYCLE 3

GRADE 7

GOALS

Students will:

- *analyse the features important for teamwork;*
- *recognize how trust, sharing of responsibilities and creativity build good teamwork.*

Duration: 45 minutes

Materials: large sheet of paper, markers, Sellotape, scissors (two pairs), glue, sheets of A4 paper

Warm-up activity – Palm dance (5 mins)

Divide the students into pairs. Tell them to stand facing each other with their hands extended level with their shoulder, palms touching. They should move their hands in all directions trying to keep them together. After a while, they make a group of four, and repeat the game. The game ends when the whole group has connected with their palms.

Optional activity – I do it like this – what about you? (5 mins)

Students make a large circle. A volunteer enters the circle and makes a movement (warm-up exercise). While making the movement, that person says: *I do it like this – what about you?* Others mimic the move responding at the same time with: *We do it like this – just like you.* The same move is repeated two or three times, following which a new volunteer enters the circle and performs a different exercise, accompanied by the same words. Several rounds should suffice for students to feel relaxed.

Activity 1 – A portrait of our qualities (5 mins)

Using one of the methods suggested (e.g. letters, colours or numbers), divide the students into five groups. All groups have the same task: each group member is to write down on his/her piece of paper several qualities he/she believes to be conducive to teamwork (e.g. patience, having a sense of humour, being respectful of others, having diverse ideas). After several minutes, they will present that to the rest of the group. As a group they sum up all the notes, compare the qualities and decide which name would suit their team the best (e.g. Lions, Rocket, etc.). Then they make a group portrait of these qualities and put it up in a visible spot, near the table they are sitting at.

Activity 2 – Tower (20 mins)

Students are divided into four groups. Each group gets a pair of scissors, glue, a large piece of drawing paper, sheets of A4 paper, Sellotape, markers and crayons. Their task is to use the time and materials available to make as tall, strong and beautiful a tower as possible.

Start the discussion:

- *How did you feel while doing the task? Did you believe your tower would eventually be beautiful and strong?*
- *How did you share the responsibilities? Why?*
- *Did you have a team leader? What did he/she do?*
- *How pleased are you with the tower? Why do you think it is still standing/why did it collapse?*

Sum up the responses and praise them if they showed creativity, trust and a good distribution of tasks.

* * *

GRADE 8

GOALS

Students will:

- analyse their own features conducive to teamwork;
- recognize that teamwork can stimulate creativity.

Duration: 45 minutes

Materials: pencils, sheets of A4 paper

Activity 1 – Body sculpture (5 mins)

Explain to your students that they should use their bodies to make a sculpture. Find a suitable spot in the classroom with ample space for the activity. Instruct them to come to the spot one by one and get involved in “building” the sculpture with their bodies. Each student can choose how they want to contribute to building the sculpture, provided they are not separated from the others. Students can link their arms, legs or touch with their heads. Tell them that their movements have to be harmonious, appealing and original (**creativity**). Once all the students have intertwined to form a sculpture, they call out the name of their class. You can take a photo and share it with everyone later.

Activity 2 – What is good about me? (5 mins)

Write on the board (or show with a video projector):

*fast, sensible, with good reputation,
honourable, hard-working, responsible,
generous, brave, forthright, good, fair,
reliable, consistent, humane, mature,
sociable, honest, successful, witty, kind, smart,
resourceful, attentive, cooperative*

Each student should choose and underline several features that describe him/her. These should be the features he/she would like others to know about and which could contribute to a sense of community and teamwork. They say the chosen features out loud to each other.

Activity 3 – Our story (35 minutes)

Divide the students into two groups and give each group a sheet of A4 paper. Explain the rules: using the sheet of paper, one student in each group should write down two words (one that you have given to the group, and the other added by the student); pass the paper to the next member of the group who should continue the sentence by adding one or two words, taking care that it makes sense. The process is repeated until the last participant. Explain that sentences are supposed to be short, full and meaningful. The initial words set by the teacher should be **COOPERATION** for one group, and **TEAM** for the other.

The group rapporteurs read the stories and discuss, prompted by your questions:

- *Was the task difficult? What did you find interesting?*
- *Are the contents of the two stories similar? In which elements?*
- *What was most interesting in this group work?*
- *What was most useful?*

* * *

GRADE 9

GOALS

Students will:

- *solve problems together in a creative manner;*
- *recognize the team roles that suit them.*

Duration: 45 minutes

Materials: sheets of A4 paper, notes with tasks, notes with a description of the steps (Appendix 2.2), sheets with a description of the team roles (Appendix 2.3)

Activity 1 – Get connected (5 mins)

Students walk freely around the classroom. When you say “link” they hold hands with whoever is the closest and continue walking in pairs. At your sign again – a clap of the hands and the command “link” – the pairs join into fours and continue walking, holding hands. As you repeat the command, they form groups of six students, then eight, and so on until all the students have joined hands and formed a large circle. Tell them to be attentive, not to shout, but to focus as much as possible on nonverbal communication.

Activity 2 – Small school team (40 mins)

Divide the students so that there are groups of at least six members (four or five groups altogether). Tell them they will now work as real, small school teams. Each group will be assigned a separate task for which they need to come up with a plan of action. The tasks are written on pieces of paper that the group representatives draw out of boxes. Sample tasks:

1. Launching a school magazine
2. School interior decoration (the large hall, classrooms)

3. Schoolyard landscaping
4. Organizing a two-day school trip
5. Presenting the *My Values and Virtues* programme on the occasion of the school day

Along the task, each group gets a printed sheet with a description of the steps.

Explain to the students the most common types of team roles: *leader, creative, researcher, team player, implementer and completer/finisher* (Appendix 2.3). Explain that every good team requires all these roles, i.e. these sorts of people on the team, and that every role is equally important for achieving the goal. The roles may change depending on the task – at times we perform one team role, and at times another. Use this activity so that the students get acquainted, through practical work on the tasks, with the characteristics of each of the roles, encourage them to assess which role suits them best.

When all the groups have completed their respective plans of actions, the group rapporteurs present the ideas developed by their groups (2–3 mins). It is important to give them feedback at this point about their work and the presentations. Praise each group, and you can also write on the board the following:

TEAM – Together Everyone Achieves More.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 3

Meaningful praise – reinforcement

We are all aware of the power of praise. But, in order for your praise to be conducive to better teamwork, the messages you send must contain an accurate and clear description of the behaviours you are praising. It is not enough to say *good job, well done, etc.* – students need to know exactly which behaviours are being praised. Encourage the positive messages that students give each other.

Ex. 1. Looking at this beautiful sculpture made out of your bodies, don't you think that it was made with a lot of patience, trust, creativity...?

Ex. 2. How well you communicate even without speaking! It means you know each other well and cooperate well.

Ex. 3. I was observing you while you were working together. I noted you were very patient and listened to everyone's ideas, although they were quite diverse. Good job!

Guidance

Indicate to your students the situations in which they can apply teamwork (or let them identify such situations) and specify why it is helpful for themselves and for others.

Ex. 1. You know the quotation: Whoever knows how to work in a group is prepared for life. Today you worked together as a team – when do you think you will need to engage in this kind of work again?

Ex.2. A good team is not built overnight. A lot of patience, tolerance, fresh ideas, learning from mistakes... are required before you can become a good team. That is why a good team is so strong. What did your team lack, what did you need to have more of? How will you achieve that?

Correction

When you observe behaviour which is not conducive to teamwork, instead of telling students off, help them understand the consequences of what they are doing for themselves and others. In order to correct their behaviour, it is important that you understand what they can do instead and what other qualities they could be developing to act as a good team.

Ex.1. It can't be called teamwork if we have no patience for others' ideas or others' opinions, or when we can't stand diversity. Let's be patient and tolerant; let's listen to others attentively!

Ex.2. There is no "I" and "me" in teamwork! Everyone can contribute, every role is valuable. Let's be objective...





*Virtue is blue, like the vastness
of the sky and the sea.*

(Ines, 5th grade)

WS3

CREATIVITY





THEORETICAL INPUT FOR TEACHERS

WHY IS CREATIVITY IMPORTANT?

When talking about school-based learning, we mostly think of the acquisition of knowledge based on memorizing facts and logical reasoning. Thus, the stimulation and development of creative thinking and expression is often seen as a process separate from “true” learning. In the school context, creativity is often linked with subjects like art or music, some aspects of literature and language instruction (writing, recitals, acting), and particularly extracurricular activities, where children are given ample freedom of expression in so-called free activities.

However, knowledge cannot be separated from creativity, because it will lose sight of the ultimate goal of overall education. What is the purpose of knowledge if it does not enable new achievements, inventions and innovations, leading to progress? All the concepts underlying the modern understanding of education, both worldwide and in the domestic context, speak of the necessity of developing and stimulating creativity in students. Creativity is one of the *key 21st-century competencies*, promoted globally.

The development and stimulation of diversity is inseparable from other education goals, such as literacy, communication skills, etc. Nevertheless, it has been recognized that schools still cherish a traditional approach to education which does not provide enough support for original thinking, and the new and unusual ideas students have.

Prof. Ken Robinson talked about it quite enthusiastically in his popular TED speech entitled *Does School Kill Creativity?*¹⁰

Creativity is inherent to a child’s nature, and play is the basic activity where that features is spontaneously manifested. It is characteristic of all children, but of few adults. This fact in itself shows that the nature of the way children think enables creativity. Namely, the features of the way children think, such as:

- *sensitivity to internal and external stimuli,*
- *a lack of inhibition (“censorship”) in their thinking,*
- *imaginativeness and the possibility of being fully engrossed in an activity,*

enable children to spontaneously produce new and unusual ideas. Hence, it is up to the school merely to support, value and encourage these processes.

When it comes to the values and virtues that a school is supposed to develop in students, creativity is closely linked with the development of other values, such as curiosity, self-confidence, **tolerance**, **optimism**, etc.

In a piece of research conducted in our schools in 2015 within the framework of the *My Values and Virtues* programme (Pesikan & Lalevic, 2015)¹¹ one of the questions was: What are the desirable qualities that schools ought to be developing in students? Both teachers and parents put creativity among the top five skills. Another research work (Pesikan & Lalevic, 2017)¹² indicates the need for curricula to include more stimuli for developing creativity.

¹⁰ Available at: <https://www.youtube.com/watch?v=iG9CE55wbtY>.

¹¹ Available at: http://www.unicef.org/montenegro/UNICEFUloga_skole_u_razovju_vrlina_vrijednosti_i_vjestina_ucenika_i_ucenica.pdf.

¹² Available at: https://www.unicef.org/montenegro/Obrazovanje_za_zivot.pdf.

WHAT IS CREATIVITY?

Creativity is a term denoting thought processes to reach solutions, ideas, forms of art, theories or products which are unique and new. The term itself originates from the Latin word *creare*, which means to create, make things that did not exist before. Creativity is a process which links our prior experience, responses to stimuli (objects, symbols, ideas, people and situations) and produces at least one unique combination (Jovanovic & Bajkovic, 2014).

The features of creativity are as follows:

- originality – the ability to discover completely new ideas;
- flexibility – easily abandoning usual solutions;
- redefinition – new use of existing content;
- tolerance of ambiguity – acceptance of conflicting and illogical solutions;
- fluency – producing a large number of ideas;
- elaboration – expansion of the original idea down to the finest details.

As a rule, creativity is linked with *divergent thinking*, whose basic characteristic is the search for as many solutions to a specific problem as possible.

Divergent thinking implies the production of ideas, the elasticity of thinking, discovery of new paths to solving the same problem. This type of thinking is predominant in art, but it is also vital in many stages of scientific work.

HOW CAN TEACHERS CREATE AN ENVIRONMENT CONDUCTIVE TO CREATIVITY?

Every situation in which you provoke and challenge well-established patterns of thinking, seek the unusual, the unexpected and the new from students is the first step towards creativity, because this stimulates

curiosity. Further steps include support for and acceptance of new ideas from your students – this builds both self-confidence and **tolerance**.

Your enthusiasm and a positive attitude towards all the solutions offered by students builds their **optimism** and encourages them for further activities. It is clear that teaching practices that stimulate creativity, at the same time, boost confidence, optimism, enthusiasm and tolerance, as values that are equally important for character building. It only confirms the fact that values and virtues comprise an inseparable and mutually intertwined arrangement of the traits of a well-rounded person.

Two of the basic psychological prerequisites for developing and expressing creativity are *safety and freedom*. Children feel safe in a social environment in which they are accepted just as they are (**tolerance**), where they are not judged and where others treat them with **empathy**. Given the above, a classroom should be an environment:

- which offers safety and acceptance;
- which values the process more than the product;
- in which the activities are not time-restricted;
- which encourages and appreciates self-expression;
- which fosters the exchange of ideas with peers;
- which offers fewer rewards and competition.

SOME METHODS FOR BOOSTING CREATIVITY

Chance terms. Use pictures, words, items drawn out of a box for a number of quite varied tasks: associations, various uses, similar–different, rhyming, comparisons, etc. These terms can later be used for establishing unusual collections, mind maps...

This method essentially stimulates associative thinking.

Asking questions. You can use the technique of multiple “why” questions after each response you get from students. Use the six universal questions: What? Who? Where? When? How? Why? as often as possible. Encourage students to ask as many questions as possible themselves, or ask open questions that foster divergent thinking. For instance: *In how many different ways can you...? What would happen if...? Do you have another idea? How else can you do it? What else reminds you of that? What do you think will happen if...? Describe what it looks like/what it is like to touch/how it sounds... How else can you use this?*

Brainstorming. It is advisable to use this method at the beginning of the creative process. It is most effective when done in a group. Always start with a clear presentation of the problem. Entrust one group member to write down all the ideas, with clear instructions:

- think positively;
- be a good listener – give an opportunity to everyone;
- encourage odd, unusual ideas;
- do not judge;
- no ridicule;
- no criticism;
- no arguments;
- no interruptions.

Brainstorming is based on the principle that others’ opinions can spur our own ideas in a sort of a chain reaction.

Provocative statements. Start the process by offering an unusual, provocative statement (e.g. *Books should not be used in schools. Houses don’t need windows.*) Then prompt discussion by asking: What are the consequences of such a statement? What are the advantages? What special requirements are needed? Identify the

principles the given statement is based on. How would it function at this moment? What changes would happen if the statement were true?

The provocation technique is useful for forming brand-new concepts, since it encourages thinking outside of the box.

Brain maps, spider webs. Tell your students to present some content they are supposed to learn by using images and symbols that they will colour and place around the key term. Each student creates his/her own map, with the images and symbols that come to their mind.

The *Six Thinking Hats* technique (Bognar, 2015)¹³. Divide the students into six groups. Give them a theme to think about which may be linked with school content, but is not necessarily so. Assign to each group a hat of a different colour (white, red, blue, yellow, green and black). Instruct them to think in line with the frame of mind represented by the colour of the hat they have been given. White means they will be dealing with information and the answers to “why” questions; red means they are interested in feelings and intuition; yellow means that they are thinking of the advantages (positive view); green means that they are thinking of options, doing the planning; blue means they are following the thinking process, summing things up; and black means that they are thinking of drawbacks, possible mistakes, learning to be cautious.

¹³ Available at: <http://www.nastavnickovodstvo.net/index.php/literatura/category/9-kreativnost?download=81:skolak-oja-razvija-kreativnost>.

OBSERVING AND MONITORING THE DEVELOPMENT OF CREATIVITY

The descriptions of behaviours listed here can serve as a guide for assessing students' creative actions in teaching situations and in their relationships with their peers.

The indicators of creative behaviour and thinking in the classroom:

- they are curious, keep asking questions;
- do not like stereotypical actions and tasks;
- react well in situations of intellectual ambiguity, incoherence, obscurity and vagueness;
- like novelties;
- express ideas and attitudes which are not typical of the other students;
- ask questions which, at first glance, look odd, but stimulate discussion or further exploration;
- like it very much when asked open questions, offered new topics;
- prefer discussing ideas over facts.

The indicators of creative behaviour and thinking in interpersonal relationships:

- they are funny and popular among their peers;
- readily give proposals, new ideas for play and fun;
- like to improvise in play or other activities and encourage others towards free thinking;
- accept gladly peers who are different.

* * *

CYCLE 1

The activities that we propose for this cycle can be included in regular instruction. At times, these may serve as a respite after longer periods of going through content that students find difficult and tiring.

It is important to use these activities in such a way that students will be able to see the difference between the situations in school-based learning which require precision, knowledge of facts and one correct answer, and ones when it is desirable to give several unusual ideas and offer several solutions. In summing up, stress the importance of open, spontaneous and free presentation of ideas.

GRADE 1

GOALS

Students will:

- recognize tasks which require several unusual answers/solutions;
- develop divergent thinking;
- develop a sense of humour.

Duration: 5–20 minutes

Materials: ordinary school stationery (pencils, paper, colouring pencils)

Activity 1 – Secret code

Ask your students to work in pairs and try to come up with a counting-out rhyme using the words: *chin-chin, ding-dong, ip-dip*, etc. Each pair should say their counting rhyme. Then propose that they choose the rhyme they will use in future when choosing the student who will start a game with several participants (similar to “*Eeny, meeny, miny, moe*”). The best counting rhyme can become the “secret code” for the class. Encourage students to propose what the counting rhyme could be used for.

Activity 2 – Joint drawing

Divide the class into groups and give each group a piece of paper with the beginning of a drawing of an indistinct shape. They are supposed to complete it together without talking as they do it. When they have completed the drawing in silence, tell them that now they can talk and agree on the name for the drawing. Encourage them to give odd names. In the end, each group will present their drawing.

Start a discussion about how pleased they are with their joint work, how they managed to communicate during the task, if it was fun... Ask them what was needed to complete the task successfully, point out that in order to feel pleasure in creative work they need to learn to cooperate, to understand each other and accept different ideas and opinions (**teamwork**, **empathy** and **tolerance**).

Activity 3 – Read us

Divide the class into groups of three or four. Give a three- or four-letter word to each group, and their task is to present the word using their bodies, with each student “writing” one letter. Once the whole group has done so, invite other students to “read” the word.

* * *

GRADE 2

Students will:

- *practice coming up with several unusual ideas;*
- *learn about the different ways of “using oneself” creatively (through words, drawings, facial expressions and gestures).*

Duration: 5–20 minutes

Materials: no special materials needed

Activity 1 – Sing your name

Tell your students to introduce themselves in an unusual way. Some may sing their name, others may introduce themselves by whispering or inventing a new nickname for themselves, pronouncing their name in syllables, etc.

Each student chooses how to introduce him/herself to the class, and others greet him/her by saying “Welcome” and applauding.

Activity 2 – I am...

Students sit in a circle. Choose someone randomly to imagine being an object or a living thing (e.g. a cloud, a bench, a flower, a jacket...); other students will then ask questions such as: *What do you do? How do you move? Do you speak and how? How do you feel? What is difficult/easy for you?* In the subsequent rounds, the students themselves can propose the objects/living things that someone will imagine being.

Activity 3 – What does ... remind you of?

Tell your students that you will decide on a word (or term), and their task will be to say as many things as possible that remind them of that word. For instance: Name all the things that are *BEAUTIFUL... ROUND... SOFT... UNCOMFORTABLE... GOOD... BAD...* This activity can be done with the children sitting in a circle and giving answers individually or you can divide them into groups in which they will write down as many ideas as they have.

Finally, you can sum up the game: which ideas appeared several times, which ideas appeared only once.

Activity 4 – I walk like a ...

For this activity students need to stand up and walk freely around the classroom. When you give the instruction, they need to change the way they walk, For instance: *Walk like a ballet dancer... like a football player... like a bear... as if tired... as if joyful... as if carrying a heavy load, etc.*

* * *

GRADE 3

Students will:

- develop divergent thinking;
- develop a sense of humour.

Duration: 5–20 minutes

Materials: usual school stationery, pencils, paper, colouring pencils, 3x3cm piece of cardboard

Activity 1 – Jumbled letters

Prepare the pieces of cardboard in advance. Each student should get 20 or so pieces. Tell them to spell out their first names and surnames by writing one letter on each piece of cardboard. The task then is to rearrange the letters to make as many words as possible, allowing the students to use the same letter several times in different words. Arrange a competition by counting all the words made by the students sitting in the same row. Declare which row is the winner.

Activity 2 – Unusual introductions

Students sit in a circle. Tell them they are going to play a make-believe game and invite them to shut their eyes for a moment. Then tell them to imagine they have been turned into something else that is unusual – an object, a living thing or a phenomenon (a tree, grass, wind, stone, mountain...). After several moments of silence, invite them to open their eyes; tell them that now they are supposed to introduce themselves by saying something interesting/unusual about themselves (e.g. *I'm a wind and I'm going to tell you something interesting...*).

Encourage them to choose unusual things and devise interesting solutions. The students will probably laugh at unusual statements – it is important that you show that every idea is welcome and equally valuable.

Activity 3 – It can be done this way as well

By way of an introduction, talk to your students about jokes that can be harsh and vicious. Ask them the following:

- *Have you ever been hurt by somebody's joke?*
- *How can you tell that someone has not taken your joke well?*
- *What do you do/think or how do you feel then?*

Then divide the class into groups. Explain that now each group should choose a particular school situation to be presented in a joking way. These might also be problematic situations, even situations of conflict, but it is important that they are designed in a funny manner.

Emphasize that they should make sure that their presentation does not make anyone angry, or hurt or insult them. Remind them that understanding and respect for the feelings of others (**empathy** and **tolerance**) are values that you wish to develop.

* * *

ALTERNATIVE ACTIVITIES

The ensuing activities are appropriate for all grades in cycle 1, and teachers can use them as an addition or alternative to previously proposed activities.

Activity 1 – Creative corner

Introduce the activity to your students by talking about how they feel when they are able to devise, make or imagine something. Do they like it when they do or say something foolish, silly or funny while they are playing? Then, together with them, choose a corner of the classroom that will be given an unusual name, e.g. *The Fanciful Corner*. Agree to keep their creative works there, as well as some special props (e.g. funny hats, laughing hats, boxes of ideas, invention kits, etc.). When they are about to carry out any of the previously presented

activities, say to them, for example: now you should go to the creative corner, put on a silly thinking hat... This should help the students to get away from a conventional way of thinking and responding. This small methodological trick will give them ample freedom to create and propose unusual, funny ideas, questions and responses.

Use art classes to make such “funny hats”, “laughter balls” and similar props which can be used in the activities for developing creativity. When a student gets any of the props, it is a sign for them to feel free to be silly and come up with odd ideas. It is important to always emphasize to your students that all ideas are welcome, that there are no wrong answers, better or poor solutions. Have fun and enjoy yourself together with them!

Activity 2 – I like to ask

In almost all teaching situations you can stimulate children to ask questions; this develops curiosity and divergent thinking. Prepare a “base” (the initial stimulus) in the form of an image, a short film, a word or a sentence. After stimulating them to ask questions, tell your students to ask as many questions as possible with regard to what they saw/heard/read. During the process it is important for children to ask as many questions as possible without you responding to them. Later the same questions can be used for further elaboration in class, a homework assignment or a small-scale research project.

Activity 3 – The story in my way

This activity can be used when working with any story, fairytale or fable. Children are given questions/tasks which can be done individually, in pairs or in groups. Below are some sample questions that can be used to foster creativity:

- Choose a character you would like to leave out of the story. Why did you choose that character? How would that affect the story?
- What would the story look like if you added another character? What would be different? Why did you choose that character?
- Make up a different ending to the story.
- What would happen if the characters found themselves in a different place? Describe the place.
- Tell the story from the perspective of one of the characters.
- What feature would you attribute to the main character? Why?
- If you could “enter” the story, what would you say/do? How would you change the story?
- If you could talk to any of the characters, which character would you choose? What would you talk about? What would you ask?

Activity 4 – What if...?

This activity can be done with the students working individually, in pairs or in groups. Tell them to think about how everything around them would look like if something unusual were to happen, e.g. *if there were no electricity, if there were no cars, if all the people were colour-blind, if people could not speak*, etc. Encourage them to imagine as many life situations as possible in which this would be significant. If they want, they can find substitutes, propose solutions for the problem created in this way.

Activity 5 – Guess what I am doing

This is a common charade-type game in which students present a concept/an object/a profession, etc. Explain that they should present a notion from the pre-chosen areas using gestures and facial expressions alone, without the use of words. The others are to guess the term. The winner gets to present the next term. All the students should have the opportunity to take part as presenters. This game also encourages **empathy**.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 1

Meaningful praise – reinforcement

In situations when students show creativity in various ways, it is paramount to both encourage and praise. It is also important that your encouragement and praise are clear and point clearly to specific behaviours/opinions/activities. This helps explain what creativity means and how it is shown and achieved. Respond with meaningful praise at the slightest show of creativity, either individually or as a group.

Ex. 1. Your heads are teeming with marvellous ideas! Good job!

Ex. 2. Everyone will say something interesting, so let's listen very attentively to each other.

Ex. 3. We're going to our Fanciful Corner now. Feel at ease and free, because we need new and fresh ideas.

Guidance

Students should be given such feedback that provides guidance – showing how they can express their creativity and apply it in new situations.

Ex. 1. There are no right or wrong answers, OK? So, feel free to say what you're thinking about. One can never go wrong when opening doors to ideas!

Ex.2. Which idea did you like the most? Why? What would you do with it?

Ex.3. How do you feel when others accept and praise your unusual ideas? What (else) can you do?

Correction

As important as it is to praise and guide students, it is equally important to monitor vigilantly and correct certain behaviour. With messages of that kind, you help the students recognize that some types of behaviour are not conducive to their creativity, nor do they encourage others to be creative. The second part of the message is equally important – there are always ways to correct such behaviour, thus doing something good for their own creativity and the creativity of others.

Ex.1. If what e.g. Marko said is funny, it means he's funny! Laughing is good when playing and coming up with new ideas.

Ex.2. We said – no right or wrong answers, remember? Your idea may be helpful to all of us.

Ex.3. Why do you think your proposal is better than hers? All ideas are different, but equally valid

CYCLE 2

GRADE 4

GOALS

Students will:

- understand in which situations in school creativity is desirable and when it is helpful;
- develop the skill of expressing their ideas freely;
- develop attentive listening skills.

Duration: 45 minutes

Materials: ordinary school stationery (board, chalk, pencils, paper and colouring pencils)

Activity 1 – When are we creative in school? (10 mins)

To set the mood, invite students to finish the sentence: *I often daydream about...* Then tell them to recall a situation when they made something by themselves at home (a greeting card, a drawing or an object) or thought about a new invention, constructed something. Ask them how they felt then. Did they show it to anyone (and if so, to whom)? How did others react to their creative ideas? Listen to the students who want to respond; not all the students need to contribute, but do encourage them to take part.

Then tell them to recall some situations from school life when they had an unusual idea, a different solution to a problem/task, but failed to say so out loud. Why was that? Talk to them about the reasons that prevented them from expressing their idea (fear of others' reactions, a lack of time, uncertainty about how valuable the idea was). What would make it easier for them to show more creativity in school? What can and what can't they change? How could they overcome the difficulties on their own?

Talk to your students about situations in school life in which they are supposed to provide only one correct answer. Let them give several examples. Then ask them to recall some situations when they were asked to give unusual responses or several solutions. Which type of task do they prefer and why?

Activity 2 – In a different way (5 mins)

Tell your students to write down their names on a piece of paper, but using the hand they do not normally use for writing.

When they have done so, ask them the following: *Have you ever tried this before? How did you feel? How does it feel when you do things differently?*

Write down the responses on the board. Talk to your students about how often they have the opportunity to present new and unusual ideas in school. Ask them to rate on a scale of 1 to 5 how often they are asked in school to give only one correct answer, and how often they are asked to give unusual responses and offer solutions to a problem. Why is that so?

Activity 3 – Repurposing (20 mins)

Divide the class into five or six groups and ask them to find as many ways to use a schoolbag as possible. Encourage them to look for unusual and original purposes. Afterwards, each group shares their list of purposes of an item in daily use (you can suggest any such item, such as clothes pegs or pencils). Each group is to identify and assess the most original and unusual solution offered by the other groups.

* * *

GRADE 5

GOALS

Students will:

- understand why it is important to offer several ideas/solutions to a problem;
- develop divergent thinking.

Duration: 45 minutes

Materials: ordinary school stationery (board, chalk, pencils, paper and colouring pens)

Activity 1 – Progress lies in an idea (10 mins)

Tell your students to say quickly what the word *invention* reminds them of. Write their associations on the board and give comments, stating the features of an invention: unusual, new, useful... Start the discussion around the following:

- *The progress of humanity is said to rest on new and unusual ideas/solutions to problems. Why is that so?*
- *What do you think the world would look like without some inventions, such as cars, X-ray machines, computers...?*
- *Which features should a person possess to be able to pursue an idea? (courage, confidence **patience**, perseverance, **optimism**)*

Here, it is important to link creativity with other abilities that will be covered under other workshops.

Activity 2 – An odd school (20 mins)

Ask your students to imagine what a school without books and notebooks would look like. Divide them into groups. The groups should respond to the following questions:

- *What would be different in a school without books and notebooks?*
- *What are the upsides and the downsides of such a school?*
- *What would be new and unusual in such a school?*
- *How can such an idea be pursued?...*

Activity 3 – What if ...? (15 mins)

Students sit in a circle. Each student should have a pen and paper. Tell them to think of and write down a question starting with: *What if...?* The question can be linked with a person, a phenomenon or an item, it can be serious, but also unexpected, as they wish.

Once the students have written down the questions, collect the papers, shuffle them and redistribute (if anyone gets his or her own paper, ask them to swap with a friend). Everyone should read the question and respond with a sentence starting with: *Then...*

When they have finished answering, they start a round of reading questions and answers, but in an unusual way. One student reads a question from his or her paper, and the next student to their left reads the answer from his/her paper and so on. Together with your students, note accidental consistencies in the questions and answers, funny combinations and silly groupings.

* * *

GRADE 6

GOALS

Students will:

- understand that everyone has the potential for creative expression;
- recognize the link between creativity and other personality features.

Duration: 45 minutes

Materials: board and chalk, pencils, paper, a laptop and video projector

Activity 1 – All children are creative (5–10 mins)

Draw on the board the figure of a child. Tell the students to complete the following sentence: *I am creative when...* Write the responses around the figure. When done, read all the answers and conclude: everyone is creative sometimes. The given examples show that we all can be creative, all it takes is to cultivate this quality.

Activity 2 – Follow your idea! (15 mins)

Prepare students to listen attentively to the anecdote you are going to read:

***Wolfgang Amadeus Mozart (1756–1791)** is one of the greatest classical music composers of all time. His short, but tumultuous and prolific life gave rise to a number of books and films. Although his talent was recognized at a very early age, he did not always meet with praise nor did he simply have a string of successes. Namely, when his opera *Don Juan* came out, the critics objected, saying that the audience did not understand it at all. Mozart responded: “I don’t care about anybody’s opinion; I wrote this work for myself and two other friends.” When the opera saw its first performance in Vienna, Emperor Joseph II told*

Mozart enthusiastically: “Too beautiful for our ears, and monstrous many notes!” to which Mozart proudly responded: “Exactly as many as are necessary, Your Majesty.” (Bučević & Kunz, 2012)

Start the discussion with your students:

- Do you like this anecdote from the life of the great composer? Why?
- What personal features does Mozart display when he says: “I don’t care about anybody’s opinion; I wrote this work for myself and two other friends”?
- What characteristic does he display in the punchline: “Exactly as many as are necessary, Your Majesty”?
- What do you think, are these characteristics important for a creator? Why? How do you measure up as regards such features?

Activity 3 – Creativity and more (15 mins)

Encourage your students to recall all the characteristics displayed by Mozart in the previous story. Their task is to list in their notebooks all the characteristics they should be working on (or what they need to do) in order to become more creative. Then the students read out what they have written. It is important to group similar answers, so that students can come to the conclusion, based on several examples, that creativity is linked with other skills, such as self-confidence, perseverance, patience, firmness, belief in working for a “higher cause”, for the time to come (**optimism**), etc.

ALTERNATIVE ACTIVITIES

Use these activities as an addition or an alternative to the scenarios offered in all three classes.

Activity 1 – Come up with a game

Divide your students into five groups. Each group should devise a new board game. They need to provide a detailed description, determine the rules of the game, list the necessary props, etc. (teamwork).

When they have finished, the groups present their ideas creatively (through role play, a poster session, etc.)

Activity 2 – How to preserve creativity

Show the short film *Alike*¹⁴. This will be a good starting point for a discussion on how daily, routine tasks can ruin the need for creativity and how to reconcile the two – the daily routines and creativity.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 2

Meaningful praise – reinforcement

In situations when students show creativity in various ways, it is paramount to both encourage and praise. It is also important that your encouragement and praise are clear and clearly point to specific behaviour/opinions/activities. This helps explain what creativity means and how it is shown and achieved. Respond with meaningful praise at the slightest show of creativity, at either the individual or group level.

Ex. 1. You've noted that well! It is important to believe in oneself and one's ideas in order for them to materialize.

Ex. 2. You heard how your questions and answers are being connected spontaneously. This means that the ideas we hear in a group go together well and "seek each other out".

Ex. 3. What a wealth of responses and interesting ideas today! How has working in a group stimulated you to think and suggest more freely?

Guidance

Students should be given such feedback that provides guidance – showing how they can express their creativity and apply it in new situations.

Ex.1. That's a good start, continue with the ideas/associations on the topic.

Ex.2. Which of the features you named you could practice further? How can you do that (what specifically should you do)?

¹⁴ Available at: <https://www.youtube.com/watch?v=kQjtK32mGJQ>.

Correction

As important as it is to praise and guide students, it is equally important to monitor vigilantly and correct certain types of behaviour. With messages of this kind you help students recognize that some types of behaviour are not conducive to their creativity nor do they encourage others to be creative. The second part of the message is equally important – there are always ways to correct such behaviour, thus doing something good for one’s own creativity and the creativity of others.

Ex.1. You are again being negative when talking about somebody’s work. Remember what we said: all ideas are valuable, this is not a competition.

Ex.2. Why do you think it’s not possible? We are playing while creating, and so anything is possible.

CYCLE 3

GRADE 7

GOALS

Students will:

- recognize which personality traits are linked with creativity;
- develop divergent thinking.

Duration: 45 minutes

Materials: the board, chalk, paper

Activity 1 – Why someone is creative – associations (5 mins)

Tell your students to complete the sentence: *Someone is creative because...* spontaneously and individually. Write the responses on the board and read out when completed. Together with your class, sum up the responses and guide them to the conclusion that creativity depends on a number of features, such as spirituality, persistence, belief in oneself, a positive attitude towards life (some are bound to appear in the responses students

give). Use this activity to reiterate that skills are intertwined and mutually reinforced (e.g. creativity and optimism).

Activity 2 – Why I am important (25 mins)

Prepare pieces of paper with the names of rooms in a home (bedroom, bathroom, kitchen, garage, basement). Divide your students into groups. Each group draws one piece of paper. Tell the students that each group member should imagine him/herself as an object, an item usually found in the given room, and think of the reasons why that item is important.

Approach the groups and say: *Look at all those useless things. I will take this one now... (pick one student) and take it away.* Then the given student should defend her/himself stating the reasons why the item he/she represents is important: *No, you cannot! I am important, because when I’m not in the room...*

You continue the game by picking students randomly from different groups. If someone fails to give reasons justifying his/her own importance, he/she is out.

Activity 3 – My role model (10–15 mins)

Tell your students to think of creative people they know personally or have heard of. Who among them is the person they regard as the best role model in terms of creativity? It could be a celebrity or a person from their surroundings. Ask your students: *What makes that person creative? What other features does that person have? How do you see yourself in comparison to that person? What would you like to develop further in yourself to be more like your role model?*

* * *

GRADE 8

GOALS

Students will:

- analyse the significance of creativity and creative work for personal and societal development;
- recognize that learning from one's mistakes leads to success in pursuing creative ideas.

Duration: 45 minutes

Materials: flipchart or a poster, quotations on creativity (Appendix 3.1), stories from the lives of famous people (Appendix 3.2).

Activity 1 – My favourite quotation (10 mins)

Prepare a list of quotations about creativity and creative work. Display them on a poster or flipchart to be readily visible to the whole class. After they have read the quotations, tell them to choose the one they like the most.

Then talk together why they have chosen the given quotation, how they understand it, whether they know any similar quotations.

Activity 2 – Famous and unrecognized (20 mins)

Read to the class some anecdotes about famous people. Appendix 3.2 features several examples showing that the creativity of great people was at times belittled and went unrecognized by their contemporaries.

You can choose other examples from biographies of famous people, those that tell of the patience and perseverance of great artists or explorers, their optimism, honesty and resilience to failure.

After reading, start a discussion with the class on the following:

- *What do you like in those stories?*
- *Which one do you find most interesting?*
- *What qualities did you notice in them?*
- *Why are they important? ...*

Activity 3 – What I lack (10–15 mins)

With reference to the previous activity and the ensuing discussion, tell the students to think carefully and single out one characteristic needed for creative actions that they need to further build and develop in themselves. When they have made their choice, encourage them to recognize and name the ways to build this. Perseverance, wittiness, optimism, etc. are bound to be among the chosen features. It will be an opportunity to sum up the work on developing the values and virtues from the previous grades.

* * *

GRADE 9

GOALS

Students will:

- recognize that creativity is linked to wittiness;
- analyse the significance of creativity for the successful adaptation to rapid changes in society.

Duration: 45 minutes

Materials: paper, pens, markers, list of future occupations (Appendix 3.2), a laptop and video projector

Activity 1 – My motto (25 mins)

Give the class the following instruction: *Write three words to introduce yourself: what you are now, what you'd like to be, how you feel – or anything that essentially describes you. Do not overthink, just write them down quickly.* When they have finished this part, tell them the following: *Now imagine three words that could be your motto, your slogan, your hallmark, your brand. What would this be?* Encourage them to express themselves freely and in various forms (in rhyme, as graffiti, mime, etc.). Invite the students to introduce themselves using their motto and comment upon it: how they felt while doing the activity, what was difficult/easy for them, whether it was fun, etc.

Activity 2 – A good joke! (10 mins)

Set up groups. Let the students talk within their groups about their favourite jokes – appropriate for the classroom. When they have shared a few jokes, tell them to choose two and analyse the punchline. They should write down their observations and, as the next step, the group rapporteurs will report back on that.

Students need your help here – their task

is to generalize, to recognize what makes something witty (something illogical, paradoxical, unreal, absurd, etc.). Explain that such patterns of thought are linked to creativity. Finally, discuss with your students whether a creative person is at the same time a witty person. Can they give any examples? Remind them of the anecdotes of the lives of famous people that they covered during the previous grade.

Activity 3 – Future occupations (25 mins)

As an introduction to this activity, talk to your students about how the modern development of technology is leading to new occupations. There are some forecasts saying that some professions are bound to disappear soon (e.g. postman, journalist, graphic designer, typist, stenographer, librarian, watchmaker), with new ones appearing. Read out the list of occupations forecast to be quite common in the future (Appendix 3.3). Their task is to expand the list – to come up with at least one additional profession that will, in their mind, be needed in the future. They should think of a name for that occupation, to explain how it is performed and who needs it. Finally, all the students or group rapporteurs – depending on the type of activity you opted for, since this can be done by students individually, in pairs or in groups – will present the chosen occupations.

As an **alternative** (a substitute and/or an addition to the activities offered in all three classes), we suggest a short film as an excellent basis for a discussion on the significance of developing creativity.¹⁵

¹⁵ <https://www.youtube.com/watch?v=UFnqd8jamrk>; <https://www.youtube.com/watch?v=RwGlaCTnNys>.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 3

Meaningful praise – reinforcement

In situations when students show creativity in various ways, it is paramount to both encourage and praise. It is also important that your encouragement and praise is clear and clearly points to specific behaviours/opinions/activities. This helps explain what creativity means and how it is shown and achieved. Respond with meaningful praise at the slightest show of creativity, either individual or group.

Ex.1. Listen carefully, this is an interesting idea/proposal.

Ex.2. This sounds interesting, tell me something more about it.

Ex.3. I have never thought about it in that way. What a great idea!

Guidance

Students should be given feedback that provides guidance – showing how they can express their creativity and apply it in new situations.

Ex.1. Experts suggest that we should introduce some changes into our daily lives, e.g. brushing teeth with one's left (or less used) hand. Why do you think this might be helpful?

Ex.2. When we are relaxed, we have more associations, new ideas. Why do you think this is so?

Ex.3. How do you feel when others accept and praise your unusual ideas?

Correction

As important as it is to praise and guide students, it is equally important to monitor vigilantly and correct certain behaviour. With messages of this kind, you help students recognize that some types of behaviour are not conducive to their creativity, nor do they encourage others to be creative. The second part of the message is equally important – there are always ways to correct such behaviour, which will end up being good for one's own creativity and the creativity of others.

Ex.1. Our rule is not to judge ideas as being good or bad. All ideas are welcome. What would happen if there were no new ideas?

Ex.2. Ideas are not to be kept secret. Show them to everybody. Why is that good?

Ex.3. Ines, try to be part of the group. You will be stimulated by others' ideas.







*Patience is important so that
you can bear various conditions.*

(Irena, 4th grade)

WS4

SELF-
CONTROL





SAMOKONTROLA

When you disagree or don't understand something, the good way to solve it is to talk to the other person. All of us can do it in a friendly way.

When you are sad or angry, it's important to talk to someone you trust about how you feel.

It's important to listen to what others have to say.

When you are sad or angry, it's important to talk to someone you trust about how you feel.

When you are sad or angry, it's important to talk to someone you trust about how you feel.

It's important to listen to what others have to say.

THEORETICAL INPUT FOR TEACHERS

Self-control implies willpower, discipline, patience and conscientiousness. It involves a *conscious* effort to control oneself and one's own behaviour to achieve a goal that is beneficial for us in the short or in the long run: to be focused despite distractions, to refrain from powerful impulses, from "strong" words, to keep strong, unpleasant feelings in check, to plan realistically and achieve these plans.

Self-control requires mental, physical and emotional effort, a lot of practice and repetition. A sense of a good measure or moderation is also important, because too much self-control may lead to exhaustion. Self-control is not a quality or skill to be seen in isolation and cannot be developed as such. Its development is supported by other social and emotional skills: tolerance, empathy, optimism, fairness etc. In the same manner, self-control affects these skills.

Self-control is not the same as obedience. An obedient child follows what he/she is told by adults. In itself, this is not enough to develop self-control. Once a child has mastered self-control, depending on his/her age, he/she does not need constant guidance or supervision. An obedient child behaves well when under adult supervision, but easily abandons such behaviour in the absence of such supervision.

WHAT SCIENCE HAS TO SAY ABOUT SELF-CONTROL

The areas of the brain responsible for self-control (the prefrontal cortex) do not reach full maturity until the end of adolescence.

Thus, it comes as no surprise that a lack of self-control, even where there is quite developed intellectual capacities, is the cause of many problems in the lives of young people: impulsive behaviour and risk taking, unrealistic assessments and decisions, and uncritical susceptibility to the influence of others. However, maturity of areas of the brain is not the only precondition for developing self-control – it develops when our neurological processes and all our experiences interact together.

There are large differences between children when it comes to self-control. A four-year-old may wait for a treat after lunch, while another will grab and eat it immediately. In a well-known experiment¹⁶, a researcher proposed to children aged 4–5 that they decide themselves whether to eat one marshmallow immediately or get two later, provided they did not eat the first one right away.¹⁷ The internal conflict in these children – to eat one right away or delay their gratification – requires patience and self-control. Some children at that age can already set themselves the goal: I will get two marshmallows if I resist, if I wait.

WHY SELF-CONTROL IS IMPORTANT

A vast amount of research conducted over the last two decades indicates that children who successfully master self-control, compared to their peers, stand a better chance of:

- good academic performance;
- enjoying better physical, mental and social health;
- building and maintaining better interpersonal relationships;
- contributing to their society.

¹⁶ The marshmallow test – an experiment done in 1960s by the psychologist Walter Mischel, Stanford University, USA.

¹⁷ Available at: <https://www.youtube.com/watch?v=Yo4WF3cSd9Q>. This is not the original, but a repeated experiment.

A recent research paper (Duckworth & Seligman, 2017)¹⁸ provided an important finding: self-control is a better predictor of academic performance, of physical and mental health, careers and income than intellectual abilities (IQ).

SELF-CONTROL CAN BE DEVELOPED, STIMULATED AND LEARNED

Development of self-control depends on the environment and some genetic factors. Until the age of about 10, children first gain control over their body and movements, and then gradually over their feelings and behaviour. In addition, then they can understand the consequences of their actions and make changes, e.g. move away from frustrating situations instead of getting angry. They should always be praised/rewarded for such behaviour.

Children aged 10–12 get even better at understanding their feelings and the feelings of others (empathy). It is helpful to encourage them to reflect on what leads to a loss of patience and self-control. Praise them when they manage to refrain from unwanted behaviour after having thought it through.

In early adolescence (13–17) children are able to control most of their behaviour. We help them by encouraging them to think about the long-term consequences. An important aspect of developing self-control is the ability to plan and carry out one's own plans.

In developing self-control, adults play a particularly important role by *role-modelling*. By expecting children to gain control over themselves, both parents and teachers often omit to explain what self-control entails – in what situations this skill is used, how to practice it and why it is helpful. Self-control does not begin to develop at the moment

when a child starts school. A caring and safe family environment, with clear rules and boundaries, is much more conducive to developing self-control than an environment with rapid changes of approach, where rules are not so clear and can often be conflicting.

HOW TEACHERS CAN CREATE CONDITIONS CONDUCIVE TO SELF-CONTROL

Understand the developmental needs and abilities of children. Help younger children first gain control over their own body and movements (e.g. to sit still, relax, wait for their turn before saying something, not to invade others' personal space, etc.). Always praise them when they display desired behaviour. Somewhat later on, it is helpful for children to note the reasons for their impatience and for losing control, and to be aware of the consequences. It is important to encourage them to think before doing something, particularly when they are excited, angry or anxious. Praise them when they manage to do so. In early adolescence, emotions are better understood, as well as the consequences of their own actions, and their moral development has already advanced. Adults help adolescents by indicating the long-term consequences of certain types of behaviour, but should do this in an honest and patient manner. At this age even denial (as a method of correcting undesired behaviour) is better understood and more effective.

Use the potentials offered by your subject. Can it be denied that learning mathematics develops accuracy, patience, truthfulness, discipline and tolerance of failure? If you decide to see the potentials of other subjects in this respect, go through these one by one and inevitably you will reach the same conclusion: teachers should plan and use the potentials of all subjects for social and emotional learning. By doing so you send the message that the same values and virtues also matter for you, not

¹⁸ Duckworth, A.L. & Seligman, E.P. (2017). The Science and Practice of Self-Control. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5626575/>.

only the teaching content. Through teaching, students should constantly be assisted in understanding that, for example, mathematics helps build their character, and the same goes for other subjects as well.

Once you include the achievement of these goals in your plans, you will notice that your lessons offer plentiful opportunities for social and emotional learning. These refer both to your interactions with your students and to interactions among the students themselves, and to the different topics raised through the teaching of literature, science, art and films. Thus students become aware of all the “strategies” that different characters or their peers use to gain better self-control. It is important to encourage them to observe, reflect upon and speak about it.

You are a role model. As might be expected, classroom work creates a number of situations which stir strong and unpleasant emotions, unwanted reactions or words. Thus, you are constantly the classroom role model for the proper way to react. If you openly say that you are displeased or angry because of something going on in the classroom, and then explain how you overcome this feeling and continue working, then you are role-modelling something that your students may learn to do. (e.g. *When you all speak at the same time, it bothers me because then you can't hear me. Instead of joining in with the shouting, let us take a 10-second break and then continue. Or Even when I am using my calm voice I can speak my mind.*) Whether you are aware of that or not, when delivering teaching content, asking questions, listening to, giving feedback, making jokes, you are a role model for patience and self-control.

Use positive language when communicating with your students. The words you use, the tone and volume of your voice and the messages you send may be a strong model for your students in developing values and virtues. Clear and timely feedback to your students about their behaviour is a particularly important “tool” (See examples for feedback on page 77).

Classroom climate. Clear and agreed rules, and an appropriate reaction when rules are broken create a comfortable and safe classroom climate. On one hand, this lessens tensions and frustrations, since it reduces the number of challenges for uncontrolled behaviour. On the other, by creating such a climate, you show your students what patience and self-control bring: cooperation, mutual assistance, pleasant feelings, socializing and healthy laughter. By use of appropriate messages (see the *Teacher's Feedback* section) you encourage the students to contribute to such a climate. If you are clear about your expectations (e.g. regarding discipline and rules), students know what is desired and expected of them. Many will try to follow that, more often than when such expectations remain unspoken.

OBSERVING AND MONITORING THE DEVELOPMENT OF PATIENCE AND SELF-CONTROL – A CHECKLIST

These examples will help you monitor the types of behaviour of students that are indicative of self-control. They include the main features of self-control, the same ones that are included in the checklist (p. 215).

During classwork, students:

- come to class with the necessary stationery and aids;
- can focus on the task and maintain focus even for challenging and time-consuming tasks;
- are able to try to solve the same problem several times if they make mistakes;
- remember and follow the teacher's instructions without the need for constant reminding;
- immediately get to work instead of delaying and prolonging it.

In relations with their peers and adults, students:

- are mostly patient and considerate, even when they are not in a good mood;
- manage to remain relatively calm even when others provoke a different reaction with their behaviour;
- allow others to speak, without interrupting or butting in;
- respect the agreed rules.

CYCLE 1

The proposed activities can be linked and delivered in conjunction with the learning outcomes in all subjects (language and literature, foreign languages, PE, music, art, etc.), during breaks and recesses, and during school trips.

There are many daily “contingent” moments in teaching that can be used for that purpose. Every game with rules is an excellent opportunity for children to practice patience and self-control. All situations when they are waiting in a queue or waiting for their turn to speak, keeping quiet while others are speaking, and respecting the agreement not to raise their hands until they all have had time to think are good opportunities to praise them for managing to control themselves.

Activities to develop self-control are not one-off instances. It takes a lot of repetition and practice to reinforce desired behaviour. Your students need your praise for everything they manage to do, and guidance on how to be better. The feedback section at the end of this chapter gives examples of messages for such constructive feedback on their work and behaviour. It is important to use the word *patience* (for younger children, cycle 1) or *self-control* (for older children) in those messages.

This is just a selection from a wide range of activities to practice self-control. In time you will learn what students like doing and you will see which activities are most effective. Do

repeat them! Some are demanding – decide whether and when to use them as a challenge.

* * *

GRADE 1

GOALS

Students will:

- *develop control over their bodies, movements, feelings;*
- *become more focused and concentrated.*

Duration: 5–10 minutes

Materials: ordinary school stationery (pencils, paper, colouring pencils), music CDs/radio music

Activity 1 – Knock-knock!

Both you and the children hold pencils or sticks in your hands. First you knock your pencil on wood, then they do the same.

When they have all learned this well, you can make it more complex. Invite them to focus and follow the instruction: when you knock once, they knock twice. Next round: when you knock twice, they knock once.

Instead of pencils, they can use the palms of their hands to slap the desks or slap hands. The rhythm can be made more complex/demanding. At the end of the exercise, tell them how patient they were; praise them when needed. Stress that when they all work together, it is called **teamwork**.

Activity 2 – Dance, dance, dance!

Play the music and perform some simple dance movements. Invite the children to watch carefully and repeat the same movements. After 30 seconds select one student who will continue to set the movements for the music for others to follow. This goes on. Later you can introduce a “referee” and introduce the

rule: whoever does not follow the moves exactly must leave the podium and continue to watch the others. The student who sets the movements changes every 30 seconds so that everybody gets a chance to play the part, which makes the game more dynamic. Praise ingenuity in setting the movements (**creativity**).

Activity 3 – Blowing out candles

When you need to help your students calm down, relax, prepare for and focus on a new activity, brief breathing exercises may come in handy. Tell them to raise one arm to the level of their face and spread out their fingers. Let them imagine their fingers to be candles on a cake. They all count out loud from one to five. Then they take a deep breath and blow one candle at a time with prolonged blows. When they have blown one candle, they fold down the finger so that they end up with all their fingers folded into a fist, starting with the thumb. Ask them how they feel at the end of the exercise and if they were patient.

Activity 4 – Smelling a flower

This exercise helps children relax and is suitable after a more demanding activity. Children should imagine holding their favourite flower in their hand; with their eyes closed, they smell it by breathing in slowly and deeply, with their mouths closed. Then they slowly breath out, with their mouths open. This should be repeated five times. Ask them: *How do you feel now?*

Activity 5 – Day/night

Show the class two pictures, one representing day, the other night (or you can give them small pieces of cardboard for them to draw pictures on depicting day and night). Give them the instruction: when you lift up a picture, they have to say clearly “day” or “night”. Allow them to practice a few times. You can also give them the opposite and more

demanding instruction: when you show the “day” picture, they are supposed to say “night” and vice-versa.

Activity 6 – Freeze – unfreeze!

Play recorded brief musical themes or play them on an instrument. The children move to the rhythm, from fast to very slow. (If there is not enough room in the classroom, they can make the movements while sitting down, using their hands only.) When the music stops, the children must remain in the same position or “freeze” – for several seconds. When the music starts again, they “unfreeze” and move to the rhythm. Choose different rhythms to make them move very swiftly, but also very slowly. Repeat the activity until they have learned the rhythm and the movements.

The second part of the game is more demanding. It can be done as a continuation of the first part or be left for later, when children have sufficiently learned the first part. Now they will need more self-control and attention: they should move slowly to the fast rhythm and the other way round.

Activity 7 – If you’re happy...!

This well-known children’s song is very suited for mastering control of movement and coordination of attention and movement.

As a variation, you can suggest to them a game consisting of children touching the part of the body that starts with the same letter as a word that you say (e.g. horse – head; eagle – ear, eye; monkey – mouth etc.).

Activity 8 – Recognizing feelings

Every character from the stories and poems covered in class provides an opportunity to talk about feelings: for students to recognize and name them, to explain what gave rise to such feelings, to notice how and why they changed, to speak about their feelings in similar situations. Recognizing and naming

feelings is one of the basic elements of emotional intelligence and empathy, as a constitutive part, developed already in children of this age.

It is also useful to practice showing, by means of facial expressions, feelings in a sequence (keep each expression for about 10 seconds, then move on): e.g. sad – crying – angry – surprised – curious – smiling – pleased... The sequence can go the opposite way (pleased – smiling – curious ...sad).

Art classes are suitable for students to draw and paint characters from stories and their feelings or the feelings from the above sequence. Then the “sad face”, while holding his/her picture in front of him/her, can talk to a “smiling face” or some other actual face about how he/she is feeling and why. The aim is to take the edge off unpleasant feelings, e.g. the “smiling face” gradually manages to make the “sad face” smile.

* * *

GRADE 2

GOALS

Students will:

- *develop control over their bodies, feelings and attention;*
- *make choices and predict the consequences of such choices.*

Duration: 5–10 minutes

Materials: ordinary school stationery (pencils, paper, colouring pencils)

Activity 1 – Breathe like a bear

This breathing exercise helps children relax and calm down, so you can do this after activities that have made them tired, dissatisfied or anxious. Tell them to imagine that they are

bears in a state of deep hibernation in their dens. They can even close their eyes while you are giving the instructions in order to better prepare for the game. They first breathe in through their noses, hold their breath while you count 1–2–3, then slowly breathe out (3–2–1). The exercise is to be repeated at least three times, possibly accompanied by some soft, soothing instrumental music.

Activity 2 – Breathe like a bunny

Explain to the class to take three consecutive shallow breaths through their noses, followed by exhaling long and slowly through the nose. This is how a bunny sniffs a carrot or other bunnies. This will help them relax.

Activity 3 – My definition

With your assistance, the students prepare a poster (e.g. in art class) in the form of a semicircle (50 cm in diameter) that is split diagonally from the centre of the imagined circle into three equal parts (resembling a fan). Even better, attach a cut-out of a hand to the semicircle, which can be moved left–right. The left-hand section features a picture of a tortoise, the central part a smiling boy or girl, and on the right a tiger. The left-hand section denotes sluggishness and a lack of energy; the right-hand section denotes speed, tension and anxiousness; and the central section denotes good energy and being at ease. The poster is displayed on the wall and is used for measuring class energy levels. For instance, when you observe some tiredness, loss of energy or dissatisfaction in the children, you can invite them to say how their “engine” is running right now (as showed by the hand on the poster) and what they would like to do to increase the energy level or to reduce tension.

A simple version: there are three pictures on the wall – a tortoise, a girl/boy and a tiger. When you ask them to, the children point with their fingers to one of the pictures and the direction in which they would like to go and change their energy levels (left, right).

Activity 4 – Where does my peace live?

This activity can be done in art class, and can be used as a topic for an essay or a story. It helps children create a mental image or picture of a place to which they can “go” when they feel sad, agitated or angry. It helps them learn how to console and calm themselves.

Tell them to draw a place, a real or imaginary one, where they feel pleasant, calm and safe. It may help them to first sit down, close their eyes and imagine such a place before starting to draw it.

Encourage your students to describe their calm places. What is similar and what is different? Tell them that they can always go there in their mind whenever they are having a hard time. The following questions – *What does the place smell of? What can you hear there, what sounds... song, melody?* – can be helpful. The drawings can remain displayed on the wall for the students to look at.

Activity 5 – Don't wake the sleeping dragon!

This is a game suited for the schoolyard, outdoors and PE lessons. Tell your students to imagine they live in a remote village. A dragon has captured the village and the people cannot leave. They are afraid of the fire-breathing dragon, but they are the only ones who can chase him away and rescue the village. In order to do that, they have to catch him asleep and scare him off. They will do so by standing in a line according to their height and shout out together “Booooo!” and this will chase the dragon away. But, they need to remember: during the process of forming the line according to height they are not allowed to talk, push each other around or grumble, since all of that can wake the dragon up and ruin their plan! Tell them it is important for them to be completely quiet, to move softly, and eventually shout together at the top of their lungs. By repeating the game, they will become more successful. Praise their patience and **teamwork!**

Activity 6 – Characters from stories

Talk with your students about characters from literary works covered in literature classes. This is a good way to encourage them to better recognize their own feelings and the feelings of others (**empathy**), to think how they would feel and act in similar situations, to understand why they would act in a certain way.

Talk about each feeling: *How does the character feel? Show what your face looks like when that happens to you. When did that or something similar happen to you?*

When you have the chance to do so, it is *important* to ask whether the character took time to think before doing or saying something. *Did they have any other choice? Was the character patient enough? What other characteristics does the character have?*

Activity 7 – What would happen then?

In this activity there are no right or wrong answers. Students practice justifying their choices, practice being imaginative, **creative**. It is important for them to argue their responses well and face the consequences of the choices they make. It is particularly important to listen to the others and see how other students argue their cases. Ask them the following:

- *Would you rather jump into a pool full of chocolate or water? What would happen then?*
- *Would you prefer a dinosaurs or an alligator as a pet? What would happen then?*
- *Would you rather kiss a toad or hug a shark? What would happen then?*
- *Would you rather eat a Kinder egg right now or wait until after lunch and get two? What would happen then?*

Activity 8 – What do words sound like?

Choose a neutral word, a sigh or a simple onomatopoeic word, e.g. *uh... woof... meow...* Students should pronounce the word by

changing their tone to express different feelings – angry, happy, excited, sad. Say “uh” angrily..., now say it sad, etc. The exercise can be done individually or in pairs. In that case, one member of the pair pronounces the word in a sad tone, the other in a happy tone. They should switch roles several times. It is important that children think before acting and are patient while the others are doing the exercises.

Activity 9 – Poster

In order for students to be able to develop different skills, it is essential that you help them recognize clear *patterns* of behaviour – yours, their own or those of a third person – which show such skills. In all the previous activities you have emphasized the importance of patience, and the *expected* behaviour. We recommend making a poster with messages about patience and displaying it visibly. These are some of the messages that, together with your students, you can add to with new examples:

- *Patience is when I'm queuing.*
- *Patience is when I pause and think before saying something.*
- *Patience is when I wait for my friend to finish saying something without butting in.*
- *Patience is when I listen to what the teacher is saying.*
- *Patience is when I can sit still.*

* * *

GRADE 3

GOALS

Students will:

- *have control over their bodies and movements;*
- *practice nonverbal communication in the function of self-control.*

Duration: 5–20 minutes

Materials: ordinary school stationery (pencils, paper, colouring pencils), music CDs/radio music

Activity 1 – Blowing up an imaginary balloon

This is a breathing and relaxation exercise. It is done by you demonstrating to the children that you are blowing up an imaginary balloon, and they closely watch and mimic your actions. Take a “balloon” from out of your pocket; the students do the same. Then put your closed fist to your mouth; they do the same. Take a deep breath and start to blow slowly, gradually, with your students mimicking this. As the “balloon” grows, your closed fist expands until it is completely open – the “balloon” is fully inflated. Then the “balloon” gradually deflates and your fist slowly closes. Repeat the whole activity five times for the body to relax.

Activity 2 – Listen to the silence!

Introduce your students to this activity by announcing an unusual task. You can tell them the following: *Now you have to be completely quiet because all of us together have to make something special. Our task is to make – silence! If you like, you can close your eyes.*

Then tell them to focus in order to be able to hear the silence! This lasts for about 30 seconds. They are then to write down every sound they hear. Finally they all read what

they have written and speak about what they heard in the silence. Praise them for their good **teamwork** – if they did not break the silence. Make sure to praise them for their **creativity** as well – since they were making silence.

Activity 3 – Places for feelings

Students stand in a circle. Their task is to use different movements to express their love for each other without using words. Give them time to think how to do so individually. Let them first do that with their whole bodies (posture), then by the use of their hands, face, eyes and mouth. Ask them: where do you feel love? Explain that they are supposed to show a part of the body.

The activity continues with children showing, in the same manner, anger, jealousy and boredom.

Activity 4 – Characters from stories

Similarly to the activity of the same name in the previous grade, you will use characters from the stories that students are reading to encourage them to better recognize their own feelings and the feelings of others (**empathy**) and reflect on their own behaviour in situations that they should understand, and adjust their behaviour accordingly.

Talk about a specific character, the feelings they have recognized in that character, the circumstances in which the character finds him/herself and how he/she behaves, whether the situation is familiar to them, how they would feel and act in the same situation. Ask them as many questions as possible that require them to identify and recognize feelings, and to think about their behaviour and the consequences of their behaviour. For instance: *How does the character feel? What do you “see” in his/her face? Show what your face looks like when that happens to you. When did this or something similar happen to you? Did the character think things through before saying/doing that? What else could he/she have done? Why would that have been better?*

This activity is very good for developing empathy, for understanding one’s own feelings and the feelings of others, but also for questioning actions and behaviour.

Activity 5 – The music of feelings

This activity is done in the music classroom, using an instrument (drums or piano) or a recording of classical music. Tell your students you are going to play an instrument or play a recording denoting certain emotions (joy, sadness, love...), but without telling them which. When they hear the first piece of music, students individually name the feelings that they “heard”. Let them try to explain how they recognized the feeling – help them with that. They will probably have different interpretations, which is a good introduction into a discussion.

The activity is repeated several times, with different pieces of music for different feelings.

Activity 6 – Eraser for feelings

Show to your students the pictures of faces expressing different feelings and emotional states. Do not show them all at once, but one at a time: anger, dissatisfaction, fear, disappointment, surprise, jealousy, boredom, disgust, etc. Children can draw themselves those pictures in art class or you can use photographs from newspapers or ones found online.

The first task is to name the feeling (*What feeling is this?*), and then they should make the same facial expression. Let them keep each facial expression for about 10 seconds, then tell them to “erase” the feeling, to have a calm face, relax. Let them keep that expression for about 10 more seconds. Then you move to another picture and a new feeling. This game requires creativity – make sure to tell them that.

Activity 7 – Freeze – unfreeze!

Your students should sit comfortably in their chairs, lean back and relax. Tell them to be imaginative now. Let them close their eyes and imagine they are gradually freezing and becoming solid as ice. They should feel all their muscles tensing – starting from their legs (slowly), into their belly, left arm, right arm, neck. They will keep this posture for a count of five. Then tell them to start “melting” slowly, starting from the neck (then pause), then the left arm and all the way down.

Activity 8 – Mazes

Find online sketches of different mazes. Choose and print those that are appropriate for the age of your students. By finding the exit out of the maze, students practice patience, focus, visual–motor coordination and problem solving. This activity can be extended by using online mazes, and can also be used for a class or school competition in patience.¹⁹

Activity 9 – Light as a feather!

This is another activity in which students can compete in terms of patience, control of movements, precision and teamwork. They should be told what to pay attention to. Divide them into two teams and give each team a plastic spoon and a cotton ball (or a marble). Then the students on the same team divide into two groups who are supposed to stand in lines facing each other (allow ample space for that). The competition begins with one student from each team, starting at the same time, trying to get to the second person on his/her team carrying the cotton ball/marble in the plastic spoon in his/her mouth and give it to that person. The ball goes to the next pair on the team. The winning team is the one that completes the game first with all the team members involved in the game. The teams

have the right to agree strategies before they start the game, but they have to observe the rules.

¹⁹ The idea for this activity was given by the teacher Dušana Vujičić (Ratko Žarić Primary School, Nikšić). Available at: <http://suncokrili.jimdo.com/aktuelnosti> (My Values and Virtues, Workshop – Self-control).

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 1

Meaningful praise – reinforcement

By reacting positively to the behaviour of your students that exhibits self-control (in their actions and speech), you encourage their personal belief that THEY CAN DO IT. You help them have a feeling of control over what they are doing – they are aware of this and in time become aware of how it affects others around them. When they receive similar messages from their peers, this can help them in the same way.

Ex.1. You were attentive, patient, respected the rules and this helped you. Excellent teamwork!

Ex.2. You waited patiently for your turn. That's called patience!

Ex.3. Who (which team) was the champion of patience today? Why?

Guidance

When you give feedback that serves as guidance, it is essential to be clear in your comments. Students should understand why patience, self-discipline and self-control are helpful – both now and in many situations that will happen in the future – and that those skills are not only helpful for themselves, but also for others in their surroundings.

Ex.1. If you had not been walking slowly while carrying the cotton swab, it would have blown away. Remember – slow can be useful! In which other situations do you think it can be useful, too?

Ex.2. When I ask a question, and you are patient for a while and do not raise your hand immediately, then everybody has time to think.

Ex.3. When we learn those breathing exercises, then we can always use them to relax, feel better and regain our energy. That's patience as well!

Correction

At times you might observe a lack of patience and self-control in some students, which affects both themselves and the others around them. With feedback of this kind you help them understand the effect of what they are doing, and also help them to understand that there are ways of correcting their behaviour.

Ex.1. Did you notice that you did not laugh today when somebody made a mistake? How do you think people feel when they are mocked?

Ex.2. Branko, a minute ago you pushed Milos really hard and he fell over. What should you do now?

Ex.3. Today I had to tell you repeatedly not to talk while I am speaking. Can we agree that this will not happen again?

CYCLE 2

GRADE 4

GOALS

Students will:

- recognize why self-control is important in situations which stir up strong emotions;
- experience the effect that (im)polite words have on the feelings of their interlocutors;
- envisage situations in which they can apply self-control in their speech.

Duration: 45 minutes

Materials: markers or chalk, flipchart or board, balloon, quotations about self-control (Appendix 4.1)

Activity 1 – Warm-up activity (5 mins)

Blow up a balloon or tell a student to do this. Ask the students what would happen if you continued blowing. Then you can ask: *And what would happen if you suddenly let a fully inflated balloon go?* They should remark that the balloon would fly away haphazardly in all directions.

Continue the discussion: *If the balloon were a person, what kind of a person would that be?* (They should recognize a person who is, for instance, angry or furious). *Why? What does an angry person do? How does an angry person speak – what words does he/she use?*

Activity 2 – Think before you speak! (30 mins)

With all the students sitting down, ask one student to fetch you something: *Ana, please, can you give me your notebook!... Thank you, Ana!* Speak to several other students in the same way. Pay attention to the behaviour of

the students and whether they say “Here you are”, but make no comments. This will be the introduction into the activity.

Write on the board or the flipchart the following phrases: *I don't want to!...I won't!... Give me that!...Get lost!...*

Beforehand you should arrange with a student volunteer (not overheard by the others) to read the written phrases in an angry voice and looking at someone specific. Students should describe how they felt when spoken to in such a manner.

Then divide them into pairs. Each pair should turn these phrases into polite ones. Once they have finished, the pairs share their solutions; if needed, they should correct them. Then they again talk about the feelings stirred up by such corrected statements.

Sum up and invite students to explain the benefits of polite speech (calming down negative feelings, avoiding arguments, conflicts, showing **empathy**, **tolerance** and respect).

You can also ask them: *Who has self-control in those situations? How do we know that? What is the benefit of that?*

Activity 3 – Analyse sayings (10 mins)

Ask your students in what way the situations from their experience remind them of the following sayings. When could they apply them?

- *You can succeed in anything by being polite.*
- *Self-control starts with the mouth.*
- *The brain doesn't work well with clenched fists.*
- *Think before you speak!*

* * *

GRADE 5

GOALS

Students will:

- understand that if they delay gratification they can achieve an even greater goal;
- recognize the skills and behaviour which can help them resist temptation and delay gratification.

Duration: 45 minutes

Materials: The Marshmallow Test (a film), a laptop and video projector, markers or chalk, flipchart or board, quotations (Appendix 4.1)

Activity 1 – Analysing the film (20 mins)

Watch together the *Marshmallow Test*²⁰ (5 mins). Explain beforehand that it is an experiment and tell them what task the “teacher” (the experimenter) posed before the children. Urge them to watch closely.

After seeing the film, start a discussion:

- What kinds of behaviour have you observed? What troubles some children and why? How do other children behave?
- Which characteristics would you attribute to children who are able to resist eating the marshmallow for 15 minutes and get two in return? How would you characterize the behaviour of the other children in the movie?
- What do we call it when people keep their word, stick to an agreement? (Indicate the features of responsible and **honest** behaviour.)

Write down all the words given by the students

- patience, will, discipline, self-control; if they omit any, you add it.

²⁰ Available at: https://www.youtube.com/watch?v=QX_oy9614HQ.

Ask them the following: *Do you think that strong-willed people who can wait and resist temptation do better in life? Why? Would you like to have a strong will?*

Finally, sum up the activity; tell them research has shown that children with good self-control stand better chances of succeeding in life.

An alternative activity

If you are unable to show the film, offer your students the fable entitled *The Hare and the Tortoise* (Appendix 4.2) or another suitable story about patience and self-control. Start a discussion with your students: *How is the tortoise’s self-control manifested? How did the tortoise end up arriving first? What characteristics helped it do that?*

Activity 2 – Observe behaviour (15 mins)

In this activity students are focused on themselves and their behaviour, they reflect on it and say their conclusions out loud. Tell them to continue the following sentences:

- *I’m impatient when... (describe behaviour, several examples).*
- *I find it difficult to be calm when... (describe behaviour, several examples).*

Divide them into small groups; let them share the techniques that have helped them be more patient and calm.

You also give several situations in which you find it hard to be patient, and the behaviour patterns that help you address the problem. Examples:²¹

I feel I am losing patience when you all talk at the same time. Instead of yelling at you when I get angry, I count to five and calm down. Then I say calmly what I think... At times it helps me take a deep breath, in and out several times. When I have to queue for a long time – in a shop, at the doctor’s – it is not easy, but I use relaxation techniques: I close my eyes and

²¹ This approach is known as modelling behaviour.

breathe deeply for one minute and that helps me to be less anxious.

Finally, ask them the following: *Do your parents still love you even if they don't fulfil all your wishes?* Tell them to think about the response they give. What conclusion can they draw from the response?

Activity 3 (10 mins)

Present to your students a poster prepared beforehand with messages about self-control. The aim is to present or model types of behaviour and characteristics that are typical of patience and self-control.

For me self-control is when I...

- *wait patiently for my turn to speak and this does not upset me.*
- *respect the rules when I am playing a game with my friends.*
- *control myself and this helps me not to do things I may regret.*
- *don't throw litter on the floor even when no one is watching.*
- *control myself and have fewer arguments and quarrels.*
- *am responsible for what I say and do.*
- *manage not to eat sweets every day/at any time.*
- *plan well how to use my pocket money so that it lasts long enough.*
- *am able to focus in a noisy room.*
- *repeat something all over again when I'm not pleased with it.*

The students read, comment on and recognize the situations and strategies they use themselves.

Going forward, draw their attention to the qualities and types of behaviour conducive to **patience** and **self-control** (fairness and **honesty**; **tolerance**; understanding

others – **empathy**; non-violent behaviour; responsibility; planning; concentration; learning from mistakes).

* * *

GRADE 6

GOALS

Students will:

- *recognize feelings and types of behaviour in situations when they (do not) display self-control;*
- *assess their own level of self-control in a given situation.*

Duration: 45 minutes

Materials: flipchart or board, markers or chalk

Activity 1 – Exercise (5 mins)

Perform one or two relaxation exercises with the students (you can use exercises intended for cycle 1).

Activity 2 – Situation (30 mins)

Tell the following story:

Denis and Masha are spending time during the break with a group of students. At one point, the group disperses and the two of them are left alone. Then Denis starts mocking Masha, calling her names, commenting on her appearance and outfit. Masha does not know how to react. What should she do?

Tell your students to think a bit about the situation, individually and without commenting out loud. Write the answers down on the board.

Probably the reactions will be such that you could divide them into two groups:

1. They advise Masha to exercise self-control (e.g. move away from Denis calmly; tell an adult what has happened to her; count to five, tell Denis how she feels and leave, etc.).
2. They do not advise her to exercise self-control (e.g. respond to Denis in equal measure, threaten him, start crying, slap him, etc.).

Start a discussion about the given situation:

- *How did Masha feel while Denis was talking to her?*
- *What do you think was the first thing Masha thought about regarding how to get back at Denis? Masha was probably angry, furious and disappointed – which is only natural. That is why probably the first thing that crossed her mind was to respond in the same manner, to make him pay, hit him or start crying and feeling helpless. Let's imagine that's what she did / what would happen then?*
- *If Masha managed to control her feelings, how would she feel afterwards?*
- *What are children like Denis not able to do? What is not **fair** in this situation?*

Through discussion, students tend to project their own views and choices – help them recognize them, conclude what kinds of behaviour they are generating and assess the consequences of such behaviour.

Activity 3 – Different perspective (10 mins)

Invite the students to respond to the following questions to see the situation described in the previous activity through different lenses:

- *What would this situation look like in the case of two boys, for instance, one stronger and one weaker?*

- *Is the situation different from one involving two girls? In what respects?*
- *Are you aware of situations in which a girl would mock a boy in this way?*

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 2

Meaningful praise – reinforcement

By reacting positively to behaviour in your students that exhibits self-control (in their actions and speech), you encourage their personal belief that THEY CAN DO IT. You help them have a feeling of control over what they are doing – they are aware of it, and in time become aware of how it affects others around them. Receiving similar messages from their peers can help them the same way.

Ex.1. It was nice hearing you say “thank you”, “here you are” and “sorry”. Being polite helps a lot, but doesn’t cost much, does it?

Ex.2. Thank you for the work you did today! I think you showed what you are able to do – when you want to!

Ex.3. You can succeed at anything by being polite. It became clear today here.

Guidance

When you give feedback that serves as guidance, it is essential to be clear in your comments. Students should understand why patience, self-discipline and self-control are helpful – both now and in many situations that will happen in the future – and that those skills are not only helpful for themselves, but also for others in their surroundings.

Ex.1. It seems to me that all of us felt good while thanking each other.

Ex.2. Good things come to those who wait! Have you seen that it is helpful? Why?

Ex.3. When do you think such patience could be useful for you? In what situations?

Correction

At times you might observe a lack of patience and self-control in some students, which affects both themselves and the others around them. With feedback of this kind you help them understand the effect of what they are doing, and also to understand there are ways of correcting their behaviour.

Ex.1. Instead of bursting like balloons, we should stop inflating before we get to that point!

Ex.2. We would all have a better time in this classroom if we said “Thank you!”, “Sorry!” and “Please!” more often.

Ex.3. What kind word could you now say to Masha? Or what nice thing could you do...?

CYCLE 3

GRADE 7

GOALS

Students will:

- understand how self-control prevents uncontrolled and harmful behaviour;
- recognize techniques/strategies for strengthening self-control.

Duration: 45 minutes

Materials: flipchart or board, markers or chalk, a story (Appendix 4.3)

Activity 1 – Exercise (5 mins)

Invite two volunteers, let them stand facing each other in the position they choose. It is important that they are clearly visible to the other students. Explain the rule: they *have* to retain the same position, not making any movement, not even a facial expression. Once they have taken their position, you say: *Move!* This may make them move unconsciously, but then the rule is broken. Self-control requires strong focus!

Activity 2 – Situation (40 mins)

Read out loud *A Computer Tale – A Doorway to the World*. Start a discussion on the topics raised by the story and encourage your students to contribute to the discussion:

- *What messages does this modern tale have? What problems does it indicate?*
- *Did Albert manage and why? What helped him?*
- *Did he discover any new value in life? What did he realize or learn?*
- *Do your peers share any similarities with the character in this story? In what way?*

- *Are you managing not to become “slaves” of computers and smartphones? How do you resist this/what strategies do you use?*
- *What else are today’s children/people slaves to? How does it affect their lives – their families, friends, society at large? Who benefits from such “slavery”?*

Based on the messages from the story, students devise messages for themselves and their peers. They can use and combine quotations (Appendix 4.1), make songs (an example: *Exercise self-control, not computer-control...*), etc.

* * *

GRADE 8

GOALS

Students will:

- understand that self-control helps them make autonomous decisions and reach goals;
- express their own views with confidence.

Duration: 45 minutes

Materials: flipchart or board, markers or chalk, quotations

Activity 1 – Mirror (5 mins)

Students stand in pairs facing each other. One member of a pair determines facial expressions the other member is supposed to mimic, as a mirror reflection. After a couple of minutes, they switch roles.

The task becomes more demanding if movements are added.

Activity 2 – My hopes, my dreams (35 mins)

Start a discussion by asking:

- *Who has an influence on you now? Which of these influences are good, and which are not?*
- *Do you sometimes feel like a puppet – that someone is dictating how you behave, and you cannot resist, although you know that it is not good for you? Name some such situations? (For instance, someone talking you into driving a car on your own).*

If they do not manage this on their own, help them make a distinction between influences which are good for them and ones that are not. Talk to your students about why it is not good to be passive, helpless against some influences, e.g. dictated actions, being talked into risky behaviour, etc. Explain the reasons as convincingly as possible if you think that this is needed.

Continuing with the activity, students work individually, writing down short responses in their notebooks.

- *What are your hopes and dreams for your life? Choose one dream.*
- *What can you do already now to get a bit closer to what you wish for? (They should learn to speak about short-term goals, e.g. to learn..., to do...)*
- *Who can help you in that?*
- *Will you have to give up something in order to pursue your dream? Are you ready to do that?*
- *Will others have any benefit from you pursuing your plan? Who?*

After that, the students briefly present their stories (in the order of the questions). This can be done as a separate activity (*presentations*). Plan 15 minutes for that.

Activity 3 – Evaluation (10 mins)

A question for everyone: *Is there self-control in our stories? In what sense?*

Read the following message:

Being successful in your future is a waiting game: waiting to get the right grades and qualifications, being patient as you develop the right skills, and ultimately being strong enough to know that the right opportunity for you will come along.²² (optimism)

What is your message to yourself at the end of this workshop?

* * *

GRADE 9

GOALS

Students will:

- *understand which traits and abilities self-control is based on;*
- *understand the benefits of self-control for their own lives and the lives of others around you.*

Duration: 45 minutes

Materials: flipchart or board, markers or chalk, quotations; stories about role models; copies of a test (Appendix 4.4)

Activity 1 – Self-control role models (30 mins)

Tell your students in advance to come to class with prepared stories (oral or written) about their role models for patience, self-discipline and self-control.

²² See: University of Birmingham, Jubilee Centre: The My Character eResources, available at: <http://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/My%20Character%20PDFs/Resources/4.%20Patience.pdf>.

Preferably they should also bring photographs or short films about those individuals. They can use online sources, YouTube, etc. Invite your students first to name the role models among their family members, giving reasons for that. The students present them and show photographs. Then they move on to other role models.

Divide them into groups that all work on the same questions:

- *What are the characteristics of people who exhibit strong self-control (traits, virtues and skills)?*
- *Why do we appreciate people with strong self-control?*
- *The age and sex of your role models. What can be concluded from that?*
- *Why do you trust your role model? Why do you want to follow his/her example in life?*

They discuss within their groups, then share their responses with the rest of the class.

Activity 2 – Quotations (5 mins)

By way of an introduction, read one or several excerpts, depending on your judgement. Maybe some might not know who Steve Jobs was – explain.

[The] bottom line is, I didn't return to Apple to make a fortune. I've been very lucky in my life and already have one. When I was 25, my net worth was \$100 million or so. I decided then that I wasn't going to let it ruin my life. There's no way you could ever spend it all, and I don't view wealth as something that validates my intelligence.²³ (Steve Jobs)

Milovan Janičin Vujošević from Brskut once said: *"Pon my soul, I can defeat any man in battle!" They asked: "How come, uncle Milovan?" "Pon my soul, easily! He gets furious, throws curses at me, runs up and down quivering with rage! I say nothing. Come tomorrow, he's crest-fallen, ashamed*

23 Available at: <http://edukacija.rs/izreke-i-citati/stiv-dzobs>.

and regretting his words! See, I win, he loses!" (from Examples of Humanity and Bravery by Marko Miljanov)

Read the following quotation: *Patience is bitter, but its fruit is sweet.*

Then ask the following question as an introduction to a short discussion:

- *Based on these examples, which fruits are brought about by self-control?*

Activity 3 – Self-assessment (10 mins)

Devise a short self-assessment test. Let students work individually and assess their own level of self-control. Volunteers can share their results with others and say what they would like to do better.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 3

Meaningful praise – reinforcement

By reacting positively to behaviour in your students that exhibits self-control (in their actions and speech), you encourage their personal belief that THEY CAN DO IT. You help them have a feeling of control over what they are doing – they are aware of it, and in time become aware of how it affects others around them. Receiving similar messages from their peers can help them in the same way.

Ex.1. You've proven that it is possible to listen attentively and be tolerant regardless of very diverse opinions.

Ex.2. The discussion was lively, but everybody had a chance to say what they think. Self-control does not mean "me, only me".

Ex.3. The more you control yourself, the less you will be controlled by others – you showed that in action today.

Guidance

When you give feedback that serves as guidance, it is essential to be clear in your comments. Students should understand why patience, self-discipline and self-control are helpful – both now and in many situations that will happen in the future – and that those skills are not only helpful for themselves, but also for others in their surroundings.

Ex.1. Remember the message: Many good things – in excess – become bad.

Ex.2. When you show respect for others, you stand a better chance of being treated like that as well.

Ex.3. Think of the people you look up to. Why was self-control useful in their lives?

Correction

At times you might observe a lack of patience and self-control in some students, which affects both them and the others around them. With feedback of this kind you help them understand the effect of what they are doing, and also to understand there are ways of correcting their behaviour.

Ex.1. Have you noted how you were interrupting each other today? And how you would get annoyed? What did we agree for our next lesson? What rules did we set?

Ex.2. Today someone got frustrated several times. And you know the saying: "Whoever makes you angry will defeat you easily!"

Ex.3. Did you notice what happened when you told Ruzica to...? What kind words could you say now?





*Empathy is when you know
what it is like for him.*

(Maša, 4th grade)

WS5

EMPATHY





THEORETICAL INPUT FOR TEACHERS

Empathy is the ability to understand the emotions and thoughts of others, i.e. to understand what another person feels in the situation he/she is in. What would I feel, think or do if I were in the same situation or if I were “in their shoes”? are illustrative questions to explain this skill. Felling empathy for others does not mean we will definitely take the appropriate action, but it certainly helps in better understanding the person and the situation, and being more constructive in the given situation.

The term empathy, in its present-day meaning, was first used by American psychologist Edward Titchener (1867–1927) in the 1920s (Greek *en*=in, *pathos*=feeling, identification; *empathia*=“feeling inside”).

Psychologists see empathy as being important for moral judgements. It is a very important skill for healthy emotional and moral development in children and young people. It is closely linked with compassion and ethical behaviour.

Neuroscience has proven that our brain is “set up” to feel empathy. Our brains, as well as the brains of primates, contain so-called mirror neurons. They have the ability to mirror the behaviour and feelings of another person as if we were doing them or experiencing them ourselves. By virtue of this, people can understand each other better, learn to speak, learn behaviour by imitation, and develop social skills and **empathy** (Pešikan, 2018). It does not mean that because of this predisposition we have the ability of empathy at birth. Empathy is acquired, learned, and needs to be stimulated and developed.

Learning empathy is a process that starts at the earliest age. Like the acquisition and developing of other skills, here recognizing emotions and role modelling (by a teacher, an adult) is vital.

Empathy is possible only once when we have removed all prejudices against the person we are communicating with, and when we are able to listen to that other person attentively, **patiently** and compassionately. What are we listening to? We are listening to their thoughts and feelings; we understand (often reading between the lines) their needs, wishes and expectations, which of these have been met, which have not, and why the person **thinks, speaks, feels and behaves** in a specific way. By doing so, we help that person not only to express all these things and make their situation somewhat easier, but also to get closer to their inner selves – so as to have a closer look inside or understand ourselves better.

It is important to note what happens to us in such situations – we feel safer, we have more confidence, we are more humane. Understanding another person reduces uncertainty, insecurity, apprehension, anger and many other unpleasant feelings. When we feel empathetic, we can better predict what is going to happen next, what the person will think, do or feel.

BENEFITS OF DEVELOPING EMPATHY IN CHILDREN

Research has shown multiple benefits from developing empathy. By doing so, children:

- connect with others easier;
- have more friendly relationships in which they feel content because their friends mostly reciprocate in a similar way;
- are more successful and more satisfied in school and social situations (in school and outside of school);

- are more tolerant of diversity (e.g. sex-, gender-, culture-based, etc.);
- are more responsible and honest towards themselves and others;
- better understand different human perspectives (what it is like to be in someone else's shoes);
- solve misunderstandings and conflicts better.

Children who have not “learned” how to feel and show empathy often grow to be callous, insensitive and cold adults, possibly even conflict-seeking and violent. Such children often find it difficult to make and maintain good, sound relationships with others, since they fail to recognize or understand the emotional states of other people or to have any compassion.

STIMULATING EMPATHY IN STUDENTS

Empathy is acquired and developed, but if a child has no possibility to see this in his/her environment (in adults and peers), if he/she has no opportunities to extend the understanding of empathy to be able to express and practice empathy him/herself, empathy may wither, like a healthy plant that falls into neglect. Thus, it is very important to know that a classroom climate that cherishes relationships full of empathy between students and teachers and among the students themselves is created by both teachers and students. Such a classroom is highly stimulating for work and learning.

Below are several examples of activities which can stimulate the development of empathy.

The safety of everyone in the classroom. Clear and agreed rules for behaviour and work, set with the active involvement of all the students at the very beginning of the year, serve as the basis for building trust and safety for everyone in the classroom.

The teacher as a role model. You are a constant role model for your students. Even when you might think you are not actively sending any social and emotional messages, you are nevertheless doing so, even when you are being quiet. When it comes to empathy, you will be a good model if you express compassion and respect, if in all situations you show a readiness to listen and understand others, in the classroom and in the school, when communicating with your students, your peers and the students' parents.

Use opportunities for social and emotional learning. Work and interaction with your students create a number of situations, planned or otherwise, with a strong SEL potential. You may, for instance, build on a situation that has just occurred or a topic that was covered in a lesson (e.g. a character from a literary work) to explain to your students the feelings that arose from the given situation; encourage them to reflect on their own feelings and how they would feel in the same role. By doing so you will help them experience a different perspective and experience being in someone else's shoes.

Emphasize shared values and needs. The differences in a classroom are natural and should not be stifled, but it is equally important to emphasize all the similarities that the students share (e.g. playing together, shared hobbies, common goals, respect for the ground rules).

Talk about diversity. This helps students understand that diversity is normal and not a bad thing in itself. It is particularly important for such discussions to be conducted in a safe environment – respecting others' opinions and feelings (**tolerance**).

Personal examples. Just as it is good for children to hear some personal stories from their parents, for students it is also helpful to hear personal stories from you, the teachers (e.g. how you behaved in a certain situation) – obviously, if you yourself decide to share these. *Create possibilities for cooperation.*

When students work together on well-designed tasks and projects or games (**teamwork**), the motivation to achieve a common goal strengthens their connectedness. By working together, students share their feelings and thoughts and, what is particularly significant, learn how to resolve misunderstandings and conflicts.

EMPATHY AND TEACHING GOALS

When planning curriculum goals, you may envisage various activities which help develop empathy. Various aspects of teaching have the potential for social and emotional learning, which may be used for developing many desirable traits, including empathy.

An example: language and literature²⁴

Literary characters. Encourage students to recognize feelings and motives, understand different perspectives.

Definition of empathy. Ask your students what empathy means for them, how they would define it. How many students manage to do this? Help them understand better.

Empathy examples. Can your students think of any examples? Give some guidance if they do not quite manage to do so themselves.

OBSERVING AND MONITORING THE DEVELOPMENT OF EMPATHY IN YOUR STUDENTS

Interpersonal relationships – indicators:

A student who behaves empathetically:

- recognizes and can name emotions;
- recognizes feelings in him/herself and in others;

²⁴ The curriculum for Montenegrin – Serbian, Bosnian and Croatian language and literature offers a range of similar learning outcomes.

- understands the life circumstances of other people and their feelings in given situations;
- is an attentive and active listener when others speak;
- expresses positive and negative emotions appropriately;
- does not insult or ridicule others;
- shows respect towards peers and adults.

CYCLE 1

Empathy is like a muscle that can be made stronger in children at an earlier age. The proposed activities are some selected ideas that you may pursue at different times in regular teaching. They should be seen as an impetus for you to come up with activities yourself or recognize the situations in which you can develop empathy in your students. They are suitable both for regular instruction and for extracurricular activities. The *Teacher's Feedback* section gives some helpful guidance on how to praise, guide and correct behaviour in order to develop empathy and make it a more frequent pattern in their behaviour.

GRADE 1

GOALS

Students will:

- recognize feelings in themselves and in others;
- name the basic types of feelings;
- learn to accept their own feelings and the feelings of others.

Duration: 5–20 minutes

Materials: poster paper, envelopes or sheets of A4 paper, emoji (Appendix 5.1), A4 or A5 sheets, grid for the “emotions cube” (Appendix 5.2)

Activity 1 – Greeting

This activity can be conducted whenever there is an opportunity to do so. For instance, when children enter the classroom, say to one of them: *Hi, (child's name)! How do you feel today?* Help him/her name the feeling, not just say *nice* or *fine*.

Thus, children learn to recognize their own feelings and name them.

Activity 2 – Feelings in pockets

Make a large poster with “pockets”. You can use a large poster-like sheet of paper with “pockets” made by using A4 sheets or envelopes. Naturally, other creative ways of making it are also welcome.

Mark each pocket with a feeling. It is best to use emoticons, either drawn or printed (Appendix 5.1). For instance: happy, sad, angry, scared, worried, surprised or upset.

Have strips of papers with the students’ names written on them prepared beforehand, one strip per name. Upon entering the classroom, each student gets a strip with their name on it. Then they put the strip in the pocket that best describes how they feel.

This activity is beneficial for a number of reasons. Apart from the children learning about feelings, it will also show the prevailing mood in the class. Prompt them with questions, especially if you see that a child is indecisive, e.g.: *Do you feel angry? or You seem happy now...*

Activity 3 – Emotions cube

Make enough copies of the grid for making the emotions cube and distribute them to the class. Before they make the cube, they should mark each side with one feeling. They can use emoticons. When they have finished drawing and making the cube, give them the task to throw the dice, one at a time. What the student feels at the time should be expressed with facial expressions or movements.

Through this activity you familiarize your students with basic emotions: joy, anger, sorrow, fear, disgust and surprise.

* * *

GRADE 2

GOALS

Students will:

- *express their feelings verbally and non-verbally;*
- *understand how feelings can change;*
- *understand how they can influence a change of feelings in other people.*

Duration: 5–20 minutes

Materials: poster-size paper or flipchart, A4 or A5 sheets of paper

Activity 1 – A speaking body

Students stand in a circle, and you give them the task:

- *Show with your leg: I’m angry.*
- *Show with your eyes: I’m afraid.*
- *Show with your hands: I’m happy.*
- *Show that you’re bored.*
- *Show that you’re sad.*
- *Show that you’re surprised.*
- *Show that you’re scared.*
- *Show that you’re furious.*

This is followed by a discussion (preferably standing or sitting in a circle). Ask questions and help a group discussion develop:

- *Do we all use the same movements when expressing a feeling? For example, which movements would you use to express happiness? And what about anger, fear...?*

Conclude: *You saw that we show the same feelings in different ways. When we see others, at times it is clear to us how they feel, at times it is not. We can show feelings through our bodies and our movements, but it is important to use words to say how we feel. Instead of hitting someone, throwing a book or causing damage, we can say how we feel. Others will understand us better then.*

Ask your students to give several examples supporting this conclusion.

Activity 2 – From sad to happy²⁵

Use a poster-size piece of paper or a flipchart sheet to draw a sad child's face. Display the paper visibly, e.g. on the board. Then ask your students: *Look at this face. Why do you think the child is sad?*

Write down their responses on one side of the face. It is important that they mention not only tangible things (lost a toy, his/her tablet broke, etc.), but also intangible things – events and conditions (someone hit him, someone told the girl she was “the weaker sex”, no one wants to play with him, has a stomach ache, etc.).

Then ask the students: *What do you think can make this child happy?*

Write their opinions/proposals on the opposite side of the face. Again, tangible things should not be the only ones mentioned.

After talking to the children, rearrange the drawing into a happy face.

Through this activity children show what makes them happy. They also discover how, through their actions and words, they can help others feel happy.

Activity 3 – Draw how you feel

Ask the children to draw how they feel at the moment. They are all given an A4 or A5 sheet of paper. All their drawings are then put

on display. Everyone explains his/her own drawing, says what he/she has drawn and what title he would give the drawing.

This is followed by a discussion. Ask them:

- *Did you have problems showing your feelings?*
- *Do these pictures show some of the same feelings? Which ones?*
- *Can you see the same feeling presented differently in different drawings?*
- *Could you guess what the drawings represent?*

* * *

GRADE 3

GOALS

Students will:

- *recognize their own feelings;*
- *recognize the feelings of other people in given situations (“be in their shoes”).*

Duration: 5–20 minutes

Materials: poster-size paper, sheets of A4 paper

Activity 1 – Charades

All students stand in a circle. A volunteer stands in the centre of the circle and uses mimes to show something that happened to him/her and how it made him/her feel. Other students try to guess what it is. The one who guesses goes to the centre of the circle next.

After the game ask your students how they guessed the feeling. Start a discussion. You can ask them if anything similar ever happened to them.

- *How did you feel in that situation?*
- *Was the feeling the same or different?*

²⁵ More similar activities can be found in the book by J. Vojvoda, *To-to-tolerance, A Guide for Teachers, Experts and Parents for teaching preschool children acceptance of differences* (Zagreb, 2015).

Activity 2 – How would you feel if...²⁶

Talk to your **students about others' feelings, needs and worries. Explain that in this activity they will imagine** being in different situations in which other people find themselves.

How would you feel if...

- you were a new student in the school?
- you were the favourite child in the class?
- you were the least favourite child in the class?
- someone ridiculed or insulted you just for being a girl ("the weaker sex")?
- you came to school every day without any snacks?
- you were bullied constantly?
- you didn't have a home or a safe place to live?
- it were dangerous to walk along a particular road to get to school?
- you were the shortest child in the class?
- you were the tallest child in the class?
- you didn't speak the local language well?
- you had difficulties reading?
- you were the top student in the class?
- you used a wheelchair?
- you helped your classmates with studying?
- you wore glasses?
- you didn't hear well or not at all?
- you had an interesting pet?
- you were ill and felt sick often?
- you were the best at sports?
- someone would not let you join in a game or activity because you are a girl/boy?

Students respond after each question stating their feelings in the given situation. Give each student the opportunity to respond. Encourage even the students who are hesitant to speak publicly.

If it happens that students name different feelings for the same situations, draw their attention to the differences and the need to respect these differences (**tolerance**). It would be helpful to draw comparisons, for example: *Just as some children are tall or short, of a different sex (boys or girls), have blue or brown eyes, some sing better, some can't sing, but can run fast, etc., we also differ in terms of our feelings in different situations.* Give them some specific examples, e.g. *You saw someone who said they would be scared if they were the shortest child in class, some would be sad, but for some it wouldn't matter at all. It is important that we understand each other and accept others' feelings. The easiest way to do so is by talking about this openly.*

Activity 3 – Three-angle view

Start the discussion about peer violence and invite your students to mention some situation they see as being typical, that is related to this issue. Then present three situations and ask how they would feel in those roles:

- they see one peer bullying another (a boy bullying a girl because he's stronger; an older boy bullying a younger boy);
- they themselves are victims of bullying;
- they bully their peers.

Talk to your students about the feelings linked with these situations.

- Which feelings do they recognize easily, and which not so readily?
- Which feelings are similar, and in which of the roles?
- Is it difficult to identify yourself with a person who bullies others? Why?

²⁶ For more details see: *The Bully Free Classroom*, A. L. Beane (Beograd, 2004).

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 1

Meaningful praise – reinforcement

When you wish to praise your students for behaviour where they showed sensitivity towards others and endeavoured to understand others' positions, be as specific as possible, clearly indicating the specific actions and verbal reactions. Such praise will help them understand that such behaviour is good, desirable, and that others (the teacher, peers) respond well to such behaviour.

Ex.1. You deserve praise for using new words for feelings that you didn't know before.

Ex.2. It's good we discussed both good and bad feelings. It's important to be honest.

Ex.3. It's good to see that you are trying to understand each other. This will make everybody feel better.

Guidance

Feedback should be used to clearly indicate why sensitivity towards others and understanding other people's situations helps others, but also oneself. Thus you help the students see both what is good and what is not, at the same time helping them to recognize new situations in which empathy is helpful.

Ex.1. When we speak honestly about our feelings, pleasant and unpleasant alike, how does that help? Why is it not helpful to hide certain feelings?

Ex.2. You say you're anxious, but I can't really see why. Would it help if we talked?

Ex.3. When we know how difficult it is to put up with bullying, what should we do? And what shouldn't we do?

Correction

Insensitivity and a lack of sympathy towards others and their positions is a signal for you to send a message to that student that such an attitude is good neither for him/her nor for the other person. It is important that the student understands the consequences of his/her own actions and is aware that there is a possibility to correct his/her own behaviour and respond differently.

Ex.1. Dino, we spoke earlier about how important it is to say how we feel. It was not OK for Jasmin to hide your pencil. But what could you have done differently instead of hitting him? Will you do that now?

Ex.2. Nadja, how do you think Ivan felt when he saw you scribble in his notebook? If you want to continue being friends with him, what are you going to do?

Ex.3. I noticed that Ksenija was all alone during the break. How do you think she must have felt when she was not invited to join in with your game? What should you do?

CYCLE 2

GRADE 4

GOALS

Students will:

- recognize their own feelings and the feelings of others (peers);
- understand how their actions and words affect others' feelings;
- develop sensitivity for the consequences of unacceptable behaviour.

Duration: 45 minutes

Materials: a video projector and laptop, YouTube videos

Activity 1 – Don't mock me! (10 mins)

Tell your students that today you will be talking about feelings and will analyse how what we say or do can affect the feelings of other people.

Watch the short video entitled *Don't mock me*.²⁷ Explain the activity to your students: while watching the video they are supposed to raise their right hand when what they see makes them *happy*, and their left hand when it makes them *sad*. If what they see causes mixed feelings – making them *both happy and sad* – they should raise both hands. They are advised not to look at the reactions of their classmates, but follow their own thoughts and feelings.

When they have watched the video, ask them:

- Which moments made you sad?
- Which moments made you happy?
- When did you feel both happy and sad? Why?

²⁷ Available at <https://www.youtube.com/watch?v=4gNtwvwmXA>.

If there is enough time left, it would be good to play the video once again, immediately after the activity or near the end of the lesson.

Activity 2 – Don't laugh at me (35 mins)

Tell your students they are about to play certain roles after you explain the situation. Familiarize them with the task: *I will tell you a situation that happened in the previous class. Then three volunteers will do the role play and act it out, and then all of us have a special task – together we are going to rewrite the ending of the story.*

Continue: *A teacher asked the students in the class what they are afraid of. One student, let's call him Marko, raised his hand and said: "I'm afraid of the dark a lot!" A girl, let's name her Mina, said: "You're such a baby! Afraid of the dark, ha ha! How old are you?" All the children in the class started laughing.*

Ask them: *How do you think Marko felt? If needed, prompt them with questions such as: was he sad, hurt? Invite your students to propose a different ending. For example: What could Mina say so as not to make her friend feel hurt? One of the proposals is for Mina to say: "I used to be afraid of the dark, I thought monsters were hiding in it, but I now know they don't exist." Or: "Everyone is afraid sometimes, that's OK. Try to overcome your fear."*

After coming up with positive ending, three children act it out. They play the part of the teacher (*Tell me what you're afraid of*), Marko (the student playing this role raises his hand and says: *I'm afraid of the dark a lot.*) and Mina (now saying a new, positive sentence, for instance: *Don't be afraid, turn on the light and it will get easier straight away.*)

It is advisable for several groups of three students each to act out the situation with the positive ending, but with a different positive statement each time.

Discuss the role play with your students. To what extent can what we say or do affect others' feelings? Is it enough to think about our own actions and words alone? Do we take a

step back and think before saying something? What is the name of this virtue? Ask them whether they have heard of the saying *Look before you leap*? What does it mean? (**self-control**) Explain that words can sometimes hurt. Talk to your students about the importance of understanding of and support for each other.

* * *

GRADE 5

GOALS

Students will:

- recognize feelings expressed nonverbally;
- analyse the qualities and types of behaviour of people who understand others' feelings well;
- name feelings properly.

Duration: 45 minutes

Materials: quotations about empathy (Appendix 5.3)

Activity 1 – Emotion detectives (20 mins)

Explain to your students that a volunteer will stand up in front of the class and start this activity. His/her task is to think of something he/she likes doing a lot or something he/she does not like doing at all. Using facial expressions, gestures and body movements they indicate their feelings, and the other students observe. When the volunteer has finished, the class starts guessing the situation and the feeling depicted. They comment on what they have observed on his/her face, body... They should also state how they recognized certain feelings (a smile, open eyes, a look upwards, downwards, a body movement). It is advisable to invite several other volunteers and carry on with the game

for a while. When someone stands up in front of the class, you can give them instructions that are not overheard by other students. For instance, you can propose the following: Think of something that makes you happy/sad; something that makes you angry/afraid. Importantly, praise the students each time they recognize a particular feeling.

Activity 2 – Empathy quotations (25 mins)

Pass out the sheets with quotations or put them up on the screen. Tell them to choose the one they like the most. (Not all students need to have a copy of their own, one sheet is enough between four students.)

Students respond to the following questions individually:

- *Why have you chosen that quotation?*
- *Is there a person (contemporary or historical, fictional, a sports figure or a family member) who is for you a good example of a person who understands others' feelings well?*
- *How does that person inspire you for your future life?*

Afterwards, the students choose the class quotation together. They can write it down, decorate it if they wish, and post it visibly in the classroom. Emphasize that the quotation will be their guiding idea, i.e. their guidance for their conduct towards others.

* * *

GRADE 6

GOALS

Students will:

- recognize feelings in different life situations;
- analyse good features of having sensitivity for others and how it affects others;
- develop the vocabulary for naming feelings.

Duration: 45 minutes

Materials: a video projector, laptop, YouTube video, empty pieces of card (white or coloured, 10 per each student), markers (one per student)

Activity 1 – Basketball (15 mins)

Tell your students: *Let's do an exercise. We'll all put our hands over our ears for a minute to block out the surrounding sounds. On my signal, when I stand right in front of you and raise my right arm, remove your hands from your ears. Until then, keep your ears closed.*

While the students are keeping their hands over their ears, do various things: take things out of your handbag, move your lips as if saying something, bang your keys, drop a pencil, etc. After the exercise, talk to your students about how they felt when they could not hear.

- *Did they imagine sounds or attempt to understand what you were saying by reading your lips?*
- *Can they understand how people with a hearing impairment feel?*

Invite your students to watch together a video on YouTube named *Canadian Tire "Wheels"*²⁸

²⁸ Available at: <https://www.youtube.com/watch?v=pFuwUiHo-WI>.

After seeing the video, talk to your students.

Ask them:

- *How did you feel while watching this?*
- *How do you think the boy in the wheelchair felt while watching his peers play basketball?*
- *How did he feel when he joined them in the game?*

Try to involve as many children as possible in the discussion:

- *Do you know any peers who are different from you?*
- *Have you ever thought about how people who are different live (e.g. people with visual or hearing impairment)? If yes, in what way?*

You can prompt them with the following questions:

- *When you meet a person who cannot see, what goes through your mind?*
- *How do you feel? What would you be ready to do for that person?*
- *Can that person do some things that you cannot?*
- *What can you learn from such a person? (you will speak about **optimism**)*

Activity 2 – If I were you (30 mins)

Students sit in a circle. Give two empty pieces of card and a marker to each student.

Give the instruction:

Now I will read different situations in which children of your age find themselves. Your task is to write on a card how you would feel if you found yourself in such a situation. Use one card for each situation. Try recalling different words for each situation. It would be best if you didn't look at what your classmates are writing, but write down the word that you come up with.

Emphasize that the same situation will give rise to different feelings in different students, and that all feelings are acceptable, because all of us experience things differently (**tolerance**).

Explain that after the presentation of each situation they are all supposed to raise their cards with the feelings they have written down and only then look at others' cards. Then talk about some of the feelings mentioned on the cards.

Build together vocabulary for expressing emotions by trying to find definitions/ explanations for new words.

Situations:

How would you feel if:

- *someone made a rude joke about your looks?*
- *you won an award or came first in a competition?*
- *you were always the last one picked for a team?*
- *someone praised you and told you were good at what you're doing?*
- *someone called you names, e.g. "four-eyes", "nerd"?*
- *someone helped you solve a problem that had been bothering you for a long time?*
- *you were not allowed to join in a game because you're a girl?*
- *no one wanted to hang out with you during breaks?*
- *someone invited you to join a group in their game?*
- *you didn't have any food and were forced to beg in the street?*
- *someone held your hand or hugged you when you're scared or lonely?*

After students give comments for each situation individually, continue the discussion by asking:

- *Have you noticed similar reactions to these situations?*
- *How varied were the opinions?*
- *What can you conclude from your reactions?*
- *Have you had the opportunity of "walking in someone else's shoes"?*
- *What was it like in someone else's shoes?*
- *Why is it important to try hard to understand the emotions of other people, i.e. what another person feels in the given situation?*
- *What could happen if you don't do that?*

* * *

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 2

Meaningful praise – reinforcement

When you want to praise your students for behaviour where they showed sensitivity towards others and endeavoured to understand others' positions, be as specific as possible, clearly indicating specific actions and verbal reactions. Such praise will help them understand that such behaviour is good, desirable and that others (the teacher, peers) respond well to such behaviour.

Ex.1. You didn't laugh at the questions others asked nor did you mock them. I expect you to continue like that.

Ex.2. It only takes one look from me for you to understand that I'm bothered by all of you speaking at the same time.

Ex.3. You really tried hard to lift Nadja's spirit. She's sad today, and you are true friends.

Guidance

Feedback should be used to clearly indicate why sensitivity towards others and understanding the situations of other people helps others, but also oneself. Thus you help them see both what is good and what is not, at the same time helping them to recognize new situations in which empathy is helpful.

Ex.1. It is important to know our feelings, and then the feelings of others. It will help you communicate better with others and understand each other better.

Ex.2. Our words can heal, but can also hurt. What can we do so as not to hurt others, their feelings? What do we call the ability to control oneself and what one says?

Ex.3. Before you judge anyone, put yourself in their shoes to feel what they've been through. That's much FAIRER.

Correction

Insensitivity and a lack of sympathy for others and their position is a signal for you to send a message to that student that such an attitude is not good for him/her or for the other person. It is important that the student understands the consequences of his/her own actions and is aware that there is a possibility to correct one's own behaviour and respond differently.

Ex.1. We shouldn't be doing to others the things we don't want to happen to us. What do you think of that?

Ex.2. It's OK if you don't like somebody's idea/opinion, but it is no reason to ridicule or mock them. We are all entitled to our opinions. That's TOLERANCE. What can you do now?

Ex.3. Our bad behaviour may cause a backlash of similar behaviour against us ... What then?

CYCLE 3

GRADE 7

GOALS

Students will:

- *become more aware of discrimination and its consequences;*
- *analyse why their peers accept or reject them and their feelings in such situations;*
- *recognize behaviour through which we show empathy.*

Duration: 45 minutes

Materials: a baton (plastic or cardboard, or even made of tin or paper foil and decorated), strips of paper (one black, and four different colours for all students in the class but one), sheets of paper (A5) for each student, a hat/box

Activity 1 – Feelings relay race (10 mins)

Ask your students whether they know which sports have relay races. Ask them about a skill particularly important for team sports (**teamwork**). What do team members do then? Tell them that in this activity you will use certain items instead of batons. It will be used so that everyone can share their feelings with the group.

Explain the rules: whoever holds the baton talks about one particularly prominent feeling he/she had over the last week (I felt...). All the others listen attentively. The baton changes hands so that all the students get a chance to share the feelings they had over the last week.

Activity 2 – Rejected²⁹ (35 mins)

Instruct your students to, randomly and without looking, take one of the sheets of coloured paper from the box/bag. Only one of them will draw a black sheet of paper. Note that they cannot talk to each other or say the colours until you give the sign (a clap of the hands). At your sign, the students start looking for those classmates with strips of paper of the same colour and group together in one part of the classroom. Observe what the student with the black strip is doing and which group has accepted him/her.

Ask your students how they felt when they found others with the same colour.

- *How did the student with the black strip feel? Why? (a question both for him/her and the group). Ask the group why they accepted her/him.*
- *Why was it important for that boy/girl to be accepted by one of the groups?*
- *What would have happened if he/she had remained on her/his own, unaccepted?*
- *How would have he/she felt?*
- *After this round of questions, ask the following:*
- *Are you aware of real-life situations in which a person gets rejected?*
- *Who did it happen to? Why?*
- *How do those people feel (children, adults)?*
- *How would you help them?*

* * *

²⁹ According to Z. Komesarović, *Stimulating Empathy in Early Primary School Students* (2010).

GRADE 8

GOALS

Students will:

- assess the impact of our words and behaviour on others' feelings;
- name their own feelings, develop the vocabulary for expressing emotions.

Duration: 45 minutes

Materials: paper, post-it notes for all students

Activity 1 – When I tell you... (30 mins)

Divide the class into two groups, A and B. Put pieces of paper on the backs of the students in group A. It is important that they cannot see what is written on them.

The pieces of paper contain messages such as: *Tell me I look sad. Don't pay attention to me. Tell me I look great. Treat me as if I were your best friend. Treat me as if I were boring.*

Students from group B should start talking to students from group A. It is important for you to explain to them how to conduct the conversation. A member of group B first looks at the paper attached to the back of a student from group A and then starts a conversation. His/her task is to behave as instructed by the written instruction.

For instance: If a member of group A has a piece of paper put on his/her back saying: *Tell me I look great*, a student from B group starts a conversation by praising the looks of the person from group A. They have one minute for their conversation. When the time is up, students from group A try to guess what is written on their backs.

This is followed by a discussion about how others treated students from group A.

- *How did the students that others were rude towards feel?*
- *How did the students that others were nice towards feel?*
- *Was it difficult for group B to follow the instructions? Why?*

The second round of questions refers to situations from life outside of school (e.g. within the family – with parents, siblings; outdoors – with peers).

- *What actions of yours make your parents feel satisfied? (and vice-versa)*
- *What does it look like when you spend time with your peers outdoors?*

Activity 2 – Emotions (15 mins)

Distribute pieces of paper or stickers to your students. The task is for each one of them to write down one emotion, and the goal is to come up with a list of as many different emotions as possible, e.g. anger, jealousy, fear, happiness... Each emotion is written down on a separate piece of paper. Once written down, all the pieces of paper are collected.

After you have collected all the pieces of paper, each student draws out one. Then they are supposed to choose a line from a song verse or come up with a sentence or facial expression that reflects the emotion well. You will be the first to draw a piece of paper and read out the quotation, verse or sentence. Then your students do the same.

This activity goes on for as long as there are any pieces of paper left. When finished, you comment together on which emotions appeared most often. How easy or difficult was it to recognize them in everyday speech, music or a line from a song? What is the easiest way for your students to express their emotions?

* * *

GRADE 9

GOALS

Students will:

- *understand why seeking support and help from others is an important life skill;*
- *weigh different solutions for one personal problem;*
- *enrich the vocabulary for expressing emotions.*

Duration: 45 minutes

Materials: sheets of paper (A5) for each student, a hat/box

Activity 1 – My name and feeling³⁰ (5 mins)

Students give their name or nickname and name their current feeling or mood. The name of the feeling should start with the same letter as the student's name. For example: My name's Sanja and I'm sad. Or: My name's Nermin and I'm nervous. Feelings can be presented with a movement or mime.

Activity 2 – I will help you!³¹ (40 mins)

Pass out sheets of paper and tell your students that each one of them should write down a problem that has been troubling them most recently. All the pieces of paper should be folded and put in a hat/box. Each student then draws a piece of paper, making sure that it is not the one they put in.

Then the students talk about the problems they "drew" as if these were their own (preferably sitting in a circle).

They say how they would solve the problem. It is essential for them to emphasize in their responses what contributes to solving the problem. Indicate how important it is, when in a difficult situation, to seek help from others, and to rely on their experience and knowledge. **Optimism**, belief in one's own strength, and the efforts invested also help overcome the obstacles we encounter.

If there is not enough time, not all students are required to comment, but they should nevertheless keep the piece of paper and write their answers as a homework assignment for the next meeting (a workshop, homeroom class or some other occasion, in agreement with you).

Alternatively – continued

(if you decide to focus on this topic more):

Tell your students that this is a way for you to better understand each other and develop empathy. Ask them how they would define empathy. If it is too demanding for them, do it yourself, offer several definitions, and they can continue. For example:

Empathy is when I:

- *think about what it is like to be in the place of another person who is different from me*
- *how that person feels and what he/she thinks;*
- *think about what it is like to be in a situation that has never happened to me – how that person feels and what he/she thinks;*
- *I feel joy when I see my friend succeed at something that he/she has wanted to do for a long time...*

After they have defined empathy, ask them to mention examples that illustrate such behaviour. Ask them:

- *When can this be useful?*
- *In what situations?*

30 You can find other games in the publication entitled 303 Games and Activities for Educators (2006).

31 For more ideas for activities see: Z. Komesarović, Stimulating Empathy in Early Primary School Students (2010).

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 3

Meaningful praise – reinforcement

When you want to praise your students for behaviour where they showed sensitivity towards others and endeavoured to understand others' positions, be as specific as possible, clearly indicating specific actions and verbal reactions. Such praise will help them understand that such behaviour is good, desirable and that others (the teacher, peers) respond well to such behaviour.

Ex.1. The way you responded in the activity named 'Rejected' shows to me that you are thinking about others and their feelings. Your actions are commendable.

Ex.2. Have you noticed how attentively Mia listened to Jasna? She showed that she wanted to understand her and that she respected her feelings. This also shows how good a friend she is.

Ex.3. I notice how involved you were in the situations we discussed. You genuinely tried to feel what it is like to be in others' shoes. The effort you invest in understanding others will also help you understand yourselves better.

Guidance

Feedback should be used to clearly indicate why sensitivity for others and understanding the situation of other people helps others, but also oneself. Thus you help them see both what is good and what is not, at the same time helping them to recognize new situations in which empathy is helpful.

Ex.1. We're all different. It's important to understand and accept that we're not all the same and that we don't all have the same feelings about the same or similar situations. Let's make an effort to understand each other better.

Ex.2. Remember a situation if which you were quite uncomfortable... Why would we intentionally make others feel the same? What would be better?

Ex.3. "Three things cannot be retrieved: The arrow once sped from the bow. The word spoken in haste. The missed opportunity." says one old Indian proverb. Why wouldn't your words and your actions be well-measured and kind to others?

Correction

Insensitivity and a lack of sympathy towards others and their positions is a signal for you to send a message to that student that such an attitude is not good for him/her or for the other person. It is important that the student understands the consequences of his/her own actions and is aware that there is a possibility to correct one's behaviour and respond differently.

Ex.1. I understand you're angry, but it doesn't mean it's OK to yell at others. You can always find a better/more acceptable way. What way would that be for you?

Ex.2. Yes, it's nice when we have our opinions and state them openly. But, what if what we say insults others, when others suffer for what we call "freedom of speech"? Where are the boundaries?

Ex.3. When you "clip somebody's wings", you don't have the right to laugh at them for not being able to fly. And what if someone "clipped your wings" at one point? What do you think about that?





*You know someone is good by what
he does and how he treats others.*

(Mirha, 3rd grade)

WS6

TOLERANCE





THEORETICAL INPUT FOR TEACHERS

The contemporary world and the people in it are quite diverse. Some differences between people are obvious, visible at a glance, such as one's physical appearance. Others are less obvious, but are present and quite pronounced, such as cultural and religious differences, differences in attitudes, opinions, beliefs and values. Accepting and understanding others, as well as oneself, is a precondition for a harmonious coexistence and a feeling of contentment. The term *tolerance* is often heard in the context of numerous conflicts as a method of reaching a solution or, preferably, as a way of preventing conflicts in the first place. Its significance is highlighted in the light of growing research into social and emotional competencies. What, then, is tolerance?

The definition of tolerance provided by UNESCO is often cited:

Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief.

Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace.

Tolerance is not concession, condescension or indulgence. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental

freedoms of others. In no circumstance can it be used to justify infringements of these fundamental values. Tolerance is to be exercised by individuals, groups and States.

Tolerance is the responsibility that upholds human rights, pluralism (including cultural pluralism), democracy and the rule of law. It involves the rejection of dogmatism and absolutism and affirms the standards set out in international human rights instruments.

Consistent with respect for human rights, the practice of tolerance does not mean toleration of social injustice or the abandonment or weakening of one's convictions. It means that one is free to adhere to one's own convictions and accepts that others adhere to theirs. It means accepting the fact that human beings, naturally diverse in their appearance, situation, speech, behaviour and values, have the right to live in peace and to be as they are. It also means that one's views are not to be imposed on others. (Declaration of Principles on Tolerance, 1995).

It is important to know that no one is born either tolerant or intolerant. It is quite encouraging that tolerance can be learned. **Empathy**, moral values, differentiation between good and bad, understanding fundamental human rights and observing similarities between people are all conducive to tolerance. Tolerance is negatively affected by prejudice (negative attitudes towards the members of some social groups other than the one the individual belongs to, often accompanied by violent behaviour, discrimination, ostracizing of individuals and groups) and stereotypes (unjustified and unfounded beliefs about a person or a group).

Highly tolerant societies respect and appreciate any diversity between people. Tolerance for diversities implies the acceptance of others the way they are, together with their specificities. If a society aspires to these preferred forms of behaviour and cherishes values and virtues, then children should be taught the same thing from the earliest age.

Since children learn by observing people in their environments and in this way acquire a large number of behavioural patterns, it is essential to set a good example for children. Before starting school, the most significant role models for children are their parents. When they start school, children meet other important people in their lives – their classmates and teachers.

Apart from acquiring knowledge, the school also has the function of socialization. This means teaching students to acquire the rules, norms and values which are significant in a given community. Today's schools and classrooms are meeting places of numerous types of diversity: from sex and gender, through ethnic, religious and cultural diversities, to different abilities, lifestyles, etc. Diversity is enriching, but unfortunately is also a source of conflicts and a lack of understanding. One of the major factors in preventing violence is to develop tolerance. If we teach children to accept others with all their peculiarities and differences, they tend to have fewer conflicts. If they fail to accept others, for whatever reason, they express their feeling of superiority or rejection through some form of violence – verbal, physical, social or economic.

Familiarity with different cultures, values and habits is conducive to tolerant behaviour. Thus, it is vital to expose children from the earliest age to various forms of behaviour, to other cultures, nations and traditions in order to be able to develop tolerance. It is important to develop and encourage mutual respect and understanding, emphasize the similarities we all share and learn how to accept differences. In school, this is best achieved by nurturing a friendly atmosphere in the classroom, and by role modelling, which is the responsibility of all school staff.

One research paper into the issue of tolerance is by Cvitković (Žic-Ralić & Ljubas, 2013) which showed that students who had been involved in a programme that was focused on the acceptance of differences were more tolerant

towards the behaviour of other students and were more pleased with the time spent in school compared to students who had not been part of the programme.

Helen Keller (1880-1968), an American author who, despite being deaf, blind and mute, with the help of her teacher, developed extraordinary intellectual abilities and acquired a university degree, believed that one of the key roles to be played by a school is to teach and develop tolerance.

HOW TOLERANCE CAN BE DEVELOPED

- Students observe and listen to you even when you might think they are engrossed in something else. Thus, it is vital for you to be aware of what you are saying in front of them – which words you use when speaking about other people, situations and events in the classroom and beyond. Language that discriminates against, humiliates or belittles other people or groups is the language of stereotypes and prejudice.
- Students spontaneously recognize differences already at an early age. The way you talk to them about diversity has a big impact on how they will see differences and treat people who are different from them. Talk about differences with respect, openly and stating facts. Students are interested in discussing the differences they notice in their surroundings (for example: sex, skin colour, age, physical appearance, language, behaviour); it is worthwhile to make it possible for them to understand that all people are similar to a certain degree, but also *different in many respects, and also why that is good and helpful for all of us*.
- In your teaching, use different sources or content that speak about and celebrate diversity: films, stories, games, pictures, etc. The same sources can be helpful for students to understand the flip side

of tolerance: prejudice, stereotypes, infringement of somebody's rights (discrimination), and violence – both verbal and physical. When you talk to them about that, you help them identify the consequences of such behaviour for themselves and others.

- Similar to academic achievements, as regards tolerance you also set the expectations for your students and insist on them. In other words, the classroom is the place where differences are respected, appreciated and accepted. Tell your students often that this is what you expect of them and reinforce that by examples, reward them when they behave accordingly. If you are aware that you are their role model for such behaviour, you will not accept any classroom behaviour contrary to tolerance.
- Supporting your students in developing self-confidence that is realistic, you help them understand that, when they respect and appreciate themselves, they will respect others more.
- Students need to be exposed to situations (in teaching and extracurricular activities) in which they will experience diversity and think about it. Examples of such activities are: school trips, travel, visiting new places and cities, and meetings with other schools.
- Use studying about different cultures, traditions, habits, traditions and lifestyles – starting from the ones that exist in the classroom – to promote diversity and develop respect for diversity.
- Enable them to meet, socialize, play and study with their peers who are different. An inclusive classroom and school are familiar environments for such exposure.

If together we manage to develop tolerance in children as much as possible, we will be creating the society we aspire to. Children's behaviour is a litmus test of whether we are

heading in the right direction. Below are some indicators that can help monitor to what extent our students are being tolerant.

OBSERVATION AND MONITORING THE DEVELOPMENT OF TOLERANCE

Behaviour – indicators

Tolerant students do most of the things listed below – they:

- are more focused on similarities than differences;
- do not respond with resentment or ridicule when others are different, have the opposite opinion or make a mistake;
- when experiencing a problem, are motivated to discuss it;
- express their thoughts and feelings with confidence;
- listen attentively and actively;
- have understanding for the thoughts and feelings of others;
- show empathy;
- socialize with students who are different from them;
- invite students who are different from them to parties;
- are aware of their differences, accept them and are not ashamed of them;
- invite and involve in their own games and activities even those students who are not skilled or successful enough;
- show interest in learning about different nations and cultures;
- respect their own religion and other religions.

CYCLE 1

The activities proposed for cycle 1 can be delivered within various types of teaching. They are suited for both regular teaching and extracurricular activities. The *Teacher's Feedback* section may be of help in indicating how to praise, guide and correct the behaviour of your students to promote and reinforce tolerance.

GRADE 1

GOALS

Students will:

- *analyse the similarities and difference between themselves and their family members;*
- *understand that differences enrich and are interesting.*

Duration: 5–20 minutes

Materials: photographs of people cut out of magazines – it would be good to have several sets of photographs (at least two); the story **Rainbow** (Appendix 6.1), paper, poster paper, scissors, colouring pencils

Activity 1 – My family

The students respond to questions about their family members. Ask them whether they have siblings. Are they older, younger? Do their grandparents or aunts live with them?

In what way are family members similar? Encourage them to observe in what ways they are similar or different compared to other family members. Give some examples, such as:

- *I have blue eyes, and my sister...*
- *I don't like..., and my mum likes...*
- *I like eating..., and my brother/sister doesn't like...*

- *I like playing with..., and my brother with...*
- *People say I take after... because...*
- *I don't like..., and my dad likes...*
- *I like about my mum/dad...*

Point out to your students that we are different from those who are closest to us and who we spend most time with. Although family members differ in some characteristics or likes/dislikes, they are nevertheless close and make a good **team**. Why? Maybe some differences bother us, but they are natural, inevitable and enriching.

Activity 2 – Make a family

Distribute photographs cut out from magazines. They show people of different sex, age and race. The task is to make families with the pictures they have. This can be done in pairs or in groups.

Talk to your students about the families they have composed. Probably some pairs or groups will make “typical”, and some “atypical” families. Together with your students observe and comment on the similarities and differences.

Ask them whether they had any difficulties composing the families. What sort of difficulties? Do the families they made resemble their own? In what respect?

Activity 3 – Rainbow

Read the *Rainbow* story out loud for the class, then discuss it:

- *Have you ever seen a rainbow? What does it look like?*
- *How was the rainbow created according to this old story?*
- *Who are the characters in the story?*
- *What caused the conflict?*
- *Find parts of the text depicting why the characters thought they were so special.*

Activity 4 – My palm

The students draw the palm of their hand on a piece of paper. If they have problems doing that on their own, their classmates or you can help them. Then they cut out the palm outline and colour it in as they please.

Together you make a joint poster with the palm outlines of all the students. Talk about it how each palm is unique and specific and that is what makes the poster interesting. Praise their **creativity**, the **patience** they showed when decorating their palms, and the end result, which is a product of **teamwork**.

* * *

GRADE 2

GOALS

Students will:

- recognize the similarities and difference between themselves and others;
- understand that similarities and differences are natural and valuable;
- develop relationships of understanding, acceptance and support within a group.

Duration: 5–20 minutes

Materials: laptop, video projector, YouTube video, mirror

Activity 1 – I love all my neighbours

The students sit in a circle.

You start the game by saying, for instance: *I love all my neighbours with brown hair*. You invite all those with brown hair to join you in the middle of the circle. Thus, they observe how many students are similar to them.

You invite students to come to the centre of the circle, one at a time, and say something

that is characteristic of them. All those who have the same characteristic join them. For example: *I love all my neighbours who like playing football. I love all my neighbours who like riding a bicycle, ... who like playing with Lego, ... who run fast, ... who help their mum... etc.* All those who have the same characteristic join that student in the circle.

Encourage your students to participate, be creative and give examples yourself.

Once all the students have taken part in the game, or at least those who are willing to do so, highlight their mutual differences, but also similarities. Emphasize that the differences do not prevent them from being good friends.

Activity 2 – We're all the same

Students listen to the song *We're All the Same*³² twice. It is vital that they pay attention to the lyrics. Ask them what they liked about it. Why? What similarities and differences are mentioned in the song?

Go on: *The song says "spread your arms, in your thoughts – fly", how do you perceive this? How can you fly in your thoughts? Let's draw that.* Encourage them to be free and **creative** in their artistic expression. When they have finished, the students show their drawings and say what they represent. Point out what the students recognized, the similarities in their drawings. Also, point out that the differences in their drawings reflect their experience and that they showed good imagination and **creativity**, which makes everything more interesting.

Activity 3 – My reflection in the mirror

Explain to your students that each one of them has the task to see their reflection in the mirror and say what they see. For instance: hair colour, eye colour, shape of the face, shape of the mouth, short or long hair, earrings and glasses.

³² Available at: <https://www.youtube.com/watch?v=bvSE1UatVN0>.

To make the task easy to understand, you start the activity. Take a mirror and say what you see. Then the students take their turns doing the same. After all the students have had a chance to see their reflections in the mirror and say what they see, start a discussion about the similarities and differences among them.

Activity 4 – I and we

Using marking tape, divide the classroom floor into sections marked 1 to 5 (or draw it on a sports field or in the schoolyard). Ask your students to be quiet, not to speak during the activity, but to be attentive (**patience**). Then explain: *I will now be naming things, and you will, individually, stand next to the number which best describes the amount that you like it. Depending on how much you like something, choose a number and stand next to it. If you don't like it at all, stand next to the number one.*

Then start reading from the list, pausing after each: *How much do you like: ice-cream, broccoli, cartoons, sport, games, cheese, snow, sleeping?*

Allow some time after each question for the students to take their positions next to a particular number and see where their classmates are.

Then invite the students – who want to do so – to say what they like very much, and notice that some of their good friends do not like that same thing. Explain to your students that we do not have to like the same things in order to be good friends. Ask them the following: *What is important for people to be good friends?* Point out that our differences make up a nice mosaic.

* * *

GRADE 3

GOALS

Students will:

- review their own attitudes about people's behaviour through tolerant dialogue;
- develop an awareness of individuality, but also of belonging to a class group;
- recognize the characteristics of friendship and friendly behaviour.

Duration: 5–20 minutes

Materials: Friendship Tree (Appendix 6.2), you can draw it on a poster-size piece of paper or a sheet of coloured paper; printed jigsaw puzzle (Appendix 6.3), strips of paper, a box or an envelope

Activity 1 – I have my opinion

In the classroom mark three areas where groups of students will arrange themselves, depending on their responses or attitudes (*in favour, against, neutral*).

Prompt your students with questions to think about the behaviour of certain characters (e.g. **honesty**/dishonesty, trust/betrayal, **care**/carelessness, conscience, friendship, **self-control**, **optimism**/pessimism). The questions refer to the texts covered within the curriculum for Montenegrin – Serbian, Bosnian and Croatian language and literature. In response to the questions, the students will stand next to a sign, depending on their opinion.

Then start a discussion. The students give their reasons for picking the particular spot. Listening to different opinions, they observe and learn about differences in attitudes, views on the issue, etc. In doing so, they should be reminded of the importance of having tolerant dialogue. They may change their *selected spot* after hearing the reasoning of other students.

Activity 2 – Friendship tree

Prepare a *friendship tree* like the one shown in the photograph in the appendices or in some other way.

Explain: *This is a tree with no leaves. It is a friendship tree and it gets its leaves with every instance of friendly behaviour, which gets written down on a leaf and placed on a branch.* Ask your students to give examples of friendly behaviour (in the classroom, schoolyard and the school itself).

Every time any of the students stands out by virtue of some friendly behaviour, write it down and add a new leaf to the tree.

Encourage your students not to focus only on their own friendly behaviour, but also to pay attention and write down the friendly behaviour that others have exhibited towards them. (**empathy**)

Activity 3 – Everyone is someone, but we are all part of our class

Give a piece of the puzzle provided in **Appendix 6.3** to each student. Cut the puzzle pieces out beforehand. This is a 30-piece puzzle. Each student should use their piece to draw themselves and/or write something down that makes them special. Once all the students have completed the task, all the pieces are put together and put on the poster, with the class puzzle as the end result.

Comment on how their diverse drawings have contributed to the class picture being so interesting. They are all unique, and together they make up an interesting and beautiful whole. Praise their **creativity** and the **patience** they exhibited while drawing on these small jigsaw pieces. Emphasize that through teamwork they have created something new and unusual.

Activity 4 – I recognize you

Each student is tasked with writing on a piece of paper three characteristics readily visible on him/her (e.g. sex, hair colour, eye colour, whether they wear glasses or not, height).

Then put their pieces of paper in a box/ envelope. Shuffle the slips of paper and ask a student to draw a slip and try to guess whom it describes. Once they have guessed the right student, that student draws the next slip of paper; the process is repeated until all the pieces of paper have been drawn.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 1

Meaningful praise – reinforcement

When you respond with positive and quite specific messages to various forms of tolerant behaviour, your students clearly understand that you recognize and appreciate such behaviour. Thus, you greatly increase the possibility of your students repeating and reinforcing such behaviour, and contribute to the reactions of the others around them.

Ex.1. You saw that we are similar in some respects, different in others. But the differences did not prevent you from having a good time and working together.

Ex.2. If something is different, it is not necessarily bad. You understood and showed that.

Ex.3. Looking at our Friendship Tree, what do you see? I see that you're being kind to each other, that you're ready to help, patient when you have to wait, and understand how others feel. To put it simply, you're being very tolerant.

Guidance

This feedback helps students recognize why their tolerant behaviour is helpful. In addition, you also encourage them to think about situations in which they could behave like that in future.

Ex.1. You saw that you differ in what you like or don't like. But, these differences do not prevent you from being good friends. What is more important in your friendship?

Ex.2. Not everybody can be the same as us; that would be dull and impossible. We change, too – that's why we grow, know more, and become adults. Differences make it more interesting!

Correction

Your effective response to instances of intolerant behaviour or messages describes such behaviour and its consequences, and then offers the opportunity for the students to think about alternative behaviour and how to apply it.

Ex.1. The fact that Simon can't play football well is no reason not to invite him onto the team! It is important to offer him a chance and have fun. How would you like it if you were standing on the side-lines while others are playing? What will you do?

Ex.2. If Saska cannot speak or write properly, it's no reason to mock her. It would be so much better if you helped her. How can you do that?

Ex.3. When you insult or mock someone, you cause them pain. Is that what you want? Then...?

CYCLE 2

GRADE 4

GOALS

Students will:

- understand that people may have different views of the same thing or event;
- understand that differences are no reason for conflict.

Duration: 45 minutes

Materials: ambiguous pictures (Appendix 6.4), markers, poster-size paper

Activity 1 – Do we see the same? (10 mins)

Divide your class into five groups. Show ambiguous pictures (a vase – faces, a hare – a duck, an Indian – an Eskimo, a young woman – an older woman) to each group, asking them what they see.

Once they have all said what they saw, prompt them to talk about different views of the same thing. Emphasize that we see the same things differently and that, from our perspective, we are all right. It is important to talk about different opinions, views and tastes without conflicts.

Activity 2 – A unique being³³ (35 mins)

Divide the class into groups of no more than five students each and tell them it is essential they work as good **teams**. Possibly the same groups can be kept from the previous activity. Distribute the poster-size paper, one sheet per group. Beforehand, draw the outline of a human figure or draw two lines to separate the head and the neck from the torso, and the

torso from legs (two horizontal lines dividing the sheet of paper into three sections).

Working as a group, the students contribute to the drawing, which will represent a *unique person* – with features that are special, unique and different from anybody else. They use the top section to draw the head, the middle part for the torso, and the bottom part for the legs; this is their “unique creature” drawn on poster-size paper. Ask each group to write down the name and characteristics of their unique being.

When they have finished, ask them why they would like to meet that unique creature. When all the students have stated their views, say something along these lines: *Somebody’s appearance has nothing to do with what they truly are as a person; each one of us has unique abilities and talents. Some people are friends with people who are similar to them, some with those who are different. Maybe someone from the class does not suit you, but you need to respect that student as a person who shares the same classroom with you, attends the same school, lives in the same town, etc.*

When it comes to respect for others, a good activity is for students to mention examples of behaviour that they observe in others concerning respect. What characteristics does a person who respects others exhibit? It is useful to ask them which of these types of behaviour apply to them, and which they would like to acquire. Do they notice gratitude or kindness in others? Are others honest (but also are they themselves honest) in their relations with others, and to what extent?

* * *

³³ Ibid.

GRADE 5

GOALS

Students will:

- *analyse why diversity is useful for the lives of all people;*
- *develop self-awareness and awareness of others around them and their uniqueness.*

Duration: 45 minutes

Materials: sheets of paper with concentric circles drawn on them (Appendix 6.5)

Activity 1 – If we were all the same... (15 mins)

Tell your students to sit back comfortably and imagine themselves in the situation you are about to talk about. If they wish, they can shut their eyes. When they have finished imagining (and open their eyes), they should wait for your questions.

Read the following (slowly, in a calm voice):
You are a character in a (science fiction) film. You wake up one morning... get ready for school... go out onto the street... start going to school... and... feel something unusual... Some people are coming your way. You realize that all of them, literally all of them, are the same as you (same age, same figure, same clothes, same haircut, same movements...).

Once all the students have finished imagining, ask: *How do you feel? What comes to your mind? What are you going to do?* Afterwards sum up the feelings and behaviours mentioned by the students. Go on: *What would the world be like if we all were the same? What would you be like if everyone was like you? Would that be a good thing? Why?*

Activity 2 – Three circles³⁴ (30 mins)

Give to each of your students a sheet of paper with three circles drawn on it (Appendix 6.5). They should write their name at the top.

Their task is to describe themselves as follows: the first, outer circle describes how they are similar to others; the second, middle circle describes in what respect they are similar to some people; the third, inner circle describes in what respects they are unique and different from other people.

Once they have finished writing, when you call them, they will say their name and read what they have written. The other students listen attentively.

When they have finished reading what they have written, give some comments and through the discussion come to the conclusion that they are all different from each other and that, thanks to such differences, everyone is unique and distinctive.

Sum up:

- *What similarities do we all share? What did you put?*
- *What similarities do you share with some people? What did you put?*
- *What is unique/distinctive about each one of us? What did you put? (Does this set of features differ from the previous two and how? Which features/characteristics make us unique?)*

* * *

³⁴ Available at: <http://www.skolskiportal.edu.me/Ideje%20za%20rjevanje%20dilema%20izazova/R-Predrasude.docx>

GRADE 6

GOALS

Students will:

- assess how tolerant they are in different situations;
- develop tolerant and confident behaviour and dialogue.

Duration: 45 minutes

Materials: the test and answer sheets for each student (Appendix 6.6), coloured papers

Activity 1 – Are you tolerant? (30 mins)

Explain to your students that they are going to answer several questions about how tolerant they are. The students respond individually.

Pass out the answer sheets. Read one question at a time from the test given in the appendices, allowing time to respond. They respond by choosing one of the two options offered.

Once finished, tell the students to sum up the circles. When finished, read the results:

- *You have only circles: well done! You're very tolerant. You're strong and a great player. You control your feelings well (self-control).*
- *You have 3 out of 7 circles: Well, you're not very tolerant! You get angry easily, but you are brave and can easily become better. So go practice.*
- *You have less than 3 circles: Argh! Low tolerance levels! I suggest that you should respect yourself and others more – it will make you happier! Do give it a try! You can do it!*
- *Talk to your students about how they are managing to be tolerant. Use prompting questions:*
- *Is there a person (contemporary or historical; fictional, a sports figure, a family member) you would like to give as an example of a tolerant person?*

- *What has that person achieved in life?*
- *Why does that person inspire you? With what actions?*
- *In what situations will you be more tolerant than before?*

Reach shared conclusions through discussion. You can also say something along these lines:

*In sport, just as in life, at times we're afraid we might fail. In order to defend ourselves, at times we might have a strong and harsh reaction, be rough competitors or play selfishly (lack of **self-control**). In order to be the best players or the best team, to win, we're sometimes tempted to cheat or belittle others. We can play **fair** or bend the rules. What does such behaviour tell about us? How do we show that we are tolerant? How can understanding the position or feelings of others help us accept others, but also ourselves? Are we tolerant only towards others or we can be the same towards ourselves? To what extent is **teamwork** desirable in life, particularly in sports?*

Indicate that even in individual sports entire teams are required (of coaches, physios and doctors).

Activity 2 – Good manners for tolerance (15 mins)

Prepare in advance pieces of paper of different colours (cut out coloured paper or use post-it notes).

Tell your students to write short messages to their friends – *How I wish my friends would treat me*. Post the messages on a large poster-size piece of paper and display visibly.

Now do a gallery walk, where students read the messages posted. If needed, you can read once again what they have written. Give an opportunity for the class, together with you, to comment on the messages. Summing up the discussion, mention the saying *Beauty and strength lie in diversity* (write it down on the poster or post the message prepared beforehand). Link it with what the class noted. Preferably, the poster should remain in the classroom as a future reminder.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 2

Meaningful praise – reinforcement

When you respond with positive and quite specific messages to various forms of tolerant behaviour, your students clearly understand that you recognize and appreciate such behaviour. Thus, you greatly increase the possibility of your students repeating and reinforcing such behaviour, and contribute to the reactions of the others around them.

Ex.1. It's a pleasure to see you helping each other and respecting different opinions.

Ex.2. You've listened attentively to each other during the activity; this is indicative of mutual respect and acceptance. It also shows your maturity!

Ex.3. Your tolerant behaviour shows your other virtues as well. It shows that you care about others' feelings of, that you're patient / you're ready to listen to others and give them a chance, you cherish the team spirit by supporting and helping each other.

Guidance

This feedback helps students recognize why their tolerant behaviour is helpful. In addition, you can also encourage them to think about situations in which they could behave like that in future.

Ex.1. What does the saying "Every man is in certain respects (a) like all other men, (b) like some other men, (c) like no other man" mean? When can it be useful for you to think like this? How can you behave then?

Ex.2. If you keep this up, you will be an exemplary class for tolerance!

Ex.3. You see that differences are not a reason for conflict. How can we use the fact that we're different to our advantage? How can diversity help?

Correction

Your effective response to instances of intolerant behaviour or messages describes such behaviour and its consequences, and then offers the students the opportunity to think about alternative behaviour and how to apply it.

Ex.1. Maybe we don't like Marko's opinion, but this is certainly not a reason for anyone to laugh at him. Remember that many scientists, authors and artists were not understood initially, and later their contribution to the whole of humanity was invaluable. So then?

Ex.2. If someone needs more time to write things down, that's certainly not a reason to mock them. Wouldn't it be nicer to help your friend? We'd all feel so much better, wouldn't we?

Ex.3. I didn't like the way you treated Maja during the break at all! What is more important – how old somebody's sneakers are or what kind of a friend they are or how they treat us?

CYCLE 3

GRADE 7

GOALS

Students will:

- analyse their feelings, thoughts and actions during instances of (in)tolerant behaviour;
- develop a positive classroom climate.

Duration: 45 minutes

Materials: two apples (preferably red, looking as juicy as possible), a knife and a plate/cutting board or something else suitable for cutting on

Activity 1 – Apples³⁵ (45 mins)

Tell your students that you are about to do an activity that is somewhat unlike the ones ordinarily done. Preferably they should sit or stand in a circle. Place two apples, very much alike, in front of your students so that everybody can see them.

Invite your students to take a good look at the apples, to think and name the differences and similarities between the two. Once your students have done so, take one of the apples (it is highly unlikely that they will be identical, take the one that is smaller, less red, with a spot or two, etc.) and say: *Awful. This apple looks disgusting!* and throw it on the floor. Then pick up the apple and say: *Isn't this a bad apple?* This will probably leave your students confused and incredulous, but just continue. Say to the student closest to you: *Say something bad about the apple and drop it like I did.* Insist until the students play along.

After the student has said something bad about the apple, he drops it on the floor, picks

it up and gives it to the student next to him (to his right). If needed, prompt them with possible objections to the apple: *Your skin is ugly. Your colour is disgusting. Your stem is too short. You must be full of worms. I believe you're bitter. I hate that your skin is rough, etc.*

Once the apple has gone through the whole cycle with all the students calling it names and dropping it, the apple comes to you. Put both apples in front of the students and invite them to note the similarities and differences. Then ask gently and with a smile: *Who wants a piece of an apple?* At least a few students will come forward. First take the apple that remained on the table and was not dropped. Cut it in half and show how nice and juicy it is. Then cut the other apple in half, the one that was tossed around. It will be visibly bruised. Follow the students' reactions both times.

Ask the class which apple they would like to eat. It is likely that most (if not all) would ask for the healthy one. Then ask: *But why? Haven't we all contributed to the apple looking like this? We did this, why not eat it?* Continue: *Look, children... This is something we do to others when we say something bad, mean, insulting. Or when we do something painful, like hitting someone. When we gossip or say someone is ugly or fat or not good enough to hang out with us... We reject them then, just like this apple, and we add yet another bruise. Maybe it is not always visible from the outside, but it is there inside. The bruises do not go away that easily. If anything, they grow bigger, deeper and get worse. Like this (show the bruised apple). Pick up half of the bruised apple and continue: *This is what we do to each other. We should stop "dropping" each other.**

Sum up the impressions. Ask your students: *Why do I feel good when others are tolerant towards me? Why is it good when I'm tolerant towards others? What happens in the absence of tolerance? Give examples from your own experience. How important is **empathy** for tolerance? Why? And cooperation, **teamwork**, **patience/self-control** – why? Can they give examples of situations in which they*

35 Available at: <https://www.telegraph.co.uk/education/2016/06/23/teachers-powerful-lesson-on-the-effects-of-bullying--using-two-a/>

recognized that they were becoming more tolerant of different types of behaviour and opinions? If yes, when did it happen? What was the trigger, i.e. the thought that encouraged them to be tolerant?

* * *

GRADE 8

GOALS

Students will:

- analyse stereotypes and prejudice and what gives rise to them;
- assess tolerant forms of behaviour and the ways of developing tolerance.

Duration: 45 minutes

Materials: laptop, video projector, internet connection

Activity 1 – The DNA journey (45 mins)

Ask the class what other people think about Montenegrins. How Montenegrins perceive others: Macedonians, Roma, Germans, Americans, Australians? What is the attitude of Montenegrins towards Afro-Americans, Asians, Roma? Is one nation better than another?

For instance – are Americans more important than Africans, are whites more important than blacks?

Tell them that we all tend to think about other people and nations in a simplified fashion, as if they all shared the same features. Explain that stereotypes are simplified biased images of ourselves and of others, e.g. we're brave/others are cowards. Prejudices mean stereotypes coupled with a negative feeling towards others, which easily leads to hostility, discrimination and violence. Tell the class that we often draw conclusions about others although we do not know them well enough,

do not have enough information or have never even met them, which leads to wrong conclusions. Ask them: When can such wrong conclusions be changed? What is required for that?

Invite your students to watch a story with an unusual name: *The DNA Journey*³⁶.

When they have finished, discuss with the class:

- How do people react in the beginning?
- What happens when they find out they share the same origin?
- What do you think of this video?
- How did you perceive and understand what you saw?
- Did any of your opinions change or were they maybe solidified?
- Can such things affect the opinions and behaviours of students and adults?
- How do you feel after having seen it?
- Did any of your opinions change? Why?

Activity 2 – I am tolerant... (10 mins)

Ask your students whether they are close to someone who is different from them. How do they recognize tolerance in themselves and in others? Why? Are they tolerant of others' mistakes? Which mistakes?

In summing up, say that tolerance is respect for diversity and for the rights of others. It means respecting all people around us regardless of whether they might be different from us and our friends and regardless whether they behave differently from us. People can have different opinions, come from different parts of the country or the globe, like the same things we do or things we do not like at all. The readier and more willing we are to meet

³⁶ Available at: <https://www.youtube.com/watch?v=aZ3PzIW9eDA>. DNA stands for deoxyribonucleic acid, which carries genetic instructions for the development and proper functioning of all living organisms. For more details, see: https://sh.wikipedia.org/wiki/DNK_analiza.

others and learn about their habits, customs, opinions, attitudes and fears, the more tolerant we become.

* * *

GRADE 9

GOALS

Students will:

- review their own views about different people, affinities and features;
- develop the skill of conducting tolerant dialogue.

Duration: 45 minutes

Materials: tolerance quotations (Appendix 6.7)

Activity 1 – Tolerance walk³⁷ (30 mins)

By way of introduction, talk to your students about children’s rights³⁸. The link below takes you to the abridged version of the *Convention on the Rights of the Child*. Ask them which children’s rights they know of. If needed, remind them of some of these. It is important that they know that everyone has the right to be different. This can be summed up by the following saying:

If we are looking for something that we have in common – that is the fact that we are different.

Explain to the class that in the following activity they will take their position depending on their opinions, as follows: *After I ask the question, if your response is yes – go to the right, and if it is no – go to the left, and for not sure – remain in the middle.*

37 Available at: http://os-mala-subotica.skole.hr/upload/osmala-subotica/multistatic/57/2011_Zbirka_priprema.pdf.

38 Available at: https://www.unicef.org/montenegro/SOWC_MNE.pdf.

Ask one question at a time. Tell them to think before responding: *Could you be a good friend with someone who:*

- supports a rival club?
- is of a different ethnic background?
- is of a different religion?
- has problematic behaviour?
- listens to folk music?
- is a straight-A student?
- is very rich?
- is overweight?
- is a model?
- listens to heavy metal?
- is 5 years older than you?
- is 5 years younger than you?
- has special educational needs?

Have a short round of discussion after each question: Possible prompt questions include:

- *What don’t you like about the people who belong to that group?*
- *What other features do you attribute to them?*

The students might be embarrassed to opt for a ‘no’, maybe it would be easier for them to stand in the middle and describe the features they ascribe to the group.

It is important that the students know that after each discussion they can change their position in reference to the given group.

Sum up the discussion – for instance:

Tolerance for diversity implies the acceptance of others the way they are, together with their specificities. It is important to respect and appreciate any diversity among people. We will be able to do so if we distinguish between right and wrong, if we are aware of fundamental human rights, if we observe the similarities and differences that exist between

all of us. If we try to “walk in someone else’s shoes” (empathy) and see the world from a different perspective, we are on the right path to understanding others and thus preventing misunderstandings and conflicts.

- *I was tolerant when...*
- *At school I learned that... is an example of tolerance.*
- *Why is being tolerant good for me? For others? For the world?*

Activity 2 – For me tolerance means... (15 mins)

Following all the activities, invite your students to recall all the things they have done during the workshop and say what tolerance means for them:

- *Tolerance is when I don’t get angry if others do not think/ behave the same way as I do.*
- *Tolerance is when I don’t reject others...*

Pass out the sheets with quotations for students to choose the one they like the most (not all students need to have a copy of their own, one sheet between four students should suffice). Those who wish to do so can say which quotation they like the most and why. They all agree which quotation they like the most and post it visibly in the classroom.

TEACHER’S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 3

Meaningful praise – reinforcement

When you respond with positive and quite specific messages to various forms of tolerant behaviour, your students clearly understand that you recognize and appreciate such behaviour. Thus, you greatly increase the possibility of your students repeating and reinforcing such behaviour, and contribute to the reaction of others surrounding them.

Ex.1. You acted perfectly, you rejected prejudices and accepted the new student who comes from a different setting (rural, other town, different country...) like true friends.

Ex.2. You’ve understood the significance of mutual respect and the acceptance of differences, You’ve understood what tolerance is all about. Well done!

Ex.3. Through cooperation and tolerance you have contributed to strengthening friendly relationships in class. Now the classroom is a much nicer place for us all.

Guidance

This feedback helps students recognize why their tolerant behaviour is helpful. In addition, you can also encourage them to think about situations in which they could behave like that in future.

Ex.1. So what if you don't like the same kind of music? Is that a reason for intolerance? Instead of focusing so much on how different you are, try thinking about the similarities.

Ex.2. Tolerance means appreciating and accepting others, respecting their rights! Can you say that you've been tolerant in this situation?

Ex.3. The more open and ready we are to get to know others better – their habits, opinions and views – the more tolerant we become. Give it a try!

Correction

Your effective response to instances of intolerant behaviour or messages describes such behaviour and its consequences, and then offers the opportunity for the students to think about alternative behaviour and how to apply it.

Ex.1. Tolerance does not mean everyone is allowed to do anything, but that we all enjoy equal rights.

Ex.2. You truly expect us to tolerate your harsh behaviour? Being tolerant does not mean condoning somebody's bad behaviour, but accepting others in a way we would like others to accept us. What does this say to you?

*Ex.3. There is an interesting book published by Kreativni centar, called *The Encyclopaedia of Poor Students, Rebels and Other Prodigies*³⁹. It lists numerous examples of people who were laughed at, whose ideas were belittled or who were ridiculed for a number of reasons. Today they are thought of as some of the most important people in the history of humankind. Think about it, maybe some of the classmates that you were at times rough towards or who you don't like for some reason may become equally important people.*

³⁹ Available at: <http://www.kcknjizara.rs/?b=C199>.



”

*Optimism is when Dad believed
I could learn to ride a bicycle,
so I became an optimist, too.*

(Anđela, 1st grade)

WS7

OPTIMISM





THEORETICAL INPUT FOR TEACHERS

Is the glass half-full or half-empty? Different people see the same events differently. People can take an optimistic or pessimistic stand on problems and life in general. Some people see unavoidable life problems as insurmountable obstacles, while others see them as temporary difficulties.

Optimism is a positive attitude towards the future. People, however, often mistakenly believe that being an optimist means being positive about everything and believing that in life everything will turn out as they expect it. This approach to life could rather be described as *blind optimism*. People who are unrealistically optimistic often express unrealistic expectations of themselves, for example: that nothing bad can ever happen to them, that they can do anything, etc. Such expectations decrease the sense of responsibility. (This is very typical of adolescence, when young people are aware of different risks and dangers, but are convinced nothing bad will ever happen to them – it only happens to others.) Likewise, a certain level of pessimism in potentially high-risk situations may be of help, since it increases the level of caution and responsibility. Psychological research shows that *realistic optimism* is helpful.

A realistic optimist is aware that occasionally he/she will encounter some troubles, but believes that he/she will be able to cope with them. Optimists are focused on goals which are realistic and achievable, although possibly ambitious and demanding. They have the ability to see the wider picture and view problems as opportunities for learning/

change. Optimists are convinced that there are several possibilities for solving a problem and that investing efforts will produce better results than being passive, helpless or pessimistic.

RESEARCH ON OPTIMISM

Empirical research confirms that there is a strong link between optimism and satisfaction with one's life on the one hand, and high self-esteem on the other. Depending on their experiences, children, just like adults, retain for a long time their level of self-esteem, whether high or low. Their level of self-esteem, however, can be changed with systematic action. Every child is entitled to a positive feeling about his/her own worth – a high level of self-confidence – and parents and teachers are responsible for stimulating such development.

Optimistic children have high self-esteem, i.e. they are convinced that their efforts will lead to favourable results and achievements. Such children have trust in themselves and their own observations, attitudes, choices and decisions. They are more creative during play, exploration and socializing. They take an active part in group discussions and feel free to ask questions without hesitation.

The famous American psychologist Martin Seligman conducted numerous studies (Seligman, 1998) about pessimism, involving around half a million children and adults. His research led to the conclusion that optimistic people live a better life than pessimistic ones. Among other things, he concluded that optimism affects one's health:

- Optimists suffer from depression less often than people with a pessimistic outlook on life.
- In school, sport or at work they achieve results commensurate with their abilities (unlike pessimists, whose results are poorer than expected, given their abilities).

- Physical health is better in optimists than in pessimists.

When a child or a student makes a mistake, he/she should not be judged, but helped to focus on what he/she is trying to achieve. It is always a good approach to ask the child what he/she wanted to achieve or what he/she intends to do differently next time. Most importantly, a child should be supported in the conviction that he/she can do what he/she was trying to do. An optimistic and self-confident child is not one who thinks that he/she is perfect or faultless, but one who is convinced of his/her own values, accepted as a unique being, with all his/her positive features, but also flaws, which are not taken as a mark of lesser value.

FOSTERING REALISTIC OPTIMISM

Experts propose several methods:

Personal example. First and foremost, as is true for the development of most skills and virtues, what is vital is how you behave, how you respond to daily situations in the school overall, not only in the classroom. It is essential for you to be a good role model.

A feeling of success. Students should be encouraged realistically to reach the goals and praised for all the things that come as a result of their efforts and work. Think and put into place the conditions so that every child, according to their abilities and appropriate to the situation, can experience being successful in what he/she is doing and is investing efforts in persistently. By doing so you send a message that you believe he/she can do it. Praising students overly readily and excessively – “Good job! Well done!” – for no real effort will do more harm than good.

A mistake as an opportunity to learn. It is beneficial to help a student see the good side of an otherwise bad event. Even mistakes can be seen in a positive light. Help students understand that the path to success is almost

never linear. The experience of success is naturally accompanied by failures, mistakes, discouragements, trials and errors. Stories about the lives and careers of famous scientists, artists and athletes, as well as stories about what is encountered on the path to success are quite effective in that sense. Thus you send clear messages that students can have control over numerous challenges in life (which is an important element of optimism) if they persevere and believe in themselves.

Autonomous work. Children are proud, happy and self-confident when they do something new on their own. (*I can do it when I want to... if I try hard... and I will be able to do more!*). Encourage any such attempt, even if it seems “imperfect” or even if it would be easier for you to show it to them. The experience that a student has when he/she sees something through to the end, accompanied by realistic praise, does a lot to boost optimism.

Praise efforts and responsibility. It is important to praise students’ efforts if they are genuine and persistent. In this way you will show them that you have seen their efforts and endeavours. Also, it is preferable to tell the student with empathy that you believe in him/her and support his/her efforts (*Try once again... I know/believe you can do it...*). That gives a boost to their self-confidence and optimism. Contrary to that, the messages that are commonly heard: *It’s not important...* or *It doesn’t matter, you’ll do it better next time...* are of no use, because with them you can underestimate the real feelings of the student in a situation when he/she falls short of what he/she expected.

Feedback. Your feedback in the case of a failure, or a poorer performance or mark should demonstrate your understanding that this was just a temporary result, recognition of some of the causes and it should point to solutions. If a child is too young or still does not have the required abilities, experience or skills, he/she can develop so-called learned helplessness (*Whatever I do, it’s never good enough. I quit. There’s no point in trying*). Students should be

supported in their learning and be gradually exposed to new situations and demands.

Classroom climate. Experiences of safety, appreciation, encouragement, cooperation/ teamwork and empathy are important for developing optimism. Good relationships with one's peers are particularly significant at this age.

Examples. It is important that you pay attention to the manner in which you explain life situations to students. When a student is unsuccessful at something or something bad happens to him/her, you should explain that it will not last long, that this is only temporary and remind him/her of similar situations where everything turned out right in the end. Tell the student that bad things sometimes happen to everyone and are an inevitable part of life. Give examples (from literature, science, life, film or art) in which it is obvious how optimism was decisive for somebody's success in life or career.

- even when bad things happen, think about what could be done better next time;
- give possible solutions;
- have a responsible attitude towards the things that depend on them;
- are sociable – like company and joint activities;
- remain motivated even when things do not proceed easily or well;
- are confident that the things in which they did not perform well can be improved.

OBSERVING AND MONITORING OPTIMISM

Behaviour – indicators

The behaviour exhibited by students who have an optimistic outlook on life – students:

- are confident that the efforts invested will pay off in future;
- are ready to repeat an activity/assignment to solve it properly or do it better;
- give humorous comments on some situations when they were not successful or persistent enough;
- realistically assess themselves and their own abilities;
- are confident, set goals that are realistically achievable in the future;
- feel happy and proud when they are performing well;

CYCLE 1

The activities proposed for boosting optimism are not demanding and can be used in regular teaching. They are appropriate for transitioning between subjects, for relaxation, or before moving to a new topic. At this age students learn serious things through play, develop self-confidence and self-esteem, and learn about their own strengths through such activities. The *Teacher's Feedback* section may be of help on how to praise, guide or correct students' behaviour to develop and reinforce the desired behaviour.

GRADE 1

GOALS

Students will:

- *express their needs, expectations and wishes confidently;*
- *develop a realistic image of themselves and their own abilities.*

Duration: 5–20 minutes

Materials: ball

Activity 1 – Ten Child Commandments⁴⁰

Tell your class that the commandments from children to adults and parents might look something like the statements below if children could express them and write them down. Read them out loud and invite comments after each:

1. My hands are small: do not expect perfection when I make my bed, draw or throw a ball.
2. My legs are short: slow down so that I can catch up with you.

⁴⁰ Available at: <http://www.znakoviporedputa.com/porodica-roditeljstvo/861-10-de%8Dijih-zapovesti>.

3. My eyes have not seen the world as yours have: help me discover the world.
4. I am growing fast, so find time to play with me.
5. I am your special gift, treat me as one.
6. When I make a mistake, it does not mean I am a bad person.
7. There are things I have to do without you in order to learn to be independent.
8. We have to spend some time apart to rest from each other.
9. I know it is hard, but do not compare me to my siblings or other children.
10. Don't do things instead of me. It makes me think I'm not doing them well and am disappointing you.

Activity 2 – Supergirl and Superboy

Draw on the board or flipchart the contours of strong arms and barbells so that students, when they stand in front of the board, look as if they are the character itself. The aim is to help them identify with the two characters and feel what it is like to be powerful. Children can be offered the option to choose which image to stand in front of, and then, facing the class, show a feeling of satisfaction and retain the posture for several moments. At your signal, the others give them a round of applause.

Explain what posture to take: chest protruding forward, chin up, head slightly tilted back, a determined expression, a smile, legs slightly apart, feet firmly on the ground – nonverbal signs of power, satisfaction and feeling safe. Help them assume that posture.

When they have finished, ask the students how they felt. If someone was hesitant or embarrassed, encourage them to stand in front of the character or their partner to stand in front of the other character to take the pose together, side by side.

Activity 3 – I like

The students sit on the floor in a circle. One of them starts by holding a ball in front of him/her and saying, for example, *I love chocolate*. While saying this, he/she rolls the ball over towards another student in the circle. Then it is his/her turn to say what he/she likes. The game lasts for as long as they enjoy playing it. This is a good way to make children think about the things they like.

Ask them when they usually think about the things they like. How often does that happen? How do they feel then?

* * *

GRADE 2

GOALS

Students will:

- *develop a positive image of themselves and their own abilities;*
- *develop self-confidence when dealing with their peers.*

Duration: 5–20 minutes

Materials: mirror, magnet (preferable, but not necessary)

Activity 1 – Elicited smile

Divide the class into pairs. One partner should try to remain calm and show no emotion while the other tries to make him/her laugh. Speaking and touching are not allowed. If the first student laughs, his/her partner thanks him for the elicited smile and they switch roles.

This is followed by a discussion (preferably in a circle). Ask questions to prompt the discussion:

- *Was it hard to make your partner laugh?*
- *Did you have problems staying serious?*
- *How do you feel now?*

Conclude: *You see how little is needed to be happy and smiling. Let's thank each other for the wonderful activity. (gratitude)*

Activity 2 – The greatest treasure

The students sit in a circle. Take a box/hat with a mirror inside and ask: *What do you think is inside the box?* (Wait for a couple of moments for the students to give their ideas and calm down.) *This box contains the greatest treasure. Come on, one at a time, take a peek, but don't tell anyone what you have seen.* It is vital to tell the students not to comment on what they have seen and that they will have a chance to speak when they have all had a look inside. Tell them they will spoil the game if they immediately say what they see, and we don't want that.

Observe the reactions of students who see their own reflection.

Once all the students have had a look inside, ask them if they were surprised. What does it mean that they saw their own reflection? How did they feel?

Stimulate the students to think positively about themselves. Tell them that everyone is good at something, that everybody is special for something and that we all have our strengths. We only need some time to discover or recognize them.

Activity 3 – I am the magnet!

It is not necessary, but you can bring a magnet from the physics lab and use it for this warm-up game – show them how a magnet attracts some things. If you do not have a magnet available, tell students that magnets attract nearby metal things. Then tell them to imagine they are a magnet, but one that attracts people instead of things. They are to imagine themselves as huge magnets attracting other children. The task is for students to think and draw conclusions on why they might be attractive to others, why their peers would want them as friends. What attracts them?

This is followed by questions:

- *Why am I a magnet, how do I attract other children?*
- *What do other children like doing with me?*

* * *

GRADE 3

GOALS

Students will:

- *develop self-confidence in communication;*
- *understand that we accept each other with all our virtues and weaknesses.*

Duration: 5–20 minutes

Materials: none needed

Activity 1 – My name is... and this is my friend... (Vojvoda, J., 2015)

The students sit in a circle. You start the game by turning to the student on your right, saying your name and the name of the student to your left (*My name is Maja, and this is my friend Isak.*) Then this student turns to the one to his/her right and says his/her name and your name. The activity continues until you have gone around the circle.

You then start the next round. You say your name and a positive feature that you are proud of. Make a full circle again.

In the following round, also introduce a feature of the friend to your left. You start (e.g. *My name is Maja, and this is my friend Isak. He is* (repeat what he said about himself, regardless of whether it is a personality trait or an activity he enjoys doing, etc.). Make a full circle.

Ask them how they felt. Was it hard for them to single out their good characteristics?

Activity 2 – Best friend

Talk to your students about how often children quit doing something believing they are not good at it or that they will not manage it. At times they generalize failure and say, for example: *I can't do anything right!* Tell a student: *Imagine your best friend saying that he/she can't do anything right. What would you tell him/her?*

Encourage students to name different abilities and characteristics. You can give an example or add to what they have said: *Oh, come on, there are other things you do well. Remember how well you play football (dance, draw, ride a bicycle, rollerblade, skateboard, sing...) and how many good friends you have.*

This helps students realize how many things they do well and you are teaching them to be more realistic about themselves, to embrace the perceptions others have of them, to accept themselves fully, with both virtues and faults. When students practice treating themselves as their best friends do, then they start focusing more on their strengths, not their weaknesses.

Activity 3 – The story of the two seeds⁴¹

Read the story of the two seeds (Appendix 7.1).

Discuss with the class: *What is the story about? Does it happen that we don't even try to do some things because we're afraid? What are we afraid of? Maybe mistakes? What if we make a mistake? Why is it important to try? Which characteristics that we have help us succeed?*

End the activity with the saying *Life swallows those who are afraid.*

⁴¹ Available at: <http://motivtim.org/blog/Inspirativno/117/prica-o-dva-semena.html>.

Activity 4 – Each person is a pearl-keeper

Read the text by Božana Jelušić *Each person is a pearl-keeper*⁴².

Have you ever heard someone being referred to as “a common person”? Don’t believe that. There are no such people. Each person is a pearl-keeper: the rough shell hides a beautiful secret, a story, a surprise. You just need to dive deep and be patient. Let the person open up. And then thank them for sharing with you their hidden “You are...”

Ask questions:

- *What is your experience of this text?*
- *What kind of pearl does everyone have?*
- *What pearl do you have?*
- *What do you need so that others see your pearl?*

Send the message that every person has worth and that every one of us has something that makes us of value!

Let each student draw a sign, a symbol of their pearl. Once finished, put the drawings on display. Praise their creativity and effort to draw their pearls as nicely as possible. Pay attention to how students comment on each other’s works. If you notice them saying nice things about others’ work, let them know that you have seen it and praise them!

⁴² Available at: B. Jelušić – Svaki je čovjek čuvar bisera, http://mementoprijateljstva.weebly.com/uploads/5/6/4/0/5640007/moja_i_tvoja_prava.pdf.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 1

Meaningful praise – reinforcement

Students do not always readily recognize what kind of thinking, messages to oneself or what kind of behaviour are conducive to developing optimism. Thus, this feedback aims to emphasize and praise their positive thinking and behaviour through which they show that they want to and are able to maintain control over what is happening to them, even if it is not easy.

Ex.1. It's nice to see you happy: you worked hard and reached your goal.

Ex.2. We all have ups and downs. Today you have shown what you can do if you want to.

Ex.3. Seemingly little things – sunshine, the smell of grass, a good song, a hug – make us happy.

Guidance

This feedback helps students recognize why optimism is helpful for them and for those around them. You can also help them to think about future situations in which such behaviour and attitudes may be of help.

Ex.1. When we own up to our mistakes, are not ashamed and don't try to hide them, we can learn a lot from them.

Ex.2. Maybe you didn't get the mark you wanted, but you were honest and did everything yourself. That's brave, it makes you stronger.

Ex.3. You can't always be the winner. We learn something from our defeats, too. Who is your favourite athlete? Does he (his team) always win? When he loses, does he quit or play again (basketball, tennis, football...)?

Correction

If you notice a student who quits easily when facing even some simple obstacles, who is not pleased with him/herself, who does not believe it is worthwhile investing efforts, then you give feedback that will help him/her understand the effect of such behaviour or opinions. In addition, you help such a student recognize the ways that such behaviour can be more constructive for him/her or others.

Ex.1. Why do you always think bad things are going to happen? How do you feel when you think like that? This time say something nice, something positive to yourself.

Ex.2. Do you believe you will solve the problem if you quit now? Let's see together what else you can do.

Ex.3. You tore up the sheet of paper because you cannot draw nicely? So what?! We are all successful at one thing and unsuccessful at something else. For instance, I'm no good at catching a ball, but that is no reason to get angry. When you're that furious, there's even less of a chance of you succeeding. You can't draw? OK – what are you good at?

CYCLE 2

GRADE 4

GOAL

Students will:

- analyse their own positive feelings and what makes them happy;
- understand that we all have certain abilities and that all those are valuable;
- develop self-confidence.

Duration: 45 minutes

Materials: a tree made of cardboard (or drawn on a piece of poster-size paper), multi-coloured pieces of paper, sheets for making records, string

Activity 1 – I am pleased (15 mins)

Beforehand prepare a tree (best if made out of cardboard, with a branchy top), a large branch or potted flower on which to hang leaves (just like a Christmas tree). The alternative is to draw a branchy tree on the board or the poster-size paper. Pass out coloured paper (preferably of different shapes) to each child for him/her to write down what makes him/her excited and happy (e.g. *I'm excited about getting a dog. I'm excited about being invited to a birthday party.*).

Once they have done so, with your assistance, everybody comments on what he/she has written, hangs his/her own leaf on the tree (plant). Particularly draw their attention to the day-to-day little things that make them happy.

Activity 2 – I can, I believe... (20 mins)

Give each student one leaf which can be quite simple in shape (as in Appendix 7.3).

Instruct them on how to fill in the leaf.

Everyone should write down:

- two positive qualities they have;
- two skills they have acquired this year (e.g. riding a bicycle, swimming, making pancakes);
- a problem they have successfully solved (not only in school);
- a goal they have set themselves (realistic, achievable).

Once they have read out what they wrote, praise them for recognizing their abilities and qualities well, because they rely on them in different situations in school and in life in general.

Read the following quotation:

You can complain because rose bushes have thorns or rejoice that thorn bushes have roses.
(Confucius)

Activity 3 – The grid of respect⁴³ (10 mins)

The students stand in a circle. Hold a ball of string in your hand and give the following instruction: *You've been together in the same class for four years now. You've had plenty of time to get to know each other well, lately even through these workshops. Today we had the opportunity of hearing what makes you happy, what you are good at and what you need help with. Now each one of you can pick someone from the group and tell them why you appreciate them.*

Go on with the explanation: *The string will reach all of you. Before you throw it to anyone, keep hold of one end of the string. You start. While holding one end of the string, throw the ball to one student and say: I appreciate you because...*

⁴³ https://bib.irb.hr/datoteka/558959.Irena_Karabali-diplomski_rad_poticanje_tolerancije_kod_uenika_razredne_nastave.pdf.

The student catches the ball and, keeping hold of the string, throws it to another student, repeating the procedure. At the end, everyone is connected by the *respect grid*.

* * *

GRADE 5

GOALS

Students will:

- *analyse how an ability to cope with everyday problems fosters optimism;*
- *analyse positive qualities in themselves and in others and how these are developed.*

Duration: 45 minutes

Materials: pencil and paper

Activity 1 – Let’s feed our optimism (30 mins)

Start a discussion with your students by stating the ways how you cope with bad moods. For instance, after a bad day at work, you go home and read a book. Or exercise/workout.

Then you tell your students to make a list of what helps them overcome bad moods. For instance, when they get a poor grade at school, get into an argument with their brother/sister/friend, when they are grounded. Let them recall a bad situation that happened to them and write down the ways they overcame bad moods and dissatisfaction, i.e. how they “fed” their optimism.

The students write down at least five ways of “feeding”, i.e. boosting and fostering, their optimism. Once they have finished, they can illustrate the list with pictures.

Those who wish to do so can read their lists. Identify similar solutions in the lists made by different students, if any. Pay attention

to whether they mention exercise, sleep or talking to someone (family members, friends, teachers).

Highlight the fact that in difficult situations often everything seems gloomy or that there seems to be no way out. They put on their lists at least five things that they can do to encourage and cheer themselves up in order to face the troubles that are inevitable in the lives of all of us better prepared and with more strength.

Activity 2 – Encouraging others (15 mins)

Tell your students to think of the qualities they appreciate in the classmate sitting to their right, if they are sitting in a circle, or if sitting at their desks, in pairs, then their partner. Which quality they would like to possess or borrow from him/her?

After giving them several minutes to think about it, invite them to name those qualities while the rest listen. Say to your students:

- *Did you know that you possess certain qualities that others love and appreciate in you?*
- *How did you feel when others were naming your good qualities?*
- *How can the quality you wish that you possessed be developed?*

* * *

GRADE 6

GOALS

Students will:

- analyse their own ability to solve problems and assess solutions;
- recognize the sources of support and assistance for them and the people around them.

Duration: 45 minutes

Materials: cards with problematic situations, “optimism reminder”

Activity 1 – The solutions are within us (30 mins)

Divide the class into five groups. Each group gets a problem to solve by drawing one of the five cards offered (Appendix 7.3) and each student writes his/her solution to the problem. The solutions are expected to vary, but tell them to discuss them with **tolerance** and within their **teams**. Then they comment on each response to you and the rest of the class. In cases of non-constructive solutions, search for a better one.

Activity 2 – My optimism reminder (15 mins)

Tell the class to write down several good and bad things that have happened to them over the week. After 5 minutes, the students who wish to do so read what they have written. Remark to the class that it is important not to be discouraged by problems, but to view problems positively, as things that can be solved.

Then pass out the “My optimism reminder” worksheets (Appendix 7.4).

Let them read the reminder and comment on what they like the most.

- Will it be hard for you to do some of the things stated in the reminder? What things?
- What will be easy for you?

Propose to your students that they do a recap later during the day, at home, of any important events by using the reminder.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 2

Meaningful praise – reinforcement

Students do not always readily recognize what kind of thinking, messages to themselves or what kinds of behaviour are conducive to developing optimism. Thus, this feedback aims to emphasize and praise their positive thinking and behaviour by which they show that they want and are able to maintain control over what is happening to them, even if it is not easy.

Ex.1. You did your best! I appreciate that you don't give up easily.

Ex.2. You believed that you had a chance there and knew how to make the best out of it. Good job!

Ex.3. This doesn't happen often, but it is a quality of a true optimist to laugh at his/her own mistakes. It's commendable!

Guidance

This feedback helps students recognize why optimism is helpful for them and those around them. You also help them think about future situations in which such behaviour and attitudes may be helpful.

Ex.1. You know yourself and your qualities well. This will help you know others better as well, and develop relations with other people.

Ex.2. Are you sure this is the best you can do? I believe you can do better. What else could you do?

Ex.3. If you love and appreciate yourself, others will begin to love and appreciate you more. What others think about us mirrors what we think about ourselves.

Correction

If you notice a student who quits easily when facing even some simple obstacles, who is not pleased with him/herself, who does not believe it is worthwhile investing effort, then you give feedback that will help him/her understand the influence of such behaviour or opinions. In addition, you help such a student recognize ways for such behaviour to be more constructive for him/her or for others.

Ex.1. Do you remember how you pulled out of the competition last time? You felt sorry afterwards, and were furious. Have you thought of trying harder this time? At least you'll know that you've given your best.

Ex.2. Why do you think that folklore (sport, dance) is not for you? Have you given yourself a real chance? If you quit immediately, you will never know how successful you could have been.

Ex.3. Do you think that feeling down will solve the problem? Is there a better solution? Let's see the options!

CYCLE 3

GRADE 7

GOALS

Students will:

- understand that problems can spur the imagination and new ideas, and be fun;
- analyse how the approach to solving a problem and the feelings that accompany it can affect the solution.

Duration: 45 minutes

Materials: pens and paper

Activity 1 – It’s raining – so what? (5 mins)

Indicate to the class that they are going to do a fun brain teaser and invite them to be as imaginative as possible and not to repeat themselves. Tell them:

It’s raining – so what? and offer examples of how to continue the sentence: ...and I just love the rain!

A good example would be: *I will not melt, I am not made of sugar!!*

Students will complete the sentence as they deem fit (*but I have an umbrella...*). It is important not to be discouraged or dispirited by problems, but to view them from the positive side, as solvable. Students should understand that there are several solutions to every situation and that we should not feel dispirited or be in a bad mood in the face of a trouble or a problem. This is one of the important elements of optimism. They will also observe that **creativity** supports **optimism**.

Sum it up: *What solutions have we come up with for the same situation? What does it tell us?*

Activity 2 – How does an optimist think? (40 mins)

Read the following statements out loud:

- *I will never learn maths! / I failed because I’m stupid!*
- *I have no ear for music!*
- *I’m not gifted at ballet at all!*

Invite them to “step into the shoes” of students who speak about themselves in this manner (they will feel more at ease about projecting their feelings and thoughts if they speak about others). Perhaps some students would say the same about themselves. Let them do it.

After each statement, ask the following:

- *Why does this boy/girl think he/she will never learn maths... that he/she is not gifted at maths?*
- *How do they see themselves, how do they perceive themselves, what messages do they send to themselves: I will never..., I cannot..., I don’t have...?*
- *How do you think he/she feels when speaking like this about him/herself? Do such feelings prevent him/her from being a better student? How?*
- *Do you believe it is true that we can never learn maths if we are not gifted?*

Now read out the following statements:

- *I failed maths, but if I try harder by the end of the year I will get a good mark!*
- *I’m not really talented at music, but I’m a good dancer!*
- *I like having graceful movements, so I practice regularly.*

Invite them to join in with the discussion:

- *How does this statement (I failed maths, but...) differ from the first one (I will never learn maths!)? Do the same with the remaining pairs of statements.*

GRADE 8

It is important here to recognize in the first sets of statements (or you draw their attention to that) words such as: never, I will not, I'm not a natural at – and the absence of solutions, unlike the options and choices given in the second set of statements. These are two different ways of thinking about things that are typical of optimistic and of pessimistic attitudes.

- *What has the boy realized? (in the second set of statements)*
- *How does he feel, unlike the boy in the first situation?*
- *Do you think the boy will persist in what he said (the second situation)? Why?*

Sum it up:

Various unpleasant things happen in life. But, the way we perceive them can be quite varied. Some people tend to have gloomy thoughts, blame themselves or others (as in our examples). Others manage to see something positive, to see a way out and solutions...

Explain the concept of optimism (according to the theoretical inputs provided at the beginning: optimistic children are convinced that through their efforts they will perform well and succeed; that they can influence many things in life, instead of being passive observers in the hands of "fate", etc.).

Then ask: *How would you explain what pessimism is?* Ask them for examples of people they see as optimists and how they see optimism, and in which situations in future they will try to be more optimistic.

* * *

GOALS

Students will:

- *recognize the human tendency to ascribe disproportionate significance to problems, which in turn affects their feelings and solutions;*
- *understand how to put problems into the bigger picture.*

Duration: 45 minutes

Materials: pens and paper, quotations about optimism (Appendix 7.5)

Activity 1 – Scale of bad events (30 mins)

Invite your students to recall a recent problem they regarded as "terrible", "a disaster", "horrible", "a tragedy"... They can also think of a situation that is still vivid in their memory even if it happened a while ago. Those who are willing can share their problems with the rest of the class.

Then they draw on a piece of paper a line approximately 20 cm long. They mark the beginning of the line on the left hand side with a '0' and the end on the right hand side with '100'. Explain that this is a *scale of bad events*. They put further to the left the problems they regarded as *least bad* (e.g. 0.1–10 bad). As they move along the scale, the problems worsen, ending with the *most bad* ones (e.g. 90 and above). To make it clearer to them, you can draw it on the board while speaking.

Working individually, the students briefly write down the least bad problems and those that are, for them, the worst ones imaginable. You do the same for yourself.

If they need any encouragement or explanation, add to the initial explanation: the lower one-tenth of the scale features events

that are not so bad, but bad nevertheless (e.g. trivial things, like knocking over a glass of juice, forgetting one's gym clothes, etc.), and the upper one-tenth are the worst events (e.g. tragic losses). The middle of the scale is reserved for moderately bad events.

Once you have stated (written or recalled) the events you placed along the scale, ask them where they would now put the problem they recalled earlier which they had perceived as being disastrous, catastrophic, etc. Where is it on the scale given the events they recalled?

Volunteers can present their observations and changes of opinion. Give your comments: *Often the problems at hand seem horrible, disastrous or catastrophic. By doing so, we give them power. When we say that something is horrible, disastrous or catastrophic, we see it as the worst imaginable thing, at least 101 on a scale of 100. Can it really be that bad? No, not really. When we place the problems on a scale of bad events, it becomes clearer how grave the current problem really is.*

You can prompt discussion with the following questions:

- How do you feel when we say a problem is horrible, disastrous or catastrophic?
- How do you behave then?
- How do you feel when you realistically assess the problem and place it on a scale?
- Do you feel more ready then to tackle the problem and start solving it?
- Who has the power then – you or the problem?

Activity 2 – Quotations (15 mins)

Pass out the sheets with quotations on optimism and ask them to choose the one they like the most (not all the students need a copy, one between four students will suffice).

Individually, your students explain:

- Why did they choose the particular quotation?

- Is there anyone (a contemporary or somebody from the past, an athlete, someone from the film industry or a family member) who is for them a model of an optimistic person?
- What has that person achieved in his/her life?
- How does that person inspire you in your future life?

* * *

GRADE 9

GOALS

Students will:

- assess their own strengths and abilities of solving problems;
- understand that the limitations we encounter often stem from ourselves;
- recognize that real optimism is based on a realistic self-image.

Duration: 45 minutes

Materials: laptop, video projector, YouTube video

Activity 1 – Optimist vs. pessimist (30 mins)

Draw on the board a glass half-filled with water. Ask your students: *Is the glass half-full or half-empty?* This will be a good illustration/ introduction for a discussion about which types of behaviour and views are characteristic of optimists, and which are not. Divide the class into two groups, depending on their answer, with each group advocating for one side in the debate. The number of students in each group may vary significantly, but it does not matter.

Discuss the following:

- *What kind of person would you refer to as an optimist and why?*
- *What kind of person would you refer to as a pessimist and why?*

Point out to the similarities and differences in the responses of the two groups.

Continue the debate:

- *What does an optimist say to him/herself when he/she encounters a problem?*
- *What does a pessimist say to him/herself when he/she encounters a problem?*
- *What do you think about yourself: are you an optimist or a pessimist? Why?*
- *What are the advantages of an optimist? And a pessimist?*
- *Would anyone change places – switch to the other group?*

Activity 2 – What is holding us back? (15 mins)

Tell the class that you are going to watch a video about Stephen Hawking. Ask them if they have heard of him and what they know about him⁴³. Play the video⁴⁴.

After you have watched the video, prompt discussion with the following questions:

- *How do you perceive the video?*
- *What left a particular impression?*
- *What were his limitations and how did they restrict him?*
- *Where did Hawking have no limitations (they should recognize the strength of his personality, his mind, his optimism and his creativity)?*
- *How did he overcome his limitations?*
- *Do people appreciate their own abilities and opportunities enough?*

Encourage them to watch the film *The Theory of Everything* if they want to learn more about the life and work of Stephen Hawking.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 3

Meaningful praise – reinforcement

Students do not always readily recognize what kind of thinking, messages to oneself or what kinds of behaviour are conducive to optimism. Thus, this feedback aims to emphasize and praise their positive thinking and behaviour by which they show that they are willing and able to maintain control over what is happening to them, even if that is not easy.

44 Available at: https://sh.wikipedia.org/wiki/Stephen_Hawking.

45 Available at: <https://www.youtube.com/watch?v=CJx5zMGos44>.

Ex.1. Your joy is contagious, thank you!

Ex.2. Despite the bad things that happened, you look forward to every new day. That's called optimism, this belief that every day brings a new opportunity.

Ex.3. You choose to be an optimist. You are aware of the inevitability of encountering problems, but are confident that you can handle them.

Guidance

This feedback helps students recognize why optimism is helpful for them and for those around them. You also help them think about future situations in which such behaviour and attitudes may be helpful.

Ex.1. Learn to enjoy the moment, the little things, the nice things and feelings. It fosters good health.

Ex.2. That's true – life is not fair. But, if we keep thinking about it, how are we going to enjoy the good things and what we do have?

*Ex.3. You say that you can't change, that that's simply who you are... Have you ever heard the moral story of the Cherokee Indians? It's called *The Story of Two Wolves*⁴⁶. It goes like this:*

An old Cherokee is teaching his grandson about life. "A fight is going on inside me," he said to the boy. "It is a terrible fight and it is between two wolves. One is evil – he is anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority and ego. The other is good – he is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion and faith. The same fight is going on inside you – and inside every other person, too." The grandson thought about it for a minute and then asked his grandfather, "Which wolf will win?" The old Cherokee simply replied, "The one you feed."

Do you understand the story? We always have the possibility of choice, at least when it comes to our behaviour.

Correction

If you notice a student who quits easily when facing even some simple obstacles, who is not pleased with him/herself, who does not believe it is worthwhile investing efforts, then you give your feedback that will help him/her understand the influence of such behaviour or opinions. In addition, you help such a student recognize ways that such behaviour can be more constructive for him/herself or others.

Ex.1. You attract what you project. Ask yourself how come something is not to your liking again.

Ex.2. I often hear you say "Yes, but..." Why don't you turn it to your advantage for a change? I am poor at painting, but excellent at taking photos.

Ex.3. How can others have faith in you when you have no faith in yourself? Recall at least five things in which you are successful and blow that dark cloud above your head away.

⁴⁶ Available at: <http://www.izreke-citati.com/dva-vuka-u-nama-pouka-ciroki-indijanaca/>.





*Honesty is when he's going to help me
regardless of how much we disagree.*

(Sanja, 4th grade)

WS8

HONESTY





Genet

THEORETICAL INPUT FOR TEACHERS

Children and young people deserve a world that values truth, honesty and justice. Parents and teachers are often in confrontation as to who should be responsible for bringing up children – the family or school, or do both systems have the shared task of equipping children and young people for life? The most frequently mentioned reasons for not enough attention being given to this task include undermined value systems in the society and the idea that individuals cannot influence systemic changes. This attitude largely overlooks the significance of role modelling, both at school and in the family, as well as the commonly held idea that we influence social and emotional learning in children even when we do not appear to be doing so. In other words, as parents and teachers, we are often unaware of all the moral messages being sent to children, particularly when we leave them without any messages!

Children are not born with integrity, moral values and virtues, such as: honesty, honour, respect, social responsibility and courage to fight for what we believe to be right. This happens during the long process of individual moral development⁴⁷ (in its various stages), in parallel with socialization and the influence of different socialization factors (family, school, role models, peer group, media, internet, social media, etc.). The time we spend at school and in schooling makes educational institutions, at all levels, key places for supporting the moral development of children and young people.

⁴⁷ The process of moral development starts from early childhood and the beginning of socialization, and ends in early adulthood. This process is inseparable from cognitive, emotional and social development.

Schools have the primary responsibility to promote and foster honesty as a practical and ethical value. Unfortunately, many schools today are failing to do so. Students continue to cheat in familiar ways: cheating in tests, plagiarizing homework, playing truant on the days of tests, and now adding to that modern technologies which enable new forms of plagiarism and cheating. Children are aware that what they are doing is not right, but justify their actions by not having a choice – they are under huge pressure to get better marks and to score better in tests.

DEFINITION

In the widest sense, honesty is a set of moral and ethical principles a person is guided by in his/her social, professional and personal actions. In everyday speech, honesty is often understood as integrity. The word integrity comes from Latin noun *integritas* which means wholeness, completeness or entirety. In that sense, integrity would mean the internal feeling of wholeness – a person behaving in line with his/her own beliefs; a person who is consistent and is recognized by others as such. Consistency excludes behaviour typified by “say one thing, do another”.

A person with integrity (not only adults, but children also!) express their attitudes and beliefs even when it is not “popular” to do so. At the same time, strong integrity includes care for others, solidarity and helping others in need. A person with integrity owns up to his/her own mistakes and does not blame others for his/her actions. Having this in mind, integrity can be regarded as *consistent* behaviour for the common good, even at the expense of personal benefits.

According to the International Centre for Academic Integrity (ICAI), the five fundamental values of academic integrity are: **responsibility, respect, fairness, trust and honesty**.⁴⁸

⁴⁸ Available at: <http://www.academicintegrity.org/icai/home.php>.

EXPLAINING HONESTY TO CHILDREN

The adoption of moral rules and norms is intrinsically linked with intellectual and emotional development. It is important to understand the two main stages in the development of morality and the difference between so-called heteronomous morality, typical of early childhood, and autonomous or mature morality. In the former, a child adopts norms and rules of behaviour under the guidance of adults – a child knows what he/she is allowed and what he/she is not, but adults supervise their behaviour. Autonomous morality, whose development starts around the age of 10, denotes the “internalization” or acceptance of norms and behaviours – consciousness. The need for external supervision for a person to behave morally diminishes. Knowing that, we can better help children adopt moral norms (to *know* the rules, norms), but also *behave* accordingly. Remember, moral behaviour, like any other, is accompanied by moral *emotions* – both positive and negative (pride, **gratitude**, respect, shame, regret and remorse). Within this triangle: knowledge–behaviour–feeling lies the area of action for the moral development of a child.

Perhaps the easiest way of explaining this to children is by saying that being honest means not hiding the truth (deceit), not breaking the rules to personal gain (cheating), not taking something that does not belong to you (stealing) and any other action they would conceal because it is not in line with what is believed to be morally right. Another explanation that resonates with children is that honesty means doing good things even when unseen by others (e.g. the habit of throwing litter in the bin even when the teacher is out of the classroom).

FOSTERING AND CHERISHING INTEGRITY/HONESTY

Cherish a culture of integrity in the classroom and in the school

You should clearly and continuously *articulate expectations* regarding honesty and the consequences of cheating.

Always and on each occasion – you are the role model for behaviour in your classroom. You are not only “teaching” knowledge. Between the lines, students read many other messages that speak about us as teachers and parents. The teacher’s integrity is for students a model for respect, compassion, fairness, truthfulness, responsibility and being consistent in all of this.

In the classroom and the school at large we have to create a *culture* which rewards success apart from traditional testing and marking. Research has shown that there is less cheating when the emphasis is on the development of skills, not mere studying to get good marks. If students compare themselves only through their marks, then cheating may become their strategy for beating the system. If you reward students for their persistence, responsibility, **patience**, **creativity** and respect for others, then they understand that the learning process comes first. When students see that you know them as personalities, that you care about them, their peculiarities and their integrity, they are less likely to cheat.

Develop a language of values and virtues

Include in your teaching a plan for learning about the *fundamental values* of integrity/honesty: responsibility, compassion/**empathy**, solidarity, **gratitude**, respect, fairness, reliability and sincerity. Every subject taught at school can be used for social and emotional learning: historical events and personalities, fictional characters, scientists, artists, athletes, etc. Despite widespread belief that science is less suitable for social and emotional learning

than humanities, science is an endless source of opportunities for developing truthfulness, honesty and integrity (Antić et al., 2015).

Help your students use such vocabulary when talking about historical topics, fictional characters and real-life figures or current events. Encourage them to look for examples of individuals who stood up for their beliefs and values and achieved something for themselves and the whole world.

Respond appropriately to cheating

Although you cannot always control the behaviour of students, you can be consistent in your SEL strategies, making it clear that untruthfulness and dishonesty are not acceptable classroom behaviour.

You should bear in mind that most children sometimes resort to lies and that this is not a cause for excessive concern or a hasty response (punishment). However, if such behaviour is frequent, you should respond appropriately:

- identify the nature and context of the lying (cause, motive);
- respond calmly to mistakes;
- when a child owns up to a mistake/lie, show that you appreciate their honesty;
- respond in a timely manner;
- criticize a lie/behaviour and not the child or his/her character (a child is so much more than one mistake!);
- show him/her how he/she should behave in future;
- help him/her understand why it is important to tell the truth.

A useful strategy for development of social and emotional skills is the skilful use of such moments/topics in teaching and of the situations that occur in the classroom, which give a direct insight into a certain action or behaviour and the response to that.

Use stories and quotations as an introduction to targeted conversations

Famous quotations and sayings can be used to initiate discussion on topics regarding honesty, moral development and other attitudes that help children to acquire a positive work ethic and maintain respectful relationships. You can introduce the rule of choosing a *Quotation of the Day*. Quotations can be used in working with children of all ages.

Help students believe in themselves

When young people learn to believe in themselves, insincerity and dishonesty become meaningless. Living with integrity becomes a lifestyle. Research has shown that, with some of their qualities and behaviour, teachers help students develop trust in themselves by demonstrating:

- love, dedication and enthusiasm in teaching;
- a clear system of values and behaviour reflecting such values;
- selflessness and acceptance of diversity;
- the ability to overcome obstacles and show to students that success is possible.

The values and virtues embraced in such an environment will be easily transferable and applied/generalized to other areas of life beyond the school.

OBSERVATION AND MONITORING HONEST BEHAVIOUR

This is a reminder (with examples) that will make it easier for you to monitor behaviour indicative of honesty. It lists the main features of honesty, found in the monitoring questionnaire (p. 234).

Classroom work: *not prone to lying, no attempts to deceive, no hogging the credit, respect for the school rules and agreements*

made with teachers, students and others, honest assessment of one's own performance and the performance of others.

Relationships with peers and with adults: are trustworthy, they respond honestly to questions, own up to and admit their own mistakes, are honest and fair with their friends and apologize when they make a mistake.

ACTIVITIES FOR ALL AGES

You can choose from the suggestions or develop by yourself age-appropriate topics for role plays, questions for discussion, topics for essays or projects.

Essay topics

- *What is the relationship between honesty and trust?*
- *Write about a situation when you lied (about something or someone). What was the reason for lying? Did the lie affect your life? What was the final outcome of the situation? What did you learn about lying from that experience? Would honesty have been the best option from the start?*
- *Write a letter to a person whose honesty impressed you (someone you heard about on TV or read about in the papers, someone from your family or the immediate environment).*
- *A quotation on honesty (Appendix 8.7) can also serve as inspiration for writing an essay.*

Projects

- *You can task your students with monitoring for a week examples of (dis)honesty in a magazine and recognize which other human traits/values are linked to honest behaviour.*
- *You can task your students with watching a TV serial for a week and noting to what extent dishonesty plays a part in the plot. At the end of the week, they share their observations with the class.*

- *Different commercials can be analysed from the point of view of veracity, accuracy, cheating, honesty, etc.*

It is important for students to reflect upon and analyse their own behaviour, attitudes and dilemmas during such project-based learning and draw their own conclusions.

CYCLE 1

Knowledge of what may and what may not be done and what types of behaviour are acceptable or not is a fundamental aspect of developing honesty. The development of this quality in younger children is based on the knowledge of why honest behaviour helps in making good friendships. In the pursuit of these goals, it is important for a child to want to do something helpful for others without expecting a reward or obligatory reciprocation.

Proposed activities can be delivered within regular teaching. For instance, songs about honesty can be listened to in music classes. Proposed stories can be analysed in language and literature classes, for example.

This section is followed by one on *Teacher's Feedback*, which may be of help and suggest how to praise, guide and correct behaviour in order for honesty to be a usual pattern of your students' behaviour.

Warm-up activities

YouTube features a number of short animated videos and songs about honesty in English. These can be used in all three grades of cycle 1, both in English and other classes as an introduction to a discussion about honest behaviour (Examples⁴⁹).

* * *

⁴⁹ Available at: <https://www.youtube.com/watch?v=uo1n3JzEt7Y&list=PL7kNX5Lh5WJtC786Ag5JDWsIX3zExXGb9&index=2> (a song about honesty), <https://www.youtube.com/watch?v=J7JcXluRk-k> (a song about honesty), <https://www.youtube.com/watch?v=4U3ED-iG2Uw&t=16s> (a cartoon about lying) and https://www.youtube.com/watch?v=YsbXf_liH7w&t=96s (a cartoon about honesty).

GRADE 1

GOALS

Students will:

- understand which types of behaviour and qualities are typical of honest people;
- understand the importance of truthfulness and why it is helpful for them and for other people.

Duration: 15–20 minutes

Materials: *Story about the Boy Called Mirko* (Appendix 8.1), ordinary school stationery (pens, paper, colouring pencils), several boxes (e.g. four) with various small items

Activity 1 – Story about the Boy Called Mirko⁵⁰

Read out loud the *Story about the Boy Called Mirko*.

Give the class an opportunity to comment on what happens in the story. Talk about Mirko's conduct, about what honesty means and how it is recognized in the story. Identify the good deeds in the story. Comment on why someone is regarded as an honest person. Has anything similar ever happened to them or someone close to them? How do they react when they find something that belongs to someone else?

Children draw the situations in which they help others.

Activity 2 – Box Game

The activity consists of a game in which children search inside boxes for what the teacher requests. Without showing the contents of the box to other children they

should say whether the given item is found inside the box. Each box should be covered so that nobody but the child opening the box can see its contents. Each box should contain several items which are the same in all boxes, and several which are specific to that box so that there are differences between the contents of all the boxes.

Start a discussion by saying: *Adults often tell you that you should be honest and truthful in every situation. Now we will play a game to see how you behave in a competition, how honest you are.* Then give the rules of the game:

- There's a box containing various items and toys in each corner. Divide the class into four groups (as many groups as there are boxes). Each group can have its own characteristic (mark) and stand near its box.
- Call the students, one by one. Every student should go to their box. Once the student goes to the box and looks inside, ask whether a specific item is contained in the box (e.g. a doll). It is important for the student to say whether the item is inside the box or not without taking it out or showing it to other children. They score a point for each item found in the box.
- Encourage competitiveness so that the children feel under pressure to win.
- Write down the responses of each team.
- The game ends when every child has looked inside their box. The winning group is the one that has found the most items in their box. This must be clearly explained at the beginning of the game.

Now all the students together count the items found by each group in their respective boxes. The teacher, together with the class, and using the sheet with their responses, checks whether the list matches the items reported by each group member.

⁵⁰ The ideas for the *Story about the Boy Called Mirko* and the box game have been taken from the World Association of Early Childhood Educators: <http://www.waece.org/paz/english/menu-act.php>.

Given the characteristics of children of that age, probably in some situations children will not tell the truth. Together they will decide which group was most honest in its responses and will themselves decide that group to be the winner (and not based on the number of “honest answers” given by children during the game). If it happens that all the children have been honest, praise them for that. Talk about truthful and honest behaviour and that it is not important to win the game at all costs but to be truthful and honest and to play fair. Suggest coming up with a joint message to be the guiding message for joint play (e.g. *We love fair play!*)

* * *

GRADE 2

GOALS

Students will:

- *understand the links between knowledge and truth;*
- *recognize the importance of honest behaviour for themselves and for the others around them.*

Duration: 15–20 minutes

Materials: pieces of paper with the letters T and F (for each student), beginnings of stories

Activity 1 – True or false

Read out a set of 10 statements; after each students should raise the letter T (true) or F (false), or raise their left hand for T, and right hand for F.

They can close their eyes to avoid looking at each other. Examples of statements:

- *The sun rises in the east.*
- *I am two metres tall.*

- *All people are the same.*
- *Autumn comes right after spring.*
- *Your name is Archibald.*
- *Today is Tuesday.*
- *Five plus five equals 10.*
- *Animals are living things.*
- *It rains only at night.*
- ...

After each statement, write down (for yourself) the number of wrong answers. When all the statements have been read out, ask the students which were the easiest, and which were the hardest for them. Why?

It is important that the students see the link between knowledge and truth – in order to respond properly about whether something is true or false, we need some knowledge about it.

Activity 2 – Complete the stories

In this activity, children complete a story and then assess the activity.

Explain to your class what the activity is about. After you have read the beginning, your students should finish the story. If needed, you can begin some more stories.

Examples:

A boy is walking down the street when another child comes along in a wheelchair and accidentally drops a toy bag because the wheelchair gets stuck. The boy then...

A girl is crying inconsolably in the park because she has lost a toy, but nobody pays any attention to her. At that moment a woman comes along and...

Children finish each story and the teacher notes down the responses. This is an activity for the whole class, so that all children can hear the responses of all the other children.

Reread the stories so that children can analyse each response offered. With the help of the teacher, children will assess the stories based on the following:

- *Is the story complete, credible?*
- *Which types of behaviour and actions (in the responses offered) are the best?*
- *Does the offered ending imply honesty or not, and why?*

* * *

GRADE 3

GOALS

Students will:

- *recognize the features of honest behaviour and what reflects it;*
- *understand why honest behaviour is important in school;*
- *recognize the importance of truthfulness for cherishing close relations and trust in the family/school/life.*

Duration: 15–20 minutes

Materials: worksheets (Appendix 8.2), colouring pencils, the Cherry Tree story (Appendix 8.3)

Activity 1 – Honesty poster

Start the activity by asking:

- *How do honest people behave? What do they do/don't do? Give an example.*
- *How do you recognize an honest person? How does such a person treat you? Or other people?*
- *Why is it important to be honest? How does honesty help you? And your friends?*
- *How do you show honesty during group assignments? What characteristics do you display then? What sorts of behaviour indicate honesty?*

- *Has anyone ever been dishonest towards you (in school/class)? If yes, what happened? What did that person do?*
- *How do you feel when someone lies to you?*

Students fill out the worksheet individually. When they have finished, invite the students to read their responses and comment together on each question. Finally, make a joint poster. It is to serve as a reminder, since it will feature several models for honest behaviour and they can refer back to it from time to time.

Activity 2 – Cherry Tree story⁵¹

The activity starts by the teacher reading the *Cherry Tree* story.

Give your students a chance to present their comments about what happens in the story. Talk about the boy's honesty and the behaviour of his father.

- *Did you expect such an outcome?*
- *What did the boy learn from this?*
- *Have you had a similar experience?*
- *What would have happened if the father had punished the boy severely?*
- *What is better – punishing someone for a lie or giving someone an opportunity to amend his/her behaviour? Did the father give him the chance to make amends?*

An alternative: You can stop reading the story before the word “instantly” and ask the children: *What happens next, how does the story end?* Then read the ending, and ask the questions listed above.

⁵¹ Inspired by the Legend of the Cherry Tree Story and George Washington. Original source: <https://georgewashingtoninn.wordpress.com/2009/03/21/the-legend-of-the-cherry-tree/>.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 1

Meaningful praise – reinforcement

In order to reinforce positive attitudes towards truthfulness and honesty, and how these virtues are manifested in students' behaviour, through your feedback shed light on typical types of behaviour, actions and thoughts. It helps if praise is accompanied by a question about others' feelings and reactions to such behaviour.

Ex.1. In today's game you showed that playing by the rules (fair play) is more important for you than winning. Good job! That's fair!

Ex.2. You listened attentively while your friends/rapporteurs presented the joint drawings. That's how you show respect for others' work!

Ex.3. Jasna, I've been told that during the break you saw money falling out of a pocket of a fourth-grader and that you ran up to him to give it back. You showed everybody what should be done with things that belong to others.

Guidance

With messages of this kind, you help your students recognize why truthfulness, honesty, fairness and objectivity are important for them and for those around them. This will help them anticipate the consequences of their decisions and behaviours.

Ex.1. We read a story about how one father forgave his son's mistake because he was honest. What did the father offer to his son by such an act? What did he demonstrate? That's how you build trust. Remember this if you are ever scared of owning up to your mistakes.

Ex.2. We talked about honest behaviour today. In what way can these stories be helpful to you? When could they be helpful?

Ex.3. Honesty is important for true friendship. Do you think so? What helped you see this? When would you behave like that again?

Correction

With this feedback you will help your students understand the consequences of behaviour which is not fair, true or honest. At the same time, you clearly support them in noticing the alternatives that are of benefit to them and others.

Ex.1. You forgot to do your homework which is not OK, but a much bigger problem is that you are giving some strange excuses. It has happened to all of us that we forget things, and the most important thing then is to tell the truth. Can we agree to do that next time?

Ex.2. I know you were afraid of how your parents might react to such behaviour, but the truth always comes out eventually. Think twice next time!

*Ex.3. Marta, I saw that you asked Zoran to do part of the task instead of you while you were working in the group. Is that fair? What have we said – what makes a **good team**?*

CYCLE 2

GRADE 4

At this age, children understand the key aspects of honesty and its importance in interpersonal relationships. Thus, it is important to encourage the students to think about their own actions, to reflect upon them and evaluate them.

GOALS

Students will:

- recognize the actions, behaviour and qualities of an honest person;
- recognize the importance of truthfulness for maintaining close relationships with peers, parents and teachers.

Duration: 45 minutes

Materials: paper, flipchart or board, post-it notes, markers or colouring pencils

Activity 1 – Associations (10 mins)

Start the lesson by brainstorming about honesty. The teacher writes the associations on the board or the students write them on post-it notes and then place them on a flipchart. Based on the responses, try to define honesty together with your students.

The definitions should contain the following elements: *Being honest means not taking things that don't belong to you (not stealing), not hiding the truth (not deceiving), no cheating (breaking the rules for personal gain), not exaggerating, admitting when you've made a mistake or any other action you might hide because it goes against what you believe to be right/honest.*

Activity 2 – Honesty flag (35 mins)

Divide the class into five groups. Each group should illustrate an aspect of honesty using an

“I will...” drawing (Appendix 8.4). Tell them to be **creative** and work together within a group (**teamwork**). Each group gets a large piece of paper and colouring pencils.

Each group will present its work. The members of each group explain why it is important to tell the truth, to play by the rules, to own up to mistakes, etc. Others give their comments and agree on the joint poster that will be displayed in the classroom. Depending on the materials available, classroom layout and the creativity of your students, decide how to arrange the display. An idea on how to make an “honesty flag” is given in the appendix – you could put some string in a corner of the classroom to which the drawings can be attached with pegs.

* * *

GRADE 5

GOALS

Students will:

- recognize the reasons for and consequences of lying;
- recognize the importance of truthfulness and learning from one's own mistakes.

Duration: 45 minutes

Materials: two packets of candies, the story about *The Boy Who Cried Wolf* (a written text or an audio-visual recording⁵²), a flipchart or a board and chalk

Side note for teachers: Since dishonesty/lying is the topic of this workshop, the goals set can only be pursued in a classroom climate where students feel free to share examples from their own experience without being judged. Thus, it is important to say at the very beginning that all of us have been at some point in a situation of not being honest (all of us have lied at

⁵² Available at: https://www.youtube.com/watch?v=7zFvjN_4EQA.

some point and for different reasons) and that it is most important to learn from one's own mistakes and the mistakes of others in order to make the right decisions and choices later on.

Activity 1 – Inside and out (5 mins)

Tell your students that you are going to talk about honesty. Show them two packages of candies (the bags should not be transparent, but should contain some commonly known candies). Ask your students: *When you buy candies in a shop, what do you expect to be inside?* When they respond, open up the packets and put the candies in a bowl. *How would you feel if the packet contained something else?* When they respond, tell them: *Just as this packet did contain the advertised brand of candies, the same goes for people... we should be the same inside and out.* No one wants to buy a packet of candies and find inside, say, stones. Likewise, we expect that what people say or do is right and truthful – that's called honesty.

Activity 2 – Why don't people tell the truth? (30 mins)

Ask the class:

- *What does it mean to be honest? The expected answers include: be sincere, no lying, no stealing...*
- *Why does sincerity/honesty matter? The expected answers include: honest people instil trust, are reliable, appreciated, trusted; when we tell the truth, everyone knows what really happened, etc.*
- *How do you show honesty and sincerity? By which actions or deeds?*

Ask your students to recall instances when they were dishonest/when they lied. Write on the board short statements about such situations.

Then read out loud Aesop's fable *The Boy Who Cried Wolf* or play an audio-visual recording.

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The wolf is chasing the sheep!" The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf', shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill. Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.

When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!" But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!" But the villagers thought he was trying to fool them again, and so they didn't come. At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping. "There really was a wolf here! The flock has scattered! I cried out, "Wolf!" Why didn't you come?" An old man tried to comfort the boy as they walked back to the village. "We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!"

Ask the class what the moral of the story is. *What happened to the boy who lied? Why?* Ask them: *Why did the boy lie?* When they respond that it was for fun, tell them that this is one of the reasons why people sometimes lie, but that there are others as well. Then divide them into groups and tell them to come up with as many reasons for resorting to lies as possible.

Group rapporteurs present the findings, and the teacher can add to these, if needed. Possible answers include the following:

- Sometimes lies come in the form of exaggerations, embellishments, adding “ornaments” while retelling events. People resort to that to conceal shortcomings or some dissatisfaction.
- Children often lie to their peers because they think that others are better than them, and use lies in an attempt to gain respect, to be accepted or liked.
- We sometimes lie to conceal our mistakes, transgressions, bad behaviour or any action we’re not so proud of.
- Lies are often a result of a fear of being punished.
- Sometimes we lie to make ourselves appear better and greater than we truly are.

When wrapping up, point out the importance of truth and honesty in friendship, in families and in daily life.

Activity 3 – Summing up – Consequences of lying (10 minutes)

In this activity it is important to go carefully through all the reasons for lying listed and focus the discussion on how lies can serve some quick gains (e.g. avoid punishment), but lose something much more valuable in the long run (e.g. respect, trust, honesty, a friend). For instance:

- When we see in people that they tend to exaggerate, embellish or add, then even when they are not doing so, we won’t be sure whether they’re telling the truth or not.
- Can someone gain respect by resorting to lies? How is respect actually gained? Why do others respect us or we respect others?
- What happens if we lie out of fear – to hide a mistake? What happens when that gets discovered? Will we be exposed sooner or later? How do we feel then?

- What makes us better and bigger in others’ eyes? Who is braver – the one who owns up to his/her mistakes, or the one who lies? Can a lie be put right?

Wrap up with the following quotation:

We tell lies when we are afraid... afraid of what we don’t know, afraid of what others will think, afraid of what will be found out about us. But every time we tell a lie, the thing that we fear grows stronger (Ted Williams)

* * *

GRADE 6

GOALS

Students will:

- assess how sincere and honest they are;
- recognize the importance of truthfulness for maintaining relationships with peers, parents and teachers.

Duration: 45 minutes

Materials: paper, a flipchart or a board, post-it notes, the Test (Appendix 8.5)

Activity 1 – An honest man is... (5 mins)

Invite volunteers to share their definition of an honest man. Optionally, your students can write definitions individually on post-it notes. Then the teacher sums it up and defines the key aspects of honesty.

Activity 2 – How honest am I? (25 mins)

Working individually, students fill out the questionnaire given in the appendix (emphasize that it is for their eyes only). When they have finished, volunteers can share their thoughts. The teacher prompts them with questions such as: *In what situations did you avoid truth? Why did you do that? In what*

circumstances did it happen? How did you feel? Do lies tend to have a snowball effect? It is said to be much easier to live honestly. Do you agree? Why? Why and when can it be risky to be honest? What are the benefits of being an honest person?

Side note for teachers: It is crucial that you guide the discussion skilfully so that the students who share the situations in which they were dishonest do not feel judged by the teacher or the group. Praise their honesty and say it is for the benefit of everyone. As with all the other activities focusing on honesty, emphasize that it is not always easy to make an honest decision, that all of us are quite often under various kinds of pressure, that mistakes do happen, but regardless of all that, honesty is the best policy. You can use the quotation:

A lie may take care of the present, but it has no future. (Unknown).

Activity 3 – Role play (10 mins)

Students can act out different situations in which they are under pressure to behave dishonestly. These can be the examples they used when filling out the questionnaire or some other examples: *A friend asks you to send her answers during a test. A friend asks you to lie for him to conceal the truth. A student got a bad mark and is afraid of his/her parents' reaction.*

- a) Volunteers play the roles (act out dialogues).
- b) They speak about:
 - *how they felt at the beginning (conflicting emotions);*
 - *their thoughts and dilemmas during the process;*
 - *what helped them make the right decision; what was decisive; did **self-control** help – they managed to refrain from...*
 - *how they felt in the end.*

Activity 4 – I promise... (5 mins)

Working individually, students make promises to themselves and their loved ones/friends to be truthful, honest, not to lie or cheat because... This can also be done in pairs with the partners writing down promises and then exchanging them. They may keep these promise notes.

– *I promise that...*

They can refer each other back to their promises later, remind each other of the promises made. They can decorate their promise notes if they wish.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 2

Meaningful praise – reinforcement

In order to reinforce positive attitudes towards truthfulness and honesty, and how these virtues are manifested in their behaviour, through your feedback shed light on typical behaviour, actions and thoughts. It helps if praise is accompanied by a question about others' feelings and reactions to such behaviour.

Ex.1. It is honest to own up to your mistakes, congratulations! How do you feel now?

Ex.2. I noted that you were not trying to cheat during the test. My congratulations, I'm really pleased – you respected me!

*Ex.3. You've done your project assignments within the deadline, as agreed. Good **teamwork**. You justified my trust!*

Guidance

With messages of this kind, you help your students recognize why truthfulness, honesty, fairness and objectivity are important for them and for those around them. This will help them anticipate the consequences of their decisions and behaviours.

Ex.1. Remember that you're supposed to work on the tasks on your own. Why is it good to work on your own? What does cheating lead to?

Ex.2. It's not a big deal if you've made a mistake – tell the truth and do not blame others. We learn a lot from our mistakes! It's not always easy telling the truth, but it is really worth it – why?

Ex.3. If you're not ready for the oral exam, be honest about the reasons for that. There's always someone who can help you learn better. Who is that?

Correction

With this feedback you will help your students understand the consequences of behaviour which is not fair, truthful or honest. At the same time, you clearly support them in noticing alternatives that are of benefit to them and others.

Ex.1. OK, this excuse was interesting... Let's start all over again. Remember the boy who cried "Wolf". How are we supposed to behave so that people trust us? How do you feel when you see that someone is not telling you the truth?

Ex.2. It's not OK to conceal the truth from Marko's parents... We all need true friends, but not at any cost. What will you do next time a friend asks you to lie for him?

Ex.3. You say you showed Dražen the answers to the test to help him get a better mark. What is not right here? How could you really help him?

CYCLE 3

GRADE 7

At this age, students may already be expected to critically assess their own decisions and the decisions of others, and anticipate their consequences. You can use the real-life situations and problems you encounter on daily basis – these are moments which can be used for social and emotional learning with even greater results than the predesigned activities. You can find online short motivational films on various topics, quite a few about honesty (although they are in English, the messages are easily understandable even to those who do not speak the language). Students find these films interesting, and these can be used as warm-up activities or prompts for discussion during any part of the lesson.⁵³

GOALS

Students will:

- *analyse the actions and attitudes conducive to honest behaviour.*

Duration: 45 minutes

Materials: copies of the story *The Tree* from the novel *“Naïve. Super”*⁵⁴ for all students (Appendix 8.6)

Activity 1 – Reward or punishment (5 mins)

The teacher will encourage the students to recall various fables, stories, novels, films and poems where characters were punished for their bad deeds or rewarded for good

53 Available at: <https://www.passiton.com/inspirationalstories-tv-spots/112-purse> i <https://www.passiton.com/inspirational-stories-tv-spots/78-reach>.

54 The story is an excerpt from the novel *Naïve. Super* by the Norwegian children’s author, Erlend Loe, that brought him international recognition; Geopoetika, Beograd, 2003.

ones. What works better in their case – being criticized for bad behaviour or praised and rewarded for good behaviour?

Activity 2 – *The Tree* (15 mins)

Read out the story *The Tree*.

After finishing, prompt the discussion: *What makes the grandfather a good person? What qualities does he possess? How else could have he reacted? Would the effect have been the same if he had forgiven them right away? What can you conclude about the boys? Although they made a mistake, what did they do right? What do you conclude from the following excerpt: “The debt was paid. They were cleansed and could finally hold their heads high”. What did the boys learn from this? What do you think of the following: “My grandfather told me he had been planning to give the money back all the time. ‘It wasn’t about the money’, he said”. What was it about? Why does the author say this is a story about a good world? Do you know of any similar example?*

In the end, remind your students which other qualities and virtues are characteristic of honest people: **patience, optimism, empathy, tolerance, gratitude**, trust and belief in people.

* * *

GRADE 8

GOALS

Students will:

- *identify how honesty is conducive to mutual trust and the consequences of lying;*
- *assess their own honesty, loyalty and integrity and how these affect the decisions they make.*

Duration: 45 minutes

Materials: paper, flipchart or board, post-it notes, quotations for all the students, markers

Activity 1 – When I’m under pressure... (5 mins)

Tell your students that you are going to talk about honesty and analyse different situations that they can find themselves in. Ask them whether they have ever been in two minds about which decision to make, although they clearly knew what the honest thing to do was, but were under some other type of pressure to act differently. Comment on the examples they give, and you can also offer some examples yourself. Announce the following activity in which they will be addressing similar dilemmas.

Activity 2 – Problem solving / addressing dilemmas (35 mins)

Group work: divide the class into five groups. Each group is given one of the following questions/situations. Tell them that it is important for them to think independently and then, as a group, to decide which decision to take. Answers must not be criticized. It is important to hear different decisions and the reasoning for such decisions. Emphasize that not all group members need to agree on the chosen solution, and that dissenting and reasoned opinions are allowed.

An alternative for the activity is to invite your students to decide either in favour or against each situation, and then start a discussion.

1. You have come to school unprepared for a major test. If you don't do the test well, your overall mark will go down. Your best friend sits at the adjacent desk. He says you can copy the answers from him. Would you copy the answers from your friend or take the risk of not doing the test well? Explain your choice/decision. What was your major consideration? What prevailed?
2. A €20 banknote falls out of a student's pocket in the corridor. You want to go to the cinema with your friends tonight. The money is enough for the tickets and maybe some snacks. Would you tell the student

about the lost money or take it and pretend it's yours? Explain your choice/decision. What was your major consideration? What prevailed?

3. You are supposed to give your parents a letter sent by your teacher talking about your unacceptable behaviour in class. You want to go on an already planned camping trip with your best friend, but don't know whether your parents will let you if they read the note. Will you hide the letter and deal with the consequences on Monday or give it to your parents? Explain your choice/decision. What was your major consideration? What prevailed?
4. On your way back from a shop you realize that the girl at the cash register has given you too much change. You know that your mum recently lost her job and that money is scarce in your family. The money would be of great help to the family this week. Will you keep the change and buy some groceries or will you tell the cashier about the mistake? Explain your choice/decision. What was your major consideration? What prevailed?
5. While in the school lavatory you hear a group of students talking about a fight with another student after classes. You are concerned for the safety of that student, but you don't want to be a tell-tale. Will you tell the teacher or a member of staff about the incident or keep the information to yourself and hope for the best? Explain your choice/decision. What was your major consideration? What prevailed?

Once the groups have completed their task, they should share their reasoning with the rest of the class.

After hearing the reports from the groups, ask your students what *excuses and explanations* (rationalizations) people give for lying, cheating and stealing. What can you do if you're caught lying? How should you react if you do lie? Is honesty always the best policy?

Sum up: **Honesty** requires courage, wisdom, fast decision making and care for others – it is not an isolated virtue. The students should be encouraged to think about the link between honesty and **teamwork**, **patience**, **empathy** and **tolerance**.

Activity 3 – My favourite quotation (5 mins)

Students get copies of quotations about honesty (Appendix 8.7). Each student should pick one quotation that they like most and explain why.

Note for teachers: This activity can be used with students of different ages. You can select several quotations that you think are most appropriate for the given age and make copies in advance.

* * *

GRADE 9

GOALS

Students will:

- *assess the situations when lies are used with good intentions.*

Duration: 45 minutes

Materials: copies of the story “The Bird” (Appendix 8.8) for all students

Note for teachers: Although this activity may seem easy to facilitate, you should be cautious during the discussion and the analysis of the responses given by the students. It is expected that students will give examples in which they try to justify some behaviour, their own or that of others, by calling them “lies with good intentions” or “white lies”.

Activity 1 – White lies (10 mins)

Ask your students what they think about “lies with good intentions”. Encourage them to recall as many examples as possible: for

example, a friend asks you whether you like her new dress, and you are afraid of hurting her feelings if you say you don’t. Ask them whether their parents told them that Santa Claus really existed, that an injection wouldn’t hurt, etc. Do not analyse all the examples given by the students at this stage. Let them remain written on the board, and tell the students that you will now read a story and that you will discuss their examples afterwards.

Activity 2 – The Bird⁵⁵

The teacher or a student reads out loud the story *The Bird* from the novel *Naïve. Super*:

Discussion:

In many situations it is easy to know what the right decision is, but life is not always black and white, rather many situations fall somewhere in-between, in the grey area. This is one of those situations.

- *Were the parents honest?*
- *Why not?*
- *Describe the brother.*
- *Describe the parents.*
- *Which virtues do you recognize in the parents, and which in the boy?*
- *Why does the author stress that this is a story about a good world. What is happening in the world today which does not make it so good?*
- *Is it difficult to be honest today?*

Go back to the examples given by the students previously. Do all examples fall within the grey area? When can a lie be called a white lie – where is the dividing line? What qualities can help us make the right decision? Prompt students to recall **empathy**, **tolerance**, **self-control**... How can these qualities help in making the right decision (when deciding whether something is honest or not)?

⁵⁵ The story is an excerpt from the novel *Naïve. Super* by the Norwegian children’s author, Erlend Loe, that brought him international recognition; Geopoetika, Beograd, 2003.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 3

Meaningful praise – reinforcement

In order to reinforce positive attitudes towards truthfulness and honesty, and how these virtues are manifested in students' behaviour, through your feedback shed light on typical kinds of behaviour, actions and thoughts. It helps if praise is accompanied by a question about others' feelings and reactions to such behaviour.

Ex.1. Everyone can make a mistake. Today you admitted making a mistake when you lied to your parents. How do you feel now?

Ex.2. I noted that you praised your friend for being honest with you. With that you are showing how honesty is important for you.

Ex.3. You didn't get angry when your friend told you that he disagrees with your choice when we did the role play. Well done! That's the only way to be completely honest – if we don't expect people to always tell us what we like or if we don't try to tell to others what pleases them. Truth is not always pleasant.

Guidance

With messages of this kind, you help your students recognize why truthfulness, honesty, fairness and objectivity are important for them and for those around them. This will help them anticipate the consequences of their decisions and behaviour.

Ex.1. Why is it important not to bend the truth or leave out some parts? If someone lied several times, would you trust that person as much as someone who has always been honest with you? Why is that important in life?

Ex.2. We said it is much easier to be honest. What do you think about it? Why is it important to tell the truth even when we will face consequences because of that?

Ex.3. Today Jasmina said that there are "white lies", for example when she tells her friend that something suits her well so as not to hurt her. What do you think about that? When would you tell white lies? Where would you draw the line?

Correction

With this feedback you will help your students understand the consequences of types of behaviour which are not fair, truthful or honest. At the same time, you clearly support them in noticing alternatives that are of benefit to them and others.

Ex.1. If you expect others to be honest with you, then you have to accept the truth without getting angry. The same goes for you, it seems you were afraid of saying what you think because you saw that he had a different opinion. Why is that good?

Ex.2. It's not OK to blame other members of the group for a poorly done task. You should learn to accept responsibility for your own actions. That's the only way of gaining respect.

Ex.3. You knew about Jelena's lie and you kept quiet about it. I don't think that's OK. Do you think keeping quiet about a lie make you an accomplice?





*Gratitude can be shown for help, for
goodness and kindness, for love offered*

(Una, 5th grade)

WS9

GRATITUDE





THEORETICAL INPUT FOR TEACHERS

Gratitude plays an important role in developing and maintaining good interpersonal relationships. It was Cicero who said *“Gratitude is not only the greatest of virtues, but the parent of all the others.”* That is the feeling that arises as a reaction to a good deed, action or intention of other people towards us, and which may be tangible or intangible. It motivates us to reciprocate, showing that we appreciate, recognize, respect, value and remember. Thus, gratitude is more than just a nice gesture. It is a human virtue, a social and moral feeling, an attitude towards people and life which makes relationships between people closer, more humane and longer-lasting. Gratitude has a wider dimension: one can be grateful to nature, to life and the world at large.

As with all other human virtues, gratitude does not come in isolation. **Optimism, empathy, modesty, respect, honesty, patience** and **cooperation** foster the expressing of gratitude. Conversely, a feeling of excessive self-importance and value compared to others, selfishness, preoccupation with material things and a lack of introspection are all obstacles to developing and expressing gratitude. Nevertheless, the fact that gratitude can be learned and stimulated, particularly at an early age, is encouraging.

Here we particularly emphasize the results of our survey carried out in primary schools⁵⁶ and the finding that students, unlike parents

and teachers, see gratitude as one of the desired qualities in children and young people today. They believe it is important for them to learn at school how to develop this quality, which is not typical of the attitudes of parents or teachers. According to the survey definition, gratitude involves recognition and appreciation of what others are doing for us and our readiness to reciprocate.

According to a survey published in the *School of Psychology Review* (2104)⁵⁷, the feeling of gratitude greatly increased among a group of 122 primary school students who learned about the concept of selflessness over one week.

GRATITUDE, HEALTH AND LIFE

Positive emotions, openness, satisfaction with life, less anxiety and neurotic or depressive moods are linked with the feeling of gratitude. Gratitude is particularly conducive to good interpersonal relationships – we become readier to forgive, are less focused on ourselves (narcissism), our relationships are more stable, we have a more optimistic outlook and are overall happier.⁵⁸ This indicates that the feeling of gratitude and expressing of gratitude have a positive impact on one’s overall health.

FOSTERING GRATITUDE

Teaching and encouraging children to express gratitude from an early age – in their family, peer group, preschool, school – is the basis for developing a habit of expressing gratitude, which will later on become a character trait. It is important to know that most children at the age of 10 develop the cognitive abilities necessary for consciously feeling and expressing gratitude. Then they analyse and understand their own feelings and thoughts,

56 The Role of the School in Developing Virtues, Values and Skills – Findings (2015), Bureau for Educational Services and UNICEF, available in print and at: http://www.unicef.org/montenegro/UNICEF_-_Uloga_skole_u_razovju_vrlina_vrijednosti_i_vjestina_ucenika_i_ucenica.pdf.

57 Available at: <https://www.ernweb.com/educationalresearch-articles/gratitude-students-social-emotionallearning-relationships/>.

58 Available at: <https://positivepsychologyprogram.com/gratitude-appreciation/#gratitude>.

reflect on them, understand what benefits it brings to them and to other people and start consciously expressing gratitude.

Therefore, it is important, both at home and in school, to provide real incentives for developing this virtue. As with any habit, repetition is important – it is a process. Just like sport, dancing and playing an instrument, gratitude is practiced and learned through everyday situations. For children to learn to express gratitude, they need to have an opportunity to see it in their parents and teachers as *role models* for such behaviour.

Teaching children gratitude will contribute to their feeling of greater closeness and belonging to their peer group and school, and to stronger bonds with teachers and school staff. A classroom with grateful children, who recognize good intentions in themselves and in others, starts changing the overall school climate. To put it differently, cherishing gratitude not only affects children's **optimistic** outlook on their lives and appreciation and *respect for other people* around them, but also gives a positive angle to overall learning and the school life experience. Cherishing such a classroom climate does not require many resources, administrative procedures or lengthy preparation.

The teacher as a role model. We can transfer to children or develop in them only what we possess ourselves and what we model with our behaviour. Since gratitude is a feeling and a behaviour that is acquired and learned, you are one of the most important role models for their identification with and adoption of such behaviour.

Develop an awareness of oneself and others. When you consistently show how to express gratitude, you are doing something very valuable for developing the students' self-awareness. With messages of gratitude you basically send to students positive messages about their behaviour, feelings and qualities, or in essence, their strengths. By listening to your

messages to others, students understand the values and strengths of others around them, which helps develop **empathy** and **tolerance**.

Support and encouragement. To start with, it is important to teach younger students to say "thank you", even if only done for the sake of appearances (which is one of the important learning outcomes for language and literature in the 1st grade). Afterwards, it is very important to explain to your students why they should say "thank you" – by doing so, you help them see the link between somebody's actions and feelings. Being consistent in that sets the basis for reinforcing the desired behaviour.

Good timing. Guide your students, when an opportunity arises, to identify the people, actions and events for which they should feel gratitude. Without reproach or criticism, remind your students of all the positive and good sides of their lives which other people or events have contributed to (for example, their parents gave them life; doctors take care of their health; fresh air, clean water and sunlight are important for all living things, etc.). Sometimes it is good for your students to give examples of people who, unlike themselves, are deprived of something (for example, living in extreme poverty, no education opportunities, etc.).

Expressing gratitude. Writing a gratitude journal, then notes and letters to people they owe gratitude to or on special occasions (e.g. Mother's Day, Teachers' Day, a national holiday), explaining the reasons for gratitude and how that has helped them are some effective ways of developing the ability to understand the feelings and thoughts that accompany gratitude and the ability to express them. This fosters appreciation and respect for others.

School-based campaigns. Together with the school staff, you could declare one day to be Gratitude Day and invite all the students to express gratitude to somebody (e.g. in the school). At the same time, you are empowering students to feel and express gratitude.

OBSERVE AND MONITOR THE DEVELOPMENT OF GRATITUDE

GRADE 1

Behavioural indicators

Students who can express gratitude show this by:

- recognizing the good things others have done for them;
- expressing gratitude when they have recognized these things;
- demonstrating that they appreciate and value others and know how to express this;
- having a quite realistic perception of themselves and their abilities;
- expressing gratitude when something is made possible for them;
- expressing appreciation by saying “thank you”;
- doing something good to others as a sign of gratitude.

CYCLE 1

As is the case with all the previous skills and virtues, gratitude can be learned and developed. Most important are small everyday actions. With the activities proposed, you will encourage students to feel and express genuine gratitude, which is much more than simply saying “thank you”. In cycle 1, the activities can be done within different units, as they are equally suited to both regular teaching and extracurricular activities. The presentation of activities is followed by the Teacher’s Feedback section, which may be helpful and indicate how best to praise, guide or correct your students’ behaviour in order that gratitude may be expressed and such behaviour developed and reinforced.

GOALS

Students will:

- recognize the reasons for and actions used to express gratitude in everyday situations;
- recognize how grateful people behave;
- develop respect and gratitude towards nature.

Duration: 5–20 minutes

Materials: colouring pencils, items from nature (leaves, twigs), coloured paper

Activity 1 – Let’s play...

Tell your students to imagine that they are in different professions: a bus driver, a parent, a firefighter, school cleaner, teacher, nurse or police officer. The task is to impersonate someone in the specific occupation, with other students saying whether they are grateful to those in the given line of work and what they are grateful for. Give an opportunity to all the students to do the task. Ask them: *Why should we be grateful to them? What is it that they do for us?*

Tell your students that it is important to recognize the acts of kindness in what other people do for them.

Activity 2 – A gift for a special person⁵⁹

Explain to your students that the aim of the activity is to make a gift (a drawing, greetings card with flowers, decorations made from materials taken from nature, etc.) for the people they want to show gratitude to.

The students draw and make cards with flowers, decorations using materials from nature and

⁵⁹ Available at: <http://www.waece.org/paz/bosnia/20.%20Zahvalnost.pdf>.

various symbolic gifts that they will give to the people who care for them and are raising them as a token of their appreciation. They will choose themselves who they wish to express gratitude to, then they will present the symbolic gift explaining the reasons for their gratitude.

Ask the class: *Who are you going to give your gift to? How did you choose the person you're going to give your gift to? What are you going to give to them and why?* If some students have problems explaining why they chose the particular person, let other students help them come up with an explanation.

Finally, you can arrange a role play in pairs. One student plays the part of the person receiving the gift, and the other of the giver, then they switch roles.

Activity 3 – The Caterpillar and the Butterfly

Talk to your students about gratitude.

- *Do you know what gratitude means?*
- *How can you show gratitude?*
- *Who can we show gratitude to?*

Read out the text *The Caterpillar and the Butterfly*:

The Caterpillar and the Butterfly

On a sunny spring day a green leaf was full of tiny eggs, no bigger than the tip of a pencil. These eggs were laid by the Butterfly Mother. She knew the green leaf would help (cooperation, teamwork). How? We'll see... The sun was shining, it was warm on the leaf. Several days afterwards a tiny worm started appearing from each tiny egg. The sun shone upon them, they were warm and together (cooperation, teamwork). And then worms became very hungry. They started nibbling the juicy green leaf. They grew bigger and bigger, becoming caterpillars... After 15 or so days magnificent colourful butterflies started flying off the leaf! Each caterpillar had turned into a butterfly!

Ask the class:

- *Who were the butterflies grateful to?*
- *What were the butterflies grateful for to their mum?*
- *What were they grateful for to the sun, and the leaf?*
- *How could the butterflies show their gratitude?*
- *What are we grateful for to butterflies?*

Explain to the class that gratitude enables us to appreciate what others have done for us, and express our thanks to others.

* * *

GRADE 2

GOALS

Students will:

- *recognize the qualities, values and actions that make us grateful to other people;*
- *adopt vocabulary for expressing positive human features;*
- *identify positive features in themselves and in others.*

Duration: 5–20 minutes

Materials: worksheet for “Gratitude Tree” (Appendix 9.1), coloured paper, scissors, poster-size paper, photographs of their family members, a box/hat/envelope

Activity 1 – Gratitude Tree

Pass out the Gratitude Tree worksheets. Explain to them that they are to draw or write briefly in the balloons what they are grateful for, for instance family members, teachers or their classmates. If they opt to write, then after finishing they can decorate and colour in their Gratitude Tree. The students present their

Gratitude Trees saying who they are grateful to and what for. Then they make a joint exhibition of all the Gratitude Trees.

Activity 2 – Ice-cream noticeboard (Beane, 2004)

Thank your students for contributing with their qualities to friendship, laughter, a good learning environment, making the teacher happy, etc. Praise your students.

Prepare multi-coloured sheets of papers (including brown ones for cones). Instruct the students to make cones with two scoops of ice-cream, to sign the cones and give them to you. Write on each scoop a positive word or statement that you think describes the given students well. For instance, Ana, thank you for being so punctual! Affix the cones onto a poster or the classroom wall.

Examples of positive words that you can use: *ambitious, clever, caring, fast, honest, honourable, generous, consistent, funny, fair, quick, brave, honest, creative, kind, imaginative, gentle, cautious, responsible, cautious, relaxed, smart, hard-working, sensitive, patient, accurate, tolerant, neat, positive, selfless, entertaining, grateful, interesting, lively...*

Ask your students to come up with more words or expressions to describe others or themselves.

Ask your students to choose a positive word and make a funny picture depicting it (e.g. the word *entertaining* can be presented with a smiley, etc.).

Activity 3 – My favourite photograph

Tell the students in advance to bring with them the photograph of a family member they are grateful to for something, for example their sibling, mum, dad or grandparent.

Tell them to present the person from their photograph, to describe them and say what they are grateful to them for. Other students can ask questions.

Activity 4 – Secret observer

This is a game that takes a while to perform. Put pieces of paper with the names of all the students in the class in a box, hat or envelope. Tell the students they are supposed to take one piece of paper each from the box, hat or envelope.

Emphasize that if they take out their own name, they should return it and draw again.

This is to be done at the beginning of the first class. Tell them that their task would be to observe how their *secret friend* (the person whose name they drew) behaves in school throughout the day (**empathy**). Tell them also that at the end of the day they will say what they have observed and what they are grateful to that person for.

* * *

GRADE 3

GOALS

Students will:

- learn to express gratitude;
- develop a feeling of gratitude to people who do good to them;
- develop the habit of kind behaviour and expressing gratitude.

Duration: 5–20 minutes

Materials: post-it notes, sheets of A4 paper, a box/hat/envelope

Activity 1 – Wish list

Pass out post-it notes. Then explain to your students that their task is to write down all the things they would like to give to their family members and friends for their birthday, preferably something they would make themselves.

Once they have done so, comment together with them. Guide the discussion with questions such as:

- Why that particular gift for the given person? (e.g. why glasses for grandma?)
- What are the students grateful for, what are the nice or good things that the person they mentioned did for them? (e.g. what does your grandma do that you like and what does it mean to you?)
- How could the students show their gratitude? (e.g. how does your grandma know that you're grateful for what she's doing for you?)
- What have you done so far?
- What else could you do?

Activity 2 – Gratitude chain

Pass out post-it notes. Tell your students to write in the top section the words *Thank you...* then the person they are grateful to and what for. For instance, *Thank you... for...!* Then they form a circle and read out their messages.

Activity 3 – Secret giver⁶⁰

Put pieces of paper with the names and the first letter of the surname of all the students in class into a box, hat or envelope. Tell your students to take one piece of paper each. Emphasize that they should return the paper if they take their own name and take another piece of paper. Emphasize that it is important not to show their papers to anyone else or say the name of the person they have drawn.

Their task is to make a greeting card or a letter for the classmate whose name they drew and write their name on the card. Explain that they should list one or more good qualities of the student in this card or letter and what they are grateful for. (For instance: *Aida, thank you for always offering to share your snack.*)

After completing the task, say to the class: *Regardless of how different we might be, we can all display features and behaviour that others may be grateful for. It is important to note positive qualities in other people.*

The activity can be done in the classroom or as a homework assignment. Collect all the cards/letters and pass them out to the students where each student gets the card/letter addressed to him/her. Those who wish to do so can read what their *secret giver* has written.

60 <https://mementoprijateljstva.weebly.com/radionice.html>.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 1

Meaningful praise – reinforcement

Students and adults alike often see the words *thank you* as an ample sign of appreciation for the good actions and intentions of other people towards us. When you reinforce this virtue, it is important to encourage expressions of gratitude, but you can also describe all the ways gratitude may be shown and how it affects others.

Ex.1. It's important to all of us and it is nice to say "thank you" and "you are welcome" to each other.

Ex.2. We all heard when you thanked your friend for helping you... It was very thoughtful of you. He was happy, too.

Ex.3. I'd like to thank the monitors for having a clean and neat board waiting for us at all times. It makes the teacher's life easier as well...

Guidance

With messages of this kind, you help your students understand why they should be grateful and in what situations it is important to show this virtue. In addition, steer them to reflect on how this virtue may be seen from different perspectives.

Ex.1. Who did you say "thank you" to today? When will you do that again?

Ex.2. How can you show gratitude without necessarily saying "thank you"?

Ex.3. Your group has made a great drawing on the topic of gratitude. Have you thanked each other for the good cooperation and success?

Correction

Use these messages to make your students more aware of the good actions and feelings of other people towards them. Use them also when you note students failing to express gratitude. An integral part of such a message is the encouragement to correct their behaviour and thus make the other person feel good.

Ex.1. I am certain that you're grateful to Ivan for helping you with the assignment. He's happy too that he had the opportunity to help. It would make him even happier if you had a nice word for him as well.

Ex.2. I haven't heard you thanking Aida for picking up your pencil/eraser from the floor. What would be a good thing to do?

Ex.3. Have you noticed how Janko picked up your jacket when it fell? It'd be nice if you thanked him, you'd both feel better.

CYCLE 2

GRADE 4

GOALS

Students will:

- *observe positive qualities in other people;*
- *learn to say thank you and understand what it means to us and to others;*
- *recognize opportunities for expressing gratitude in everyday situations.*

Duration: 45 minutes

Materials: a box with a lid (shoebox, etc.), sheets of A4 paper

Activity 1 – A kind word opens any door⁶¹ (25 mins)

Divide the class into two groups. One group should form a circle holding hands, facing inwards. They represent a fort. The other students stand inside the circle. The task of the students standing inside the circle is to get out of the fort through the “door”. Every student in the circle is one door.

Inform them about the rules of the game. The circle can be left by a student from inside the circle by picking a “door”, i.e. a student standing in the circle. They are supposed to say grateful words to the student who is a “door”, by saying what he/she is grateful to him/her for. The student who is acting as a door can open up the passage already after the first statement and, if he/she wishes, may ask two more times to hear what the student who wants to get out is grateful to him/her for. Invite the students from inside the circle one by one to express their gratitude to the students who represent the “doors”.

⁶¹ See in: Karabali. I., undergraduate thesis.

Once the door is open, the student who represents the door turns his/her back to the inner side of the circle and this “door” cannot open any more. The students leaving the fort make a new circle and the game goes on with the roles switched this time. The game is over once all the students have played both roles. This game requires good **teamwork** and **patience** – make sure they understand that.

Activity 2 – The Box of Good Deeds (Beane, 2004) (20 mins)

For this game you need a box with a lid, e.g. a shoebox. Decorate it together with your class. You can call it the *Box of Good Deeds*. Place the box in a visible spot in the classroom.

Explain to the class how they are to use the Box of Good Deeds. Tell them to write a short message about the good deeds they are grateful for. Or ask them to write down the good deeds they have observed others do and for which they should receive gratitude. They put the messages in the box.

A volunteer draws a message from the box and reads it out loud. Comment on it and discuss with the other students the good deeds they have heard. Agree with the class on how often you will draw out messages from the box. Maybe once a week or once every two weeks?

Thank the class for the good things they do for each other.

* * *

GRADE 5

GOALS

Students will:

- develop the feeling of gratitude and positive feelings in general;
- recognize to whom they can express gratitude and for what;
- develop respect for and gratitude to nature.

Duration: 45 minutes

Materials: paper, colouring pencils

Activity 1 – Class discussion (Beane, 2004) (30 mins)

Talk to your students about gratitude. The following questions can serve to prompt discussion:

- *When was the last time someone did something nice for you? What did they do? How did you feel about it?*
- *Did that person have any reason to do so? Did he/she expect anything in return or was he/she nice to you for no particular reason?*
- *Has it ever happened that you have done something nice for others without anyone asking you to and without expecting anything in return? What did you do then? How did you feel? How do you think the other person felt?*

Following on from the previous discussion and with the use of the following questions, encourage the development of a feeling of gratitude within the class:

- *What would happen if all in the class tried to be kind to each other? What would our class be like? Should we try doing that? How could we start?*

Activity 2 – Gratitude to nature (15 mins)

- *Introduce the activity by asking questions that provoke them to think about nature: Are people the only ones who do nice things for us? Can nature give us gifts? How do you feel in nature? What excites you about nature? Did you know that studying outdoors improves one's performance and develops a positive attitude towards learning? What does nature give to us? What do we do so that the environment remains nice and clean? Do you have a favourite plant? Or a favourite animal? Why that one in particular?*

This is followed by a discussion. Following the discussion, tell your students to draw their favourite animal or plant and write what they are grateful to it for.

* * *

GRADE 6

GOALS

Students will:

- *recognize the value of human work and nature for life on earth;*
- *develop a feeling of gratitude towards the people who care for them and are raising them.*

Duration: 45 minutes

Materials: worksheets – letters of gratitude (Appendix 9.2), string, Sellotape, clips/pegs, graph paper

Activity 1 – Where did that come from?⁶² (15 mins)

Introduce the activity by telling your students that you will be responding to the question *Where did that come from?* together. You can use a topic from your regular teaching plan or choose an item yourself. A good example is an apple.

Work backwards with your students to trace the path that led that apple to find its way from a seedling to your school. They all share their knowledge and observations. It is not necessary for the students to accurately state the origins, but rather to observe the main links in the chain. In the same manner, you can talk about other common items, for instance *Where did a piece of paper, sneakers, a chair, a book, a painting (creativity), light, etc. ... come from?*

Tell your students how much human strength, experience, brains, **patience** and learning from mistakes is needed to be able to have and use common items. Point out that many people and a lot of work is required to have things that we do not attach much importance to, which we take for granted. Each link in the chain is important and we should feel gratitude for it.

Activity 2 – Letters of gratitude (25 mins)

Prepare the worksheets, string, Sellotape and clips. Pass out the worksheets explaining that they should write a letter to a person they are grateful to. They need to say who they are grateful to and why (e.g. a classmate or friends from their neighbourhood, teachers, parents, siblings, relatives, other people who are important to them). While they are writing their letter, hang the string in a suitable position so that letters can be clipped to it.

Once the letters have been written, the students hang them up using clips or adhesive tape. Ask them to move around and read the

letters written by other students to see who they thanked and what for.

Ask the class how they felt while they were writing those letters. Talk about feelings. Tell them that gratitude causes pleasant feelings and is conducive to good health.

Activity 3 – Moderator's gratitude (5 mins)

During the previous activity, while the students are writing their letters, you write on flipchart what you are grateful to your students for.

For example: for active participation; for respecting each other and observing the ground rules (**honesty** and fair play; **self-control**); for creating a good classroom climate; for being sympathetic and sensitive towards each other (**empathy**); for everyone's contribution according to their abilities (**teamwork**); for showing respect and appreciation (**tolerance**); for trying to do their best and be imaginative (**creativity**); and for showing that investing effort pays off (**optimism**).

When activity 2 is finished, display the poster you have made and read out your messages of gratitude for the class emphasizing their skills and values for which you are grateful and how that makes you feel.

You can describe a skill and ask them to name it (e.g. *I'm grateful for your respect for differences, and this is called _____* – letting your students finish the sentence).

⁶² Available at: <https://www.edutopia.org/blog/heart-habitsgratitude-students-reflect-act-on-maurice-elias>.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

Cycle 2

Meaningful praise – reinforcement

Students and adults alike often see the words *thank you* as an ample sign of appreciation for the good actions and intentions of other people towards us. When you reinforce this virtue, it is important to encourage expressions of gratitude, but also to describe how gratitude may be shown and how it affects others.

Ex.1. We're all grateful to you for being honest and admitting your mistake.

Ex.2. I like it that you say "thank you" to the student on duty for opening the door for you. He's pleased to hear that, too.

Ex.3. Thank you for being active in class today and giving your opinions! Thank each other...

Guidance

With messages of this kind, you help your students understand why they should be grateful and in which situations it is important to show this virtue. In addition, steer them to reflect on how this virtue can be seen from different perspectives.

Ex.1. When you are truly grateful to someone, how do you feel towards that person? How will that affect your further relationship?

Ex.2. If we are grateful to nature for this wonderful day, how then should we treat nature?

Ex.3. A little appreciation goes a long way. What would happen without this human quality?

Correction

Use these messages to make your students more aware of the good actions and feelings of other people towards them. Use them also when you note students failing to express gratitude. An integral part of such a message is the encouragement to correct their behaviour and thus make other people feel good.

Ex.1. If you're grateful to Marko for helping you, it would mean a lot to him if you told him so.

Ex.2. Each day we pass by the lady who cleans our classroom after we leave it in a mess. That's her job, but how do you think she would feel if we thanked her for that? How could we do that?

Ex.3. If you forgot to thank your parents for driving you to school in this rainy weather, don't forget to do so when they come to pick you up.

CYCLE 3

GRADE 7

GOALS

Students will:

- *identify positive qualities in themselves and in others;*
- *develop an optimistic outlook on life.*

Duration: 45 minutes

Materials: post-it notes (or other pieces of paper roughly the same size) – at least two per student in class

Activity 1 – Tell it out loud! (15 mins)

Pass out the post-it notes, instructing the students to take as many as they need. Encourage your students to determine the number themselves without explaining the task.

Once all the students have taken as many post-it notes as they want, instruct them to write on each of them saying what they are grateful for firstly to themselves, and secondly to others. They are supposed to use all the paper, and it is up to them to define how many will be used for each of these two categories.

Once they have finished, they put the post-it notes on a joint poster in one of the two categories (gratitude towards oneself and towards others). Ask the students how easy or difficult it was for them to say what they are grateful to themselves for. What does it tell them? What do they recognize in themselves that is worth praising (**optimism**)? What are they grateful to others for? What are the similarities and differences in their responses?

Activity 2 – Competition (30 mins)

Divide the class into two groups (e.g. even and odd numbers in the class register; even and odd numbers in a line; drawing cards of two different colours or straws of different lengths, etc.). Explain to your students that they will now participate in a competition called *What am I grateful for?* and explain the rules: team A is to come up with a word or an expression for team B. Then team B has 10 seconds to come up with three reasons why they are grateful. For example, if team A says the SUN, team B has 10 seconds to say why they are grateful for the sun. All the reasons they give have to be acceptable and logical.

If team B fails to give three reasons within the time envisaged, team A has the opportunity to give their reasons, but without giving ones that have already been mentioned by their competitors. The team which gives adequate responses within 10 seconds is awarded one point (**teamwork**).

Students themselves come up with the concepts they want to use. Each team can be allowed the opportunity to set five concepts for the opposing team (the duration of the activity may vary depending on the time available).

After declaring the winners, both teams should say what they are grateful to the opposing team for.

* * *

GRADE 8

GOALS

Students will:

- *expand the experiences linked with expressing gratitude;*
- *recognize the feelings accompanying gratitude.*

Duration: 45 minutes

Materials: worksheets – quotations about gratitude (Appendix 9.3)

Activity 1 – Gratitude is healthy (30 mins)

Start the activity by telling the class that they are going to watch a video from YouTube.⁶³

After watching it, ask the class about their impressions of what they have seen. How did gratitude expressed in the film affect the people featured? What prevents your students from showing their gratitude openly? What good can come out of it?

Invite your students to think and recall a more recent pleasant event in their life. Give them some time to think about it. Ask them to share such events with the others. Once all the volunteers have finished describing the events of their choice, guide the ensuing discussion with the following questions:

- *What does this event mean for you, why is it so important?*
- *Who has contributed to it happening? How and in what way?*
- *Have you thanked those people?*
- *How can you thank them?*

- *What will you do in future to see to it that what happened to you can also happen to others?*

Activity 2 – Gratitude quotations (15 mins)

Pass out the copies of the quotations on gratitude (Appendix 9.3). Tell them that their task is to choose the quotation they like the most (it is not necessary to have one copy for each student, one copy between four students is enough).

Talk with the class about the quotations of their choice. Possible guiding questions are as follows:

- *Why have you chosen the given quotation?*
- *How do you understand it?*
- *Is there anyone (a contemporary or somebody from the past, an athlete, someone from the film industry or a family member) who is for you a model of a person who is a good “team player”?*
- *What has that person achieved in life?*
- *How does that person inspire you for your future life?*

* * *

⁶³ Available at: <https://mail.google.com/mail/u/0/#inbox/161af4638ce1babd?projector=1>.

GRADE 9

GOALS

Students will:

- recognize the advantages of modern life and the conditions that enable that;
- develop an attitude of gratitude as their own decision and choice.

Duration: 45 minutes

Materials: laptop, internet access

Activity 1 – Remember the past (25 mins)

Talk to your students about the past. Using examples from history, film, literature or family histories, the students should compare the lives of people nowadays with life in previous centuries (e.g. the family, women, children, the elderly and young people) and list as many advantages of contemporary life as possible (e.g. freedom, nutrition vaccines/medication, energy, knowledge, transport, technology).

The discussion should focus on the human abilities that have made progress possible in society and in people's lives. What are we to be grateful for to those who improved the lives of future generations, as well as those of their own?

Ask your students how they interpret the quotation by Plato: *A grateful mind is a great mind which eventually attracts to itself great things.*

Activity 2 – Gratitude is my choice (20 mins)

Ask your students whether they think people today are grateful. *Do they express gratitude or often overlook it? How grateful are we to nature and how do we show that?* Then watch together the video on YouTube.⁶⁴

Discuss the film with the class, Ask them how they feel after watching it. What messages does it send? What forms of gratitude are mentioned? It is important to note that gratitude is our own choice. Encourage them to recognize the link between gratitude and **creativity** and **optimism**.

If they are interested, give them the link so that they can watch it at home.

⁶⁴ Available at: https://www.ted.com/talks/louie_schwartzberg_nature_beauty_gratitude.

TEACHER'S FEEDBACK AND THE DEVELOPMENT OF VALUES, VIRTUES AND SKILLS (EXAMPLES)

CYCLE 3

Meaningful praise – reinforcement

Students and adults alike often see the words *thank you* as an ample sign of appreciation for other people's good actions and intentions towards us. When you reinforce this virtue, it is important to encourage expressions of gratitude, but also to describe how gratitude can be shown and how it affects others.

Ex.1. You know how to express gratitude, well done! How do you feel now?

Ex.2. My colleague told me she enjoys being in your class, you work hard and are well disciplined. Thank you for making her and my day!

Ex.3. I am proud of you when I see this gratitude towards each other, even for little things.

Guidance

With messages of this kind, you help your students understand why they should be grateful and in what situations it is important to show this virtue. In addition, steer them to reflect on how this virtue can be seen from different perspectives.

Ex.1. A group of students worked hard on the wall poster, it's lovely. It would be nice to thank them for the time they devoted to it. Apart from that, what else should we be grateful to them for?

Ex.2. What happens when people lose a sense of gratitude?

Ex.3. You seem more pleased since you agreed to Luka helping you.

Correction

Use these messages to make your students more aware of other people's good actions and feelings towards them. Use them also when you note students failing to express gratitude. An integral part of such a message is the encouragement to correct their behaviour and thus make other people feel good.

Ex.1. What causes such dissatisfaction? Take some time, several minutes should be enough, take a pause and look around. Ask yourself: What can I be grateful for today? And to whom? You'll see – you'll feel better.

Ex.2. Gratitude is a lifestyle. The one who knows how to be genuinely grateful will be happy.

Ex.3. You can always make the choice to be grateful – it is beneficial for both you and others!





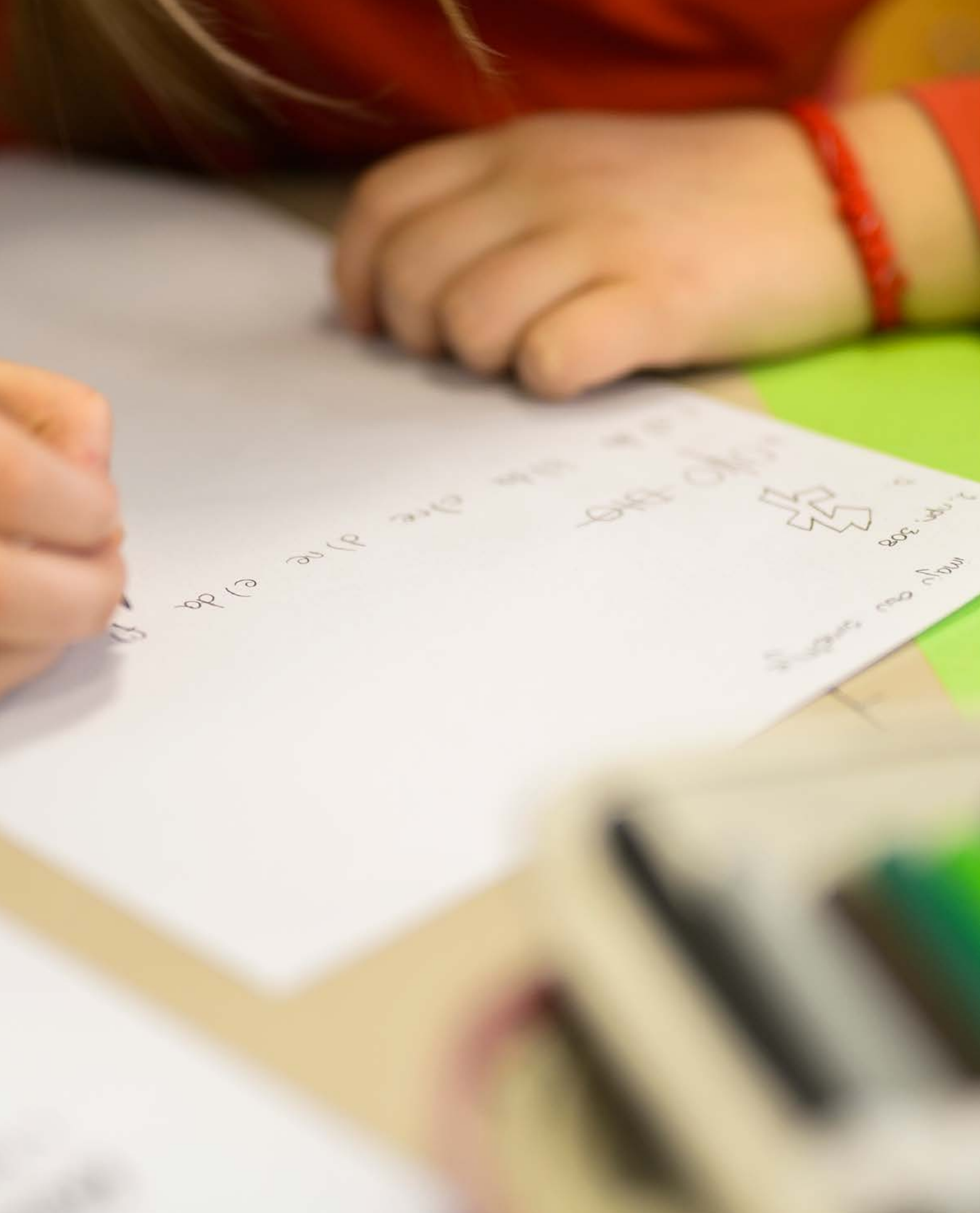
*It is not difficult to change the world,
you only have to think hard
and ask yourself – why?*

(Lana, 7th grade)

WS10

FINAL
WORKSHOP
(EVALUATION)





Handwritten text on the paper, including a drawing of a house and some illegible words.

Handwritten text: (e) de



Handwritten text: 2. 1. 308

Handwritten text: ungu au...

GOAL

Students will:

- *evaluate the benefits of taking part in the workshops, personally and as a group.*

Duration: 45 minutes

Materials: markers, a flipchart

Activity 1 – Chain of compliments (5 mins)

Students stand in a circle or stand up from their chairs and make a chain: they say to the friend next to them: *I very much appreciate in you...* Compliments should not relate to their physical appearance or clothes.

Activity 2 – Summing up (20 mins)

Encourage your students to look back at the journey they have travelled on together: *Have we started?... (with the workshop when we agreed how to work and how to behave, what the classroom is going to look like). What were our other topics?*

3–2–1 questions. They first think then individually respond to the questions:

- *Which three things did you like most?*
- *Name two things you would like to know/ask more about.*
- *What is one thing that you would like to tell me? Which workshop was particularly nice, pleasant for you, or your favourite?*
- *What didn't you like during our work?*

Activity 3 – The change in me (5 mins)

Invite the students to raise one hand and indicate with the number of fingers shown the mark they would give to the changes they have experienced since the beginning of the programme (e.g. raise two fingers). Let them

think for a bit and give others time to think (practice patience).

When they raise their hands and show fingers, ask them to look around the class.

It is important for them to reflect on changes within themselves regardless of how true that is.

Activity 4 – Time capsule (5 mins)

The teacher reminds students of the messages they wrote to themselves during the first workshop (*Time capsule* or *I am turning over a new leaf*).

Volunteers read their own messages and comment on how they see these messages now. *Has anything changed? What?*

Activity 5 – Assessment (7 mins)

Draw a horizontal line on the board/flipchart and mark five sections (6–10). Invite the students to come to the board and give one grade to their class – put a cross under the corresponding mark (6 being the lowest and 10 the highest) depending on how they would assess the work of the class over the past nine workshops. Analyse the marks.

Give them your assessment of their work and what you are particularly grateful for or what you have particularly appreciated in all of them during the work.

Activity 6 – Messages for the next generation (7 mins)

Which messages would you give for the students about to enter the programme? Why would you advise them to take part in the workshops?



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APPENDICES

1. INTRODUCTORY WORKSHOP

Appendix 1.1

My Values and Virtues

STUDENT PROGRESS QUESTIONNAIRE

– Teacher’s Copy –

This questionnaire helps you analyse and track your students’ trajectory on their social and emotional learning journey. Our suggestion is to use it at the beginning and the end of the programme.

Tracking is facilitated by describing each of the eight social and emotional skills covered by the programme through characteristic types of behaviour. (Note: each theoretical input section in this handbook is followed by a list of typical types of behaviour for the given SES.)

Place an **X** below one of the numbers offered (1 – the least, 10 – the most).

Teacher:												
Class:			School:					Date:				
Team work			1	2	3	4	5	6	7	8	9	10
(aligns personal goals with the team’s; shares knowledge and skills with the group; works in sync with others; ready to assist others)												
Creativity			1	2	3	4	5	6	7	8	9	10
(thinks in a fresh and original way, has new unusual ideas; responds in a way that stands out from the other students; notices connections that are not readily visible; good sense of humour)												
Self-control			1	2	3	4	5	6	7	8	9	10
(comes to lessons prepared; remembers and follows instructions; stays focused despite distractions; stays calm even when criticized or otherwise provoked; respects ground rules)												
Empathy			1	2	3	4	5	6	7	8	9	10
(understands and respects the needs and feelings of others; a good listener and sympathetic – able to put him/herself in someone else’s shoes; does not tease, mock or insult others)												

Tolerance	1	2	3	4	5	6	7	8	9	10
(respects opinions and views different from his/her own; listens to the opinions, views and proposals of others; does not have an emotionally violent reaction when somebody presents views opposite to his/hers; does not exclude others)										
Optimism	1	2	3	4	5	6	7	8	9	10
(believes it is worthwhile to invest efforts to achieve the goal; believes in him/herself and his/her abilities; even when bad things happen believes that these can be fixed if he/she makes an effort; learns from his/her own mistakes)										
Honesty	1	2	3	4	5	6	7	8	9	10
(does not lie, is not deceitful, is not a credit hog; observes the school rules and mutual arrangements; owns up to and accepts his/her own mistakes; a fair judge of his/her own work and the work of others)										
Gratitude	1	2	3	4	5	6	7	8	9	10
(acknowledges and expresses gratitude when someone else does something for him/her; ready to reciprocate; shows appreciation)										

Appendix 1.2

QUESTIONNAIRE – MY PROGRESS SHEET

You often think about how you do things, how much progress you are making and what has changed for you. The same process will be happening to you while you take part in the My Values and Virtues workshops. We believe it would be quite interesting for you to do some self-assessment, so we have prepared this questionnaire. It would be most helpful if you do the self-assessment at the very beginning and the very ending of the programme – then you can see the difference between where you were before you started and several months after that.

Judge for yourself which of the features below you currently possess and put an **X** under one of the numbers offered. The lower the number, the less present the feature is and, likewise, the higher the number the present it is.

Try to be honest about it (a worthy virtue!). After a while, you will do it again, so be careful.

This is for your eyes only, no one else has to see your responses.

My name is:											
Class:	School:						Date:				
Team work	1	2	3	4	5	6	7	8	9	10	
(I like working with others. I help achieve the common goal. I like helping others.)											
Creativity	1	2	3	4	5	6	7	8	9	10	
(I can often give quite new, unusual and original responses to some questions and issues. I like coming up with new ideas. I like making new things.)											
Self-control	1	2	3	4	5	6	7	8	9	10	
(I can focus even when distracted. I keep calm even when criticised or provoked. I come to school prepared. I don't interrupt others while talking.)											
Empathy	1	2	3	4	5	6	7	8	9	10	
(I can listen patiently to other people and really hear them. I don't mock or insult others, because I know how it must make them feel.)											
Tolerance	1	2	3	4	5	6	7	8	9	10	
(I can respect opinions and behaviour different from mine. I don't get angry when someone is different from me.)											

Optimism	1	2	3	4	5	6	7	8	9	10
(Even when I am not good at something, I believe that things will get better if I do my best.)										
Honesty	1	2	3	4	5	6	7	8	9	10
(I respect the agreed rules. I don't take credit for what other people have done, I don't cheat. Other can trust me. I readily admit to my mistakes.)										
Gratitude	1	2	3	4	5	6	7	8	9	10
(I thank others when they do something for me. I often reciprocate. I feel good when I am grateful.)										

2. TEAM WORK

Appendix 2.1

Quotations about teamwork:

- *Individually, we are one drop. Together, we are an ocean!* (Ryunosuke Satoro)
- *A tree leans on a tree, a man on a man.* (folk saying)
- *No single person is smart enough.* (M. Selimović)
- *Coming together is a beginning, staying together is progress, and working together is success.* (H. Ford)
- *Teamwork divides the task and doubles the success.* (A. Carnegie)
- *Talent wins games, but teamwork and intelligence win championships.* (M. Jordan)
- *He who has learned to work in a group has prepared himself for life.* (H. Klippert)
- *If you want to go quickly, go alone. If you want to go far, go together.* (African proverb)
- *The strength of the team is each individual member. The strength of each member is the team.* (F. Jackson)
- *The nice thing about teamwork is that you always have others on your side.* (M. Carty)
- *I can do things you cannot, you can do things I cannot; together we can do great things.* (Mother Teresa)

Appendix 2.2

Description of steps

Step 1: Come up with an idea, a way to carry it out, and the things needed to do so; who can help; their specific roles to be able to contribute to a better implementation of the task.

Step 2: Using the lists with the description of team roles, each student should, based on the characteristics they recognize in themselves and in others, identify the appropriate roles which can be conducive to good teamwork and the accomplishment of the assignment: whether they see themselves as being leaders, creative people, doers, contact persons, etc.

Appendix 2.3

Description of the roles in a team

1. **A leader** is a person who organizes a team, defines the team's activities and assigns responsibilities. During your schooling you must have had at least one leader in your group, a person who likes to be in charge, to move things forward and decide who gets to do what. Most often, that is a person who has good communication with the team, is confident, likes to be dominant and knows how best to use his/her team resources.
2. **A creative person** is someone who comes up with new ideas, sometimes trying to impose them on the team, an imaginative person. These are people with great ideas. Sometimes they tend to put their own goals before the team's goals in order to pursue their ideas.
3. **A researcher** likes to explore, learn new things and gather all the information. He/she is curious and cheerful, likes meeting new people, and is a good negotiator. This person is known to have good communication with all team members. He/she knows how to further and develop other people's ideas.
4. **A team player** always supports the team and maintains the team spirit; the team comes first for him/her. He/she encourages team collaboration, helps the team members and has developed social skills. He/she is known to be a good listener, is very observant and the most popular on the team.
5. **An implementer** turns ideas into actions, sticks to the goals and priorities, and has a pronounced sense of self-control and discipline. This is a person who doesn't like deviating from the rules and who sticks to his/her principles.
6. **A completer/finisher** is responsible, reliable and takes things through to closure. He/she is recognized by his/her observance of deadlines, and puts pressure on other team members to get things done on time.

3. CREATIVITY

Appendix 3.1

Quotations about creativity

- *Every child is an artist. The problem is how to remain an artist once he grows up.* (P. Picasso)
- *If I would be fortunate to achieve some of my ideals, it would be on the behalf of the whole of humanity.* (N. Tesla)
- *Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.* (S. Adams)
- *To live a creative life, we must lose our fear of being wrong.* (J. C. Pearce)
- *The world is as interesting as we are curious.* (W. Shakespeare)
- *Reality becomes even more real if you add to it the unreal.* (M. Antić)
- *Limitations live only in our minds. But if we use our imaginations, our possibilities become limitless.* (J. Paolinetti)
- *There are painters who transform the sun into a yellow spot, but there are others who with the help of their art and their intelligence, transform a yellow spot into the sun.* (P. Picasso)
- *If everyone is thinking alike, then somebody isn't thinking.* (G. Patton)
- *To have a great idea, have a lot of them.* (T. Edison)

Appendix 3.2

Examples for the activity “Known, but unrecognized” (8th grade)

Charles Darwin (1809–1882) was an English biologist and scientist, creator of the well-known theory on the origin and evolution of life on Earth, still taught in schools today. His ideas and research were bold and progressive for the time he lived in. When he published his famous book *On the Origin of Species* in 1859, he was exposed to harsh criticism, primarily from the church authorities at the time. An even bigger blow came after he published a sequel to his explorations entitled *The Descent of Man*. There ensued mockery at his expense, and newspapers were brimming with cartoons depicting Darwin as an ape or shown as a monkey in a circus jumping through a ring held by one of his followers. The British Society for the Promotion of Science launched numerous heated debates on his theory. Eventually, after all contestations, science recognized his huge contribution and he was admitted into the French Academy of Science.

Wolfgang Amadeus Mozart (1756–1791) is one of the greatest classical music composers of all times. His short, but tumultuous and prolific life gave rise to a number of books and films. Although his talent was recognized at a very early age, he did not always only meet with praise, nor did he always repeat his successes. Namely, when his opera *Don Juan* came out, the critics objected that the audience did not understand it at all. Mozart responded: “I don’t care about anybody’s opinion; I wrote this work for myself and two other friends.” When the opera saw its first performance in Vienna, Emperor Joseph II told Mozart enthusiastically: “Too beautiful for our ears, and monstrous many notes!” to which Mozart proudly responded: “Exactly as many as are necessary, Your Majesty.”

Miguel de Cervantes (1547–1616) The renowned Spanish author, following the publication of his famous work *Don Quixote*, received harsh criticism from his contemporary Lope de Vega, who complained about there being many poor poets “but not one of them is as bad as Cervantes, or idiotic enough to praise *Don Quixote*.” He referred to Cervantes’ verses as “spoiled scrambled eggs”. Despite similar criticism, in the first year upon its publication *Don Quixote* went through six editions and became the stuff of legend.

Marie Curie (1867–1934)

A long time ago in Poland there was a clandestine school. People called it the Floating University. The government at the time was very strict about who could go to university, and who could not. Girls were not allowed to attend university at the time. Marie and her sisters were students in this secret school, but got tired of hiding.

One day they heard of Sorbonne University in Paris, which admitted girls, and they decided to move to France. Marie was fascinated by metals and magnets. She discovered that some minerals are radioactive. They radiate powerful rays and glow in the dark. In order to analyse the characteristics of such minerals, Marie would burn, melt and filter them and stay up all night to watch them glow. Radiation is used for curing many diseases, but is also very dangerous. Just imagine this: after all these years Marie’s notebooks and instruments are still radioactive. If you wish to see them, you have to wear protective clothing and gloves.

Marie’s husband Pierre was so intrigued by her research that he decided to give up on the crystals that he was working on to join her. Together they discovered two new radioactive elements: polonium and radium. Marie Curie won two Nobel prizes for her work and could have earned a fortune from her discoveries. Instead, she chose to make her research available to all for free.

(Adapted from: *Priče za laku noć – male buntovnice*, 100 priča o izuzetnim ženama. 2017. Beograd, Vulkan)

French engineer **Alexandre Gustave Eiffel (1832–1923)** built the famous Eiffel Tower in Paris, intended as the main entrance to the 1889 World Fair. Eiffel had already been known as a remarkable builder of steel structures, and his tower was chosen out of hundreds of entries received after a public call for designs for the exhibition. With a height of 300 metres and weighing 7,340 tons, at the time it was the tallest edifice ever built. Nevertheless, from the very start the steel construction stirred up turbulent controversy. The great Russian author Tolstoy said the tower was “a monument of man’s folly, not his wisdom”. The famous writer Jules Verne refused to allow the restaurant at the top of the tower to be named after him. People said it ruined the city skyline. Another famous writer at the time, Guy de Maupassant said that the edifice was a monstrosity and gave it offensive names. When asked why he had lunch every day at the tower’s ground-floor restaurant, he responded: “because inside the restaurant is one of the few places where I can sit and not actually see the tower.” Notwithstanding all the protests, the Eiffel Tower has become the most widely recognized landmark of Paris.

Nikola Tesla (1856–1943), one of the finest minds of all times, a renowned investor and scientist, was the creator of ideas which were ahead of his time. He often encountered hurdles in his work, due either to a lack of belief in his ideas or to a lack of financial support needed to see them through.

Civil servants rarely understood Tesla’s brilliant ideas. He left behind an account of his idea for remote controls for the various devices that he showed to the visitors to his lab, but a huge fire interrupted his work. There is a quite well-known model ship that Tesla operated remotely and demonstrated before an amazed audience in New York. Many thought it was a magic trick. When Tesla submitted this invention to the Patent Office, the main assessor there came to New York to assure himself such a device actually existed. When Washington State offered to purchase the invention, the clerk started laughing! Today it is considered as the forerunner of robotics, which would develop many years later.

Salvador Dali (1904–1989), the famous Spanish painter, was maligned by surrealists, the movement that he is today considered to represent. He was excluded from the Surrealist Club and the Academy of Arts in Madrid, and critics called him a “deranged eccentric” and an untalented charlatan. Nonetheless, his popularity spiralled upwards during his lifetime. Today he is considered to be one of the greatest artistic figures of the 20th century.

Appendix 3.3

A list of possible future professions for the “future professions” activity

According to a survey done by Fast Forward, a UK-based organization, the labour market is about to see fundamental changes in less than two decades. Jobs of the future will be linked with fast-developing areas, such as medicine, climate change and, inevitably, information technology.

Thus they have come up with a list of jobs of the future, some of which sound more like science fiction, but scientists assure us that these will be on the market as early as 2030.

Some of them are:

- *genetic designer, baby designer*
- *body parts manufacturer (by cloning)*
- *surgeon specializing in enhancing human brain capacities*
- *water seller (water being sold similarly to petroleum today)*
- *information seller*
- *mind-reading expert*
- *smart clothes designer*
- *human life prolongation expert*
- *underwater urban architect*
- *climate change management expert*
- *internet information guide*
- *robot designer*
- *spaceship pilot*
- *personal entertainment programmer*

4. PATIENCE AND SELF-CONTROL

Appendix 4.1

Quotations about self-control

- *The best fighter is never angry.* (Lao Tzu)
- *If you don't control your mind, someone else will.* (John Allston)
- *Talent without discipline is like an octopus on roller skates.* (H. Jackson Brown Junior)
- *Adopt the pace of nature: her secret is patience.* (R. W. Emerson)
- *If you don't have what you love, love what you have.* (E. Zola)
- *One loves more what is harder to obtain.* (Aristotle)
- *If you want to see a rainbow you have to learn to see the rain.* (P. Coelho)
- *If everything in life was joyful and easy, we would never learn to be courageous and patient.* (Unknown)
- *It is an excellent rule to be observed in all disputes, that men should give soft words and hard arguments.* (John Wilkins)
- *Gentleness is stronger than severity, water is stronger than rock.* (H. Hesse)
- *The only discipline that lasts is self-discipline.* (B. Phillips)

Appendix 4.2

The Hare & the Tortoise

A Hare was making fun of a Tortoise one day for being so slow. The Tortoise got fed up of it and proposed they have a race.

The Hare agreed for the fun of the thing. The distance was marked off and the runners were started off. The other forest animals watched the race intrigued.

The Tortoise kept going slowly but incessantly and steadily. The Hare ran to the side and back and forth like crazy just to show how he despised the Tortoise.

Near the end of the course, the tired Hare lay down beside the course to take a nap. All of a sudden, he was startled by voices – the onlookers were shouting. The Hare woke up, tried to dash to the line, but the Tortoise had already reached the finish.

Seeing the Tortoise coming back, the ashamed Hare moved aside and admitted he had been humiliated by the slowest animal alive, because he was not disciplined and relied on his swiftness and agility too much.

Appendix 4.3

Computer tale – A Doorway to the World

Albert was mad about computers and video games. He could spend hours and hours in front of the screen, and even though his parents found it hard to believe, he really enjoyed every minute of it. He hardly left his chair. When people encouraged him to get involved in normal life, he would respond:

“This is my doorway to the world, there is much more here than you realize.”

Among all his games there was one he especially liked. In it he would move his character around, collecting turtles on an infinity of levels and screens. He was a real expert at it. Maybe there was no one else in the world who had collected as many turtles as he had, but, nevertheless, Albert still wanted more and more and more...

One day, when he got home from school, everything had changed. As usual, as soon as he arrived, he ran to his room to switch the computer on. But this time he heard some strange noises, like breaking glass. Suddenly the screen broke, and from inside came dozens, then hundreds, then thousands of little turtles. And they filled every square inch of his bedroom. Albert was stunned. He couldn't believe what was happening. But after pinching himself, he shut down the computer and started it up many times, and called to his parents to see if he was dreaming. As it happened, he had to accept that on that day something very strange was happening.

On entering, his parents put their heads in their hands. Seeing that the turtles remained in Albert's room, they decided to make them his responsibility.

Looking after thousands of turtles, day after day, was no easy task. Over the following days Albert became determined to learn all he could about turtles. He studied their diet, their habits, and he began to think up ways to feed them. He also tried to trick them into leaving his room, but it never worked. Gradually, he got used to living among the turtles, and actually began to enjoy it. He liked playing with them, showing them tricks, and calling them by their names. This was despite the fact that feeding them and cleaning up after them left him with hardly any free time. And everyone, including his parents, his friends, and his teachers, enjoyed hearing Albert's stories and his growing knowledge about nature.

Finally, the day arrived when Albert forgot about his beloved computer. He now much preferred living with his turtles, learning about them and watching the way they interacted. He went out into the countryside to see how they lived there. He felt happy that they were part of his world.

That same day, just as quickly as they had arrived, the turtles disappeared. On finding out, his parents worried that he would return to his video games, and go back to being grumpy, but that didn't happen. Albert didn't shed a tear. Nor did he waste a second looking for the turtles amongst the cables and chips of his computer. Instead, he emptied his savings from his piggybank and shot straight down to the pet shop. He returned with a turtle, and another animal he wanted to look after and learn about.

And even today Albert is still learning and discovering new things about animals and nature. Now he also uses the computer to do that. However, any time someone asks him about it he points at his pets and says, “They are definitely my doorway to the world, there's a lot more to them than you'd realize.”

Pedro Pablo Sacristan,
Contemporary Spanish writer
of fables and tales for children

Appendix 4.4

Self-control test

Respond to each of the 10 statements by selecting the degree to which you agree with it.

	Not at all	A bit	To a certain degree	Mostly	Completely
I have worked hard to get rid of some bad habits.	1	2	3	4	5
I am easily distracted.	5	4	3	2	1
I say things which are not OK.	5	4	3	2	1
I turn down the things that are bad for me, even if they are fun.	1	2	3	4	5
I manage to resist temptations.	1	2	3	4	5
People would say I'm quite disciplined.	1	2	3	4	5
Having fun and partying sometimes pull me away from my work.	5	4	3	2	1
I do some things which seem good at the time, but which I regret later.	5	4	3	2	1
It is sometimes difficult for me to restrain myself from doing some things although I know they are bad.	5	4	3	2	1
I never consider other options before I do something.	5	4	3	2	1

Add up all the points and divide by 10. The maximum score is 5 and this implies extremely good self-control; 4 means good self-control, just carry on; 3 means you have good control over yourself and need to keep working on it; 2 implies some self-control, but it could be stronger; and 1 means that you need to start working on your self-control as soon as possible.

5. EMPATHY

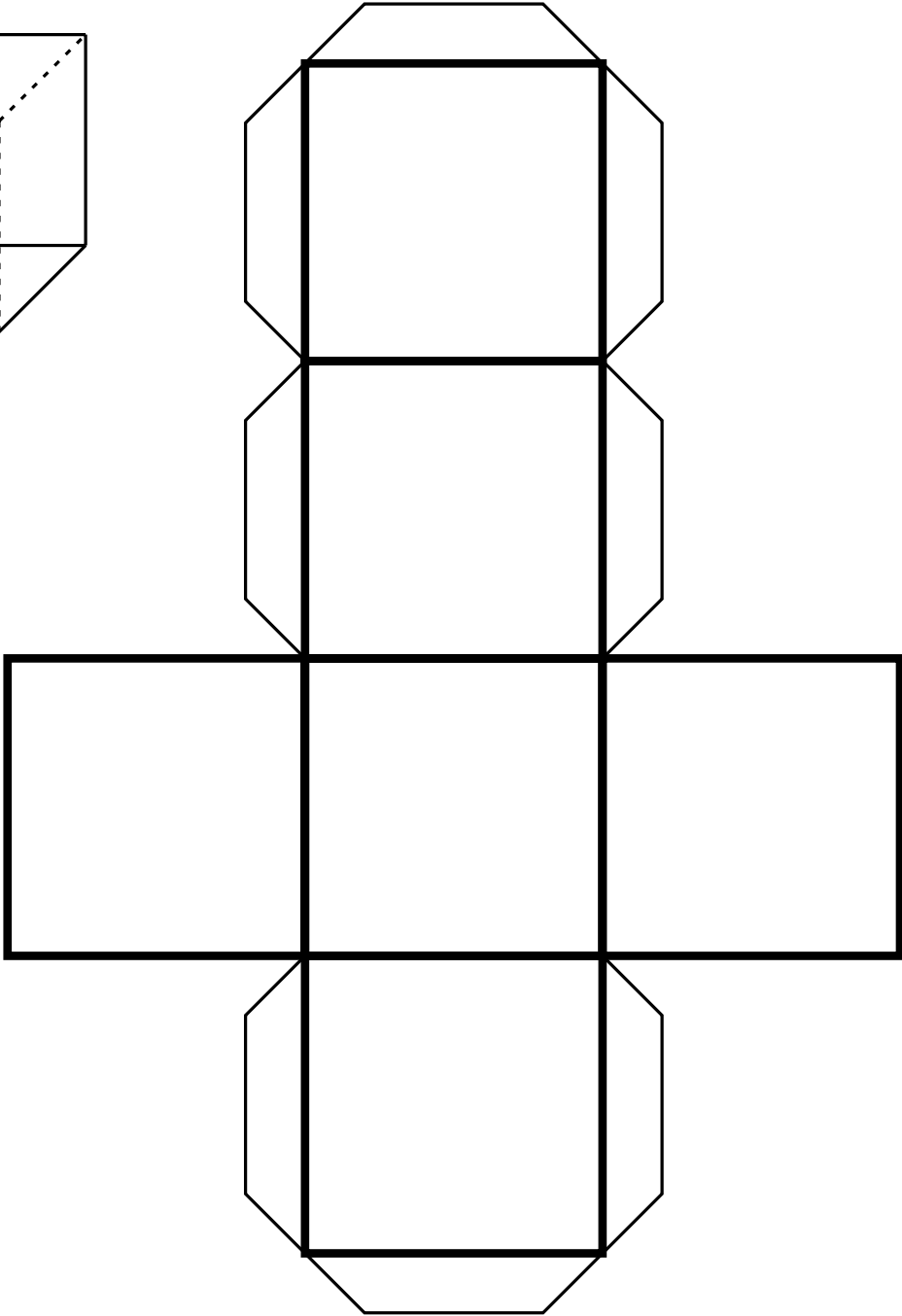
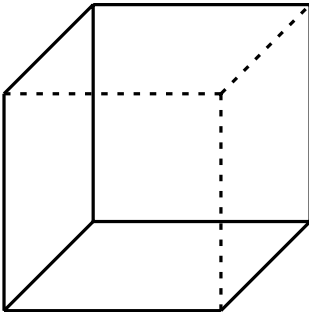
Appendix 5.1

Emoji examples used in the “**Feelings in the pockets**” activity



Appendix 5.2

“Emotions Cube”



Appendix 5.3

Quotations about empathy

- *Our little may be huge for someone who has nothing.* (D. Radović)
- *The opposite of anger is not calmness – it's empathy.* (M. Oz)
- *A prerequisite to empathy is simply paying attention to the person in pain.* (D. Goleman)
- *Never criticize a man until you've walked a mile in his moccasins.* (Native American proverb)
- *I look only to the good qualities of men. Not being faultless myself, I won't presume to probe into the faults of others.* (M. Gandhi)
- *Yesterday I was clever, and I wanted to change the world. Today I am wise, and I am changing myself.* (H. Hesse)
- *If you maintain a feeling of compassion, lovingkindness, then something automatically opens your inner door. Through that, you can communicate more easily with other people.* (Buddha)
- *If one does not understand a person, one tends to regard him as a fool.* (C. G. Jung)
- *Everything that irritates us about others can lead us to an understanding of ourselves.* (C. G. Jung)
- *A man is what he believes.* (A. P. Chekhov)

6. TOLERANCE

Appendix 6.1

THE STORY OF THE RAINBOW

(based on an Indian legend)

Once upon a time, all the colours in the world started to quarrel; each claimed that she was the best, the most important, the most useful, the favourite...

Green said: "Clearly I am the most important. ... I was chosen for grass, trees, leaves — without me all the animals would die."

Blue interrupted: "You only think about the earth, but consider the sky and the sea. It is water that is the basis of life The sky gives space."

Yellow chuckled: "The sun is yellow, the moon is yellow, the stars are yellow. Every time you look at a sunflower the whole world starts to smile. Without me there would be no fun."

Orange started next to blow her own trumpet: "I am the colour of health and strength. ... I carry all the most important vitamins. Think of carrots and pumpkins, oranges, mangoes and pawpaws."

Red could stand it no longer: "I'm the ruler of you all, blood, life's blood. ... I am the colour of passion and love; the red rose, poinsettia and poppy."

Purple rose up to his full height: "I am the colour of royalty and power. Kings... have always chosen me for I am a sign of ... wisdom."

And so the colours went on boasting, each convinced that they were the best. Their quarrelling became louder and louder.

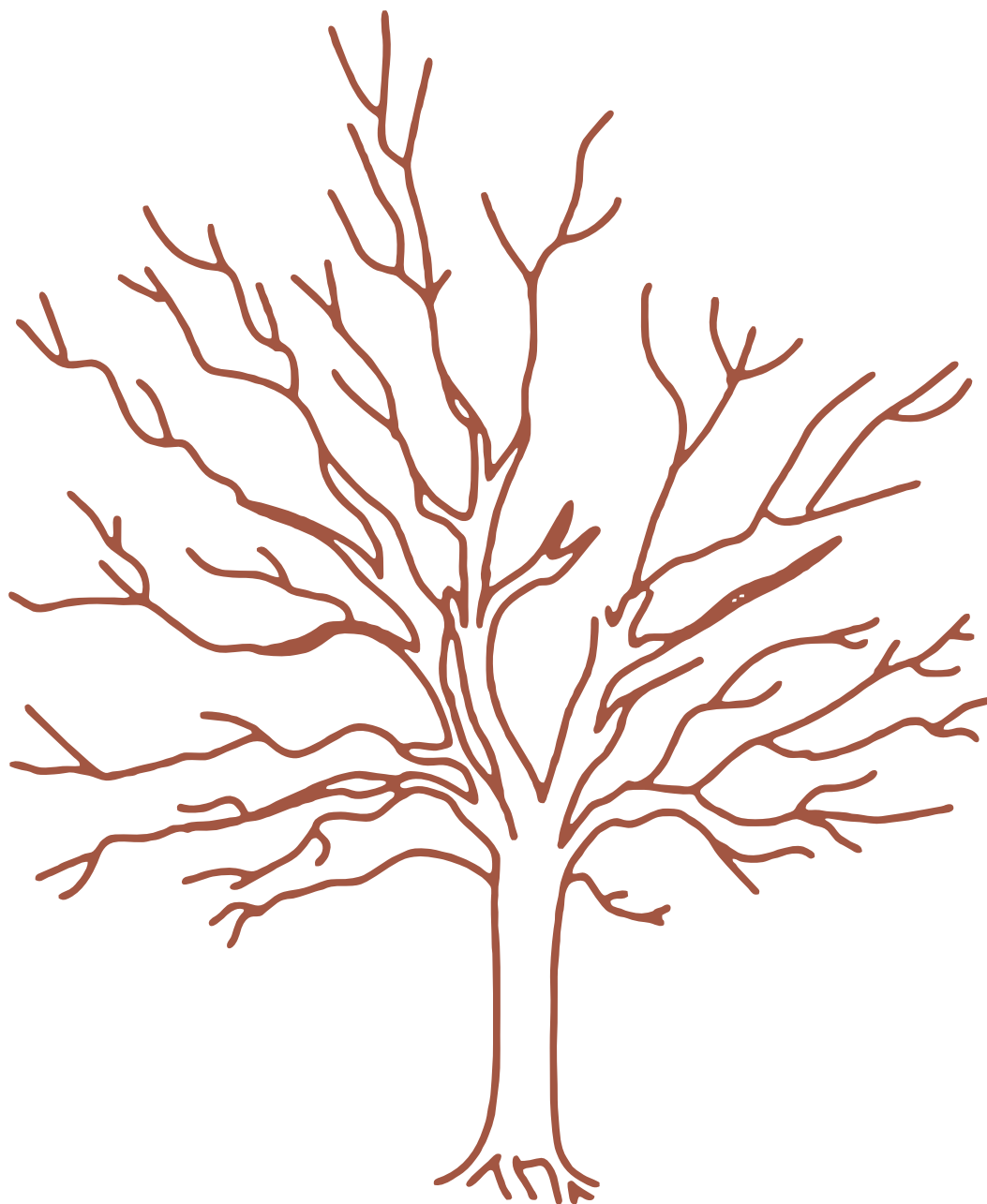
Suddenly thunder rolled and boomed. Rain started to pour down relentlessly. The colours all crouched down in fear, drawing close to one another for comfort.

Then Rain spoke: "You foolish colours, fighting among yourselves, each trying to dominate the rest. Do you not know that each matters? Join hands with one another and come with me". The rain stopped and spread the colours across the sky... a rainbow appeared!

(Recorded by Anne Hope, 1978)

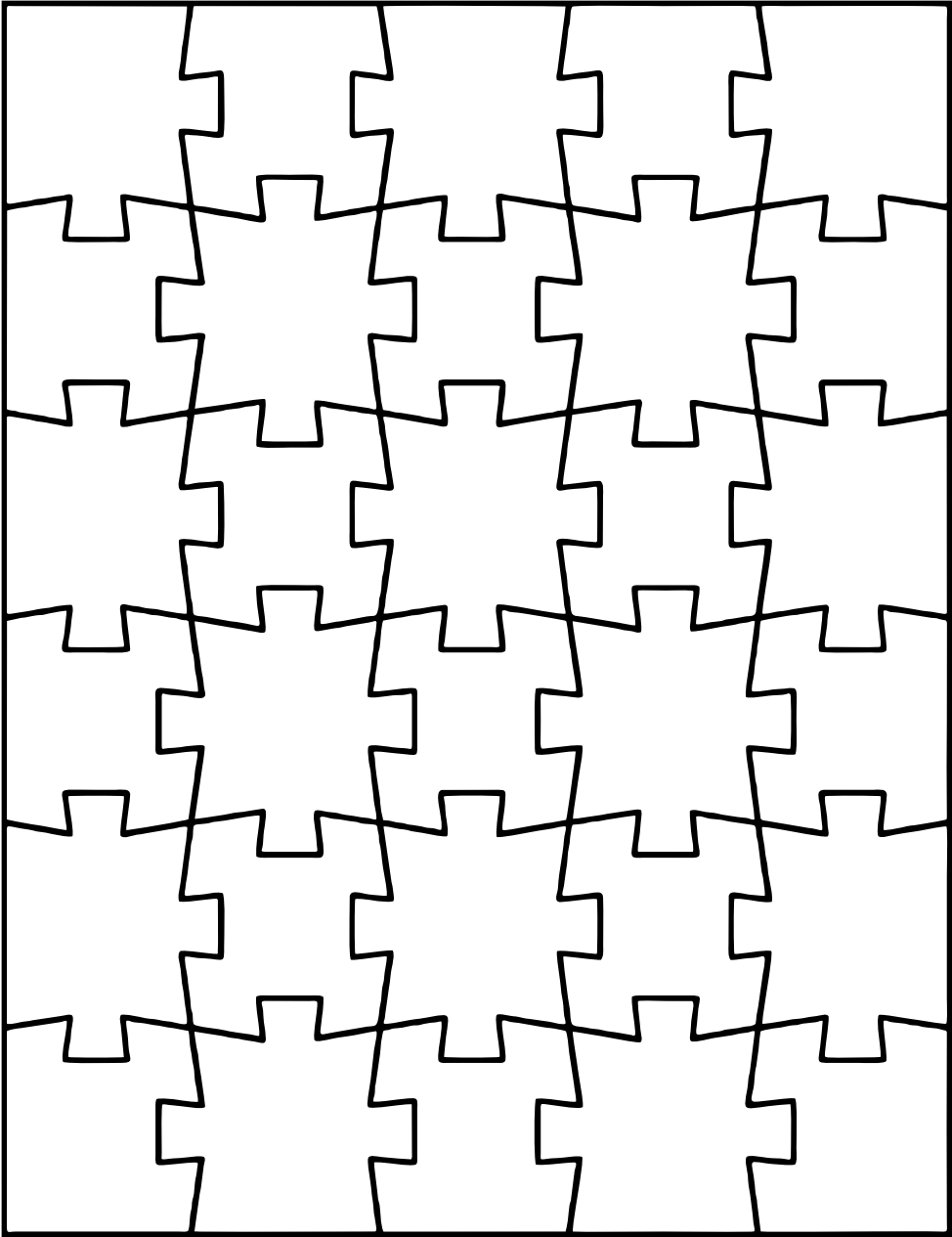
Appendix 6.2

“Friendship tree” – a sample



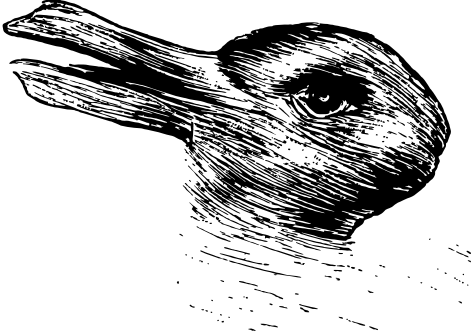
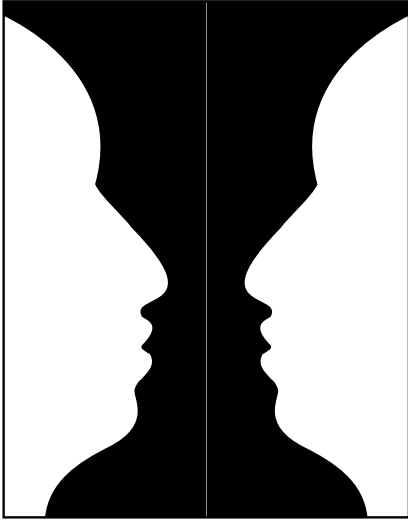
Appendix 6.3

Puzzle for the **“Everyone is someone, but we are all part of our class”** activity



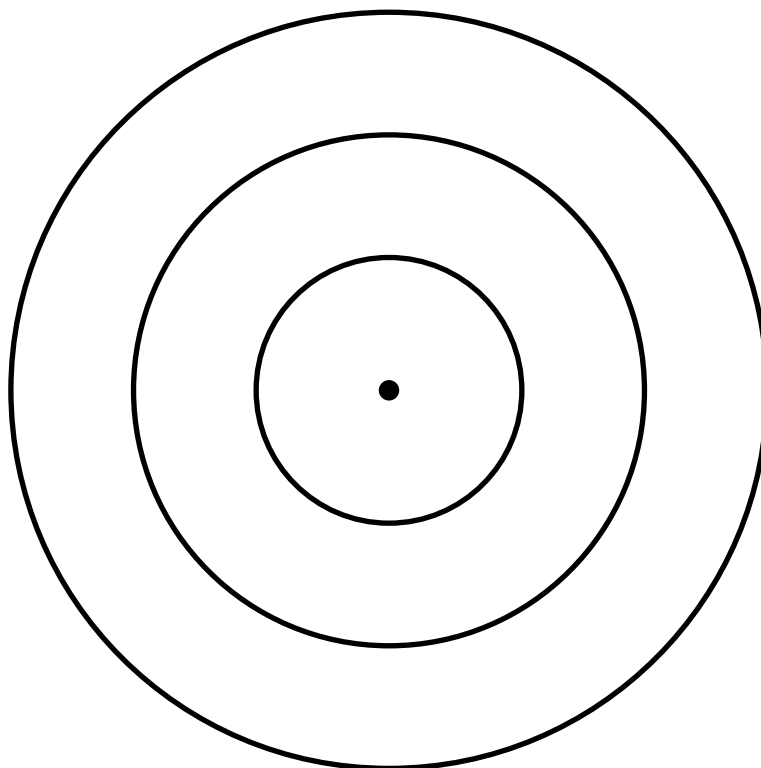
Appendix 6.4

Ambiguous pictures



Appendix 6.5

“Three circles”



Appendix 6.6

A) Questions

Br.	Situation	You	You
1.	Your team is losing:	<input type="checkbox"/> Smash everything.	<input type="radio"/> Support the team till the end.
2.	Your team is defeated:	<input type="checkbox"/> Congratulate the opponents.	<input type="radio"/> Refuse to shake hands.
3.	Your team has won:	<input type="checkbox"/> You are to be given credit for that.	<input type="radio"/> You say: "We played well."
4.	You don't like someone on your team:	<input type="checkbox"/> You pretend he/she does not exist.	<input type="radio"/> You pass him/her the ball when needed.
5.	You missed a safe bet:	<input type="checkbox"/> You feel like you are no good.	<input type="radio"/> You'll succeed next time.
6.	A rookie played poorly:	<input type="checkbox"/> You remember you were a rookie once.	<input type="radio"/> You ask him/her be replaced.
7.	The referee whistles:	<input type="checkbox"/> You observe the rules of the game.	<input type="radio"/> You argue about everything.
8.	You feel rage inside you:	<input type="checkbox"/> You hit those who are annoying you.	<input type="radio"/> You hit the ball.

B) Worksheets

1.
2.
3.
4.
5.
6.
7.
8.

Total: _____ Total: _____

Appendix 6.7

Quotations about tolerance

- *I disapprove of what you say, but will defend to the death your right to say it. (Voltaire)*
- *If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away. (H. D. Thoreau)*
- *The mind is like a parachute... It only works if we keep it open. (A. Einstein)*
- *The greatness of a people is no more determined by their numbers than the greatness of a man is by his height. (V. Hugo)*
- *Whoever does not think about others will understand that others do not think about him either. (Chinese proverb)*
- *Sustained goodness defeats evil intentions. (Seneca)*
- *A stream ripples and frolics, while a river flows quietly. (Lj. Nenadović)*
- *To accept another's worth, you must have your own. (A. Schopenhauer)*
- *Don't walk behind me; I may not lead. Don't walk in front of me; I may not follow. Just walk beside me and be my friend. (A. Camus)*
- *It is harder to crack prejudice than an atom. (A. Einstein)*

7. OPTIMISM

Appendix 7.1

THE STORY OF TWO SEEDS

Two seeds lay side by side in fertile soil.

The first seed said,

“I want to grow! I want to send my roots deep into the soil beneath me, and thrust my shoots through the earth’s crust above me... I want to unfurl my tender buds like banners to announce the arrival of spring... I want to feel the warmth of the sun on my face and the blessing of the morning dew on my petals!”

And so it grew...

The second seed said,

“I’m afraid. If I send my roots into the ground below, I don’t know what I will encounter in the dark. ... If I push my way through the hard soil above me I may damage my delicate shoots ... what if I let my buds open and a snail tries to eat them? And if I were to open my blossoms, a small child may pull me up out of the ground. No, it is much better for me to wait until it is safe.”

And so it waited...

Then, one day... A farmyard hen scratching around in the early spring ground for food found the waiting seed and promptly ate it.

Appendix 7.2

Worksheet for the “I can, I believe...” activity

Write down two virtues that you have	
A skill you have successfully acquired	
A situation or a problem you successfully solved	
The goal you intend to reach by the end of the year	
What does OPTIMISM mean for you?	

Appendix 7.3

Cards with problem situations for the “Solutions are in us” activity

Situation 1	Kosta wanted a higher mark. The teacher examined him and he got the same mark. What next?
Situation 2	Your parents promised to take you to the cinema if you got a better mark. You want to go to the cinema, but you know you are quite behind in your learning, and don't feel like doing it now. What will you do?
Situation 3	A friend is throwing a party. She has not invited you, and you want to go. What will you do?
Situation 4	On his birthday, Petar fails at English. He comes home and sees a birthday surprise – a bike he wanted. He doesn't tell his parents he failed. What would you do?
Situation 5	Marko really wants to play on the school basketball team, competing at the local level. He has not passed the testing, since he has not been regular for practice. What will he do?

Appendix 7.4

Worksheet for “**My Optimism Reminder**” activity (sample homework)

MY OPTIMISM REMINDER

Life is made up of both nice and not-so-nice events. When bad things happen, we tend to view everything that is happening around us negatively. Then we tend to overlook the good things we have done or what we have been successful at. Therefore, we propose you should write this Optimism Reminder, to be close at hand in such moments. To make things easier for you, you can use the worksheet with the following instructions:

- 1. Make a list of things you're good at!** This can be just about anything: drawing, writing, a sport, singing, telling jokes, making figurines... If you have problems recalling the things you are good at, ask your parents, grandparents, friends. Then add to the list the things you would like to be good at.
- 2. Give yourself compliments every day!** Focus! Don't just say to yourself “You're great!” Be more specific, like: “Today I helped Ivan with a maths problem he didn't understand.” Or “Today I looked after my kid brother while our parents were out shopping.” Every night, before going to bed, remember the good things did that day.
- 3. Accept yourself as you are!** Life doesn't depend on what you look like. Accept yourself as you are and try to find advantages in the way you actually look. There are things which you cannot change and you should just accept them, e.g. eye colour, shoe size, the shape of your head, height...
- 4. Stop the bad thoughts that are “swirling in your head”!** When you notice that you're becoming too critical, that you are finding faults and thinking more of the bad than of the good things that happened during the day, take a pause and start enumerating the positive things about yourself.
- 5. Be involved in sports!** By engaging in sports, you release tension, learn how to cope with defeat and become happier and healthier. You can work out on your own at home.
- 6. Have fun!** Make time that you will spend with the people you love and doing the things you like.
- 7. Don't expect the impossible!** It's good to aim high, but it is also important to remain realistic to maximize your chances of success.

Appendix 7.5

Quotations about optimism

- *You can complain because rose bushes have thorns or rejoice that thorn bushes have roses. (Confucius)*
- *He who believes in wonders, makes wonders happen. (D. Radović)*
- *For as long as there is dark, there is also dawn. (I. Andrić)*
- *One loves more what is harder to obtain. (Aristotle)*
- *Life is not always a matter of holding good cards, but sometimes, playing a poor hand well. (J. London)*
- *A person who never made a mistake never tried anything new. (A. Einstein)*
- *The battle is won by the side that is absolutely determined to win. (L. N. Tolstoy)*
- *A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty. (W. Churchill)*
- *A pessimist is someone who carries an umbrella even when there is not the smallest cloud in the sky. (L. Cohen)*
- *A man is but the product of his thoughts. What he thinks, he becomes. If I constantly repeat how I cannot do something, then I probably won't be able to do it. And vice-versa, if I believe I can, I will certainly acquire the ability to do it. (M. Gandhi)*

8. HONESTY

Appendix 8.1

A STORY ABOUT A BOY CALLED MIRKO

Once upon a time there was a very poor child who lived with his parents in a poor area on the outskirts of one city. Mirko – that is what the child was called – used to go early every morning to the city market to help the people working at the stall, so in return they helped him by giving him items: fruit, vegetables and produce, with which he contributed to his family’s income, since as a child he could not earn much on his own.

One day he was sitting in front of a fruit shop when he saw an elderly person buying some groceries, which she tossed into a big bag. Mirko came up to her to offer to help her, but when the elderly person saw him dressed in rags, she shooed him away because she was afraid that the child wanted to take some of her fruit. Mirko was not upset, thinking that perhaps the old woman had previously had some sort of unpleasant experience, and he started to look for other things to do.

As the elderly person was walking away she put her purse in her bag and it fell out onto the ground, but, being very old, she did not notice. Mirko ran to where the purse had fallen, and when he opened it: wow, there was enough money so that all his family could eat for a whole week! How lucky!

And do you know what Mirko did? He ran towards the elderly woman who was already leaving the market, and when she saw him again she said to him: “Look child, I already told you that I do not want you to help me!”

“Madam,” answered Mirko, “this is not the reason I approached you – I want to return this purse to you that you dropped over there without noticing.”

The incredulous elderly person took the purse, looked inside and she exclaimed: “How unfair I have been, such an honest child and I shooed him away. But come; come with me to my house, so that I can give you presents for you and for your family.”

And they say that, since then, everybody in the neighbourhood calls Mirko “the honest child” for the honest conduct he showed.

THE CHERRY TREE

"When George," said she, "was about six years old, he was made the wealthy master of a hatchet! of which, like most little boys, he was immoderately fond, and was constantly going about chopping everything that came in his way.

One day, in the garden, where he often amused himself hacking his mother's pea-sticks, he unluckily tried the edge of his hatchet on the body of a beautiful young English cherry-tree, which he barked so terribly, that I don't believe the tree ever got the better of it.

The next morning the old gentleman, finding out what had befallen his tree, which, by the by, was a great favourite, came into the house; and with much warmth asked for the mischievous author, declaring at the same time, that he would not have taken five guineas for his tree. Nobody could tell him anything about it.

Presently George and his hatchet made their appearance. "George," said his father, "do you know who killed that beautiful little cherry tree yonder in the garden?" This was a tough question; and George staggered under it for a moment; but quickly recovered himself: and looking at his father, with the sweet face of youth brightened with the inexpressible charm of all-conquering truth, he bravely cried out, "I can't tell a lie, Pa; you know I can't tell a lie. I did cut it with my hatchet."

"Run to my arms, you dearest boy," cried his father in transports, "run to my arms; glad am I, George, that you killed my tree; for you have paid me for it a thousand fold. Such an act of heroism in my son is more worth than a thousand trees, though blossomed with silver, and their fruits of purest gold."

Appendix 8.4

I will... (an example how students' works can be put on display)



Appendix 8.5

TEST: HOW HONEST AM I (HAVE BEEN UNTIL NOW!)?

- | | True | False |
|---|--------------------------|--------------------------|
| ▪ <i>I always try to be honest with people.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ <i>I can be described as honest.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ <i>I have never lied to my teacher, friend, parent.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ <i>I have accidentally lied to other people.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ <i>I have never cheated on a test or exam.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ <i>I have never been caught lying.</i> | <input type="checkbox"/> | <input type="checkbox"/> |

I am or **I am not** a honest person because

Appendix 8.6

THE TREE¹

Tonight I'm thinking about my grandfather. A few weeks ago he told me a story. It's a story about a good world. My grandparents live in a yellow wooden house they built a long time ago. They have a big garden that they've always spent a lot of time on. Flowers and trees and bushes mean a lot to them. They know all the names and when things are supposed to be planted and when they have to be watered and pruned. They often talk about plants and give flowers to friends and family. It's been that way for as long as I can remember.

When they built the house, my grandfather planted an apple tree. At the bottom of the garden. I have never seen that tree. It was gone when I was born. But I've heard about it.

When the tree had grown for many years, it started to yield apples. A lot of apples. My grandmother used to make juice and preserves from the apples. It was a good apple tree. But then something happened. It had been a good summer and the apples were nice and big. They were about to be picked. But one morning the tree had been destroyed. Several thick branches were lying on the ground. My grandfather said it looked bad. It would not grow apples again. The tree was going to die.

My grandfather went inside to give my grandmother the sad news. Then he took off his work clothes, put on something more appropriate, and went down the lane past the cemetery and down to the college. There he spoke to the principal. The college acted, and after some time three young students came forward. They had been out pinching apples and things had got a little out of control. They had very guilty consciences. It was a prank. Not a big thing, but serious enough. And both my grandfather and the principal were concerned with sorting things out fair and square. A new apple tree cost 150 kroner in those days. It was agreed that the boys should pay for a new tree. They would pay 50 kroner each. My grandfather told me it was a lot of money back then.

The boys would pay a weekly sum the rest of that autumn and well into spring, until everything was paid back and they were even. My grandfather had himself been to that college and he knew the boys didn't have a lot to get by on. They were boarders, some of them were far away from home and their families had already dug deep into their pockets in order to send them to college. They had to take the money for the apple tree out of their own allowances. That probably meant any expensive and boyish activities had to be limited considerably. They could hardly buy anything, not go to the cinema, not treat the girls to a soda, pretty much nothing at all.

Every Saturday the boys came dejectedly to my grandparents' door to pay. They said very little. They just held out their hands and dropped the coins into my grandfather's huge palm. He nodded gravely and confirmed thereby that things were going the way they should. It went on that way. Winter came and went, and then spring. In May the garden was once again in bloom and the polytechnic was about to go on vacation. The boys were going home for summer. When they came by for the last time, they were all dressed up. It was something of an occasion for them. They rang the doorbell and my grandmother invited them in. She had made coffee and waffles. The boys were served and they made the last payment and shook my grandparents' hands.

The case was closed.

The boys were relieved. They cheered up, and for the first time they talked with my grandparents. They told them about school and summer. They told them where they came from. Their faces were happy. The debt was paid. They were cleansed and could finally hold their heads high.

After a while the boys got up to leave. Goodbyes were said, and they walked towards the door. Then my

¹ The story is an excerpt from the novel *Naïve. Super* by the Norwegian children's author, Erlend Loe, that brought him international recognition; Geopoetika, Beograd, 2003

grandfather got up. Hang on, he said, there was one more thing. And the boys stopped. My grandfather crossed the floor. He went over to the big kitchen dresser and opened it. He stuck his hand deep inside it and came out with three envelopes. Then he walked over to the boys and gave one to each of them. The boys couldn't quite understand. They looked at each other. Then they opened the envelopes and tears started running down their cheeks.

My grandfather had given them their money back... My grandfather told me he had been planning to give the money back all the time. It wasn't about the money, he said.

I'm thinking about the boys. They're grown-ups today. Probably over fifty years old. They must have had the feeling that the world was good. That things fitted together. That something meant something.

I wonder what they are doing now. They probably have families themselves, and gardens with apple trees. My grandfather is a really good guy. I wonder whether I am a really good guy. I wonder whether there are any really good guys at all in my generation.

Appendix. 8.7

Quotations about honesty

- *A harmful truth is better than a useful lie.* (T. Mann)
- *An honourable man is respected even by those who are not honourable.* (A. P. Chekhov)
- *Honest men fear neither the light nor the dark.* (T. Fuller)
- *A thread will tie an honest man better than a chain a rogue.* (Scottish saying)
- *If you add to truth, you subtract from it.* (Talmud)
- *When in doubt, tell the truth.* (M. Twain)
- *An honest answer is a sign of true friendship.* (Bible, Old Testament, Proverbs 24:26)
- *A lie may serve the present, but it has no future.* (Anonymous)
- *If you tell the truth you don't have to remember anything.* (M. Twain)
- *We tell lies when we are afraid... afraid of what we don't know, afraid of what others will think, afraid of what will be found out about us. But every time we tell a lie, the thing that we fear grows stronger.* (T. Williams)
- *He that does not speak Truth to me, does not believe me when I speak Truth.* (T. Fuller)
- *We cannot call respectable those who refrain from a shameful act out of fear of shame, the law or judgment.* (Cicero)

THE BIRD²

Here is another story. This one is also about a good world. It took place before I was born. My brother and my parents were on holiday in Denmark. They had rented a cottage at the beach. I don't know how old my brother was that summer, but I think he was quite young. Maybe seven years old. He just ran around, swam in the sea and threw sticks and other things into the water. He must have been having a good time.

One day he found a bird that had hurt itself. I think it was a baby seagull. It just lay there. It couldn't fly. My brother had no experience of sickness and death. He just felt sorry for the bird. He felt sad about it lying there, sick and all alone. He wanted it to be well again, and fly off to its family and be happy and do the things baby seagulls usually do. My brother took care of the bird. He carefully carried it home to the cottage and put it in a box lined with cotton. He gave it food and water and talked to it.

The bird was the first thing my brother thought about when he woke up in the morning, and the last thing he thought about before he went to sleep. In the morning he would run outside and see how the bird was doing, and at night he would say goodnight to it and gently stroke its wing.

My brother began to love the bird. It became important to him that it would get well. My parents also hoped it would get well. They could see how much feeling my brother was investing in the bird. They were afraid he would be sad if it died.

My brother thought the bird was getting better by the day. He figured he could see it. He kept thinking it would get well anytime, and that it would fly back to freedom. But it didn't turn out that way.

One morning, while my brother was still asleep, Dad found the bird dead. He buried it a distance from the cottage. When my brother awoke, Dad said the bird had got well and had flown away. He said my brother had cared for it so well and been so good to it that it had got well again.

Neither Mum nor Dad had the heart to say that the bird was dead. Maybe they thought my brother would experience painful things soon enough. They wanted to protect him while they could. My brother had done everything in his power to save the bird. And now he was told that it had flown away. He was happy. It was good to think that the bird was out there somewhere. In good health. And that he had helped it. The only thing he felt a little bit bad about was that he didn't get to say goodbye. My brother must have had a feeling that the world was good. That it was possible to do something, and that things sometimes didn't get worse, but better.

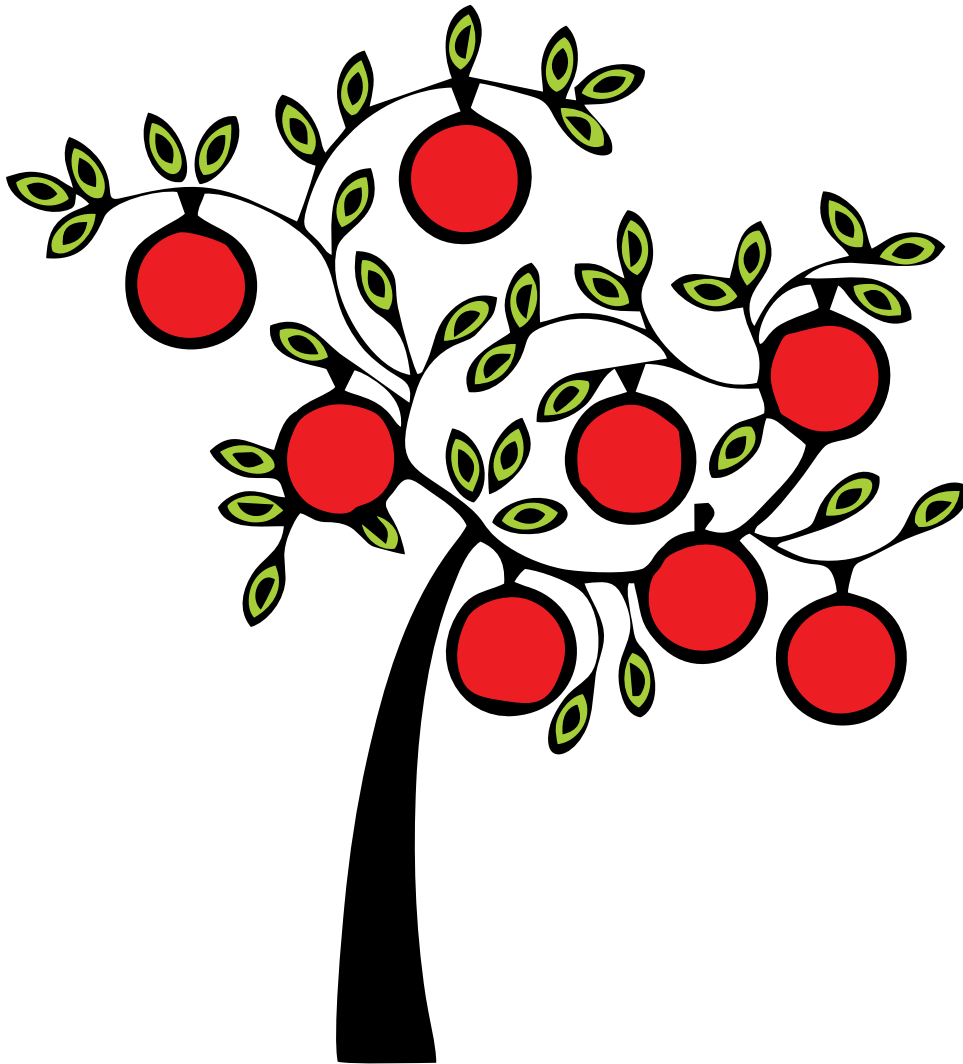
My brother still believes the baby seagull got well. Nobody has ever told him what really happened.

² The story is an excerpt from the novel *Naïve. Super* by the Norwegian children's author, Erlend Loe, that brought him international recognition; Geopoetika, Beograd, 2003

9. GRATITUDE

Appendix 9.1

Worksheet for “**Gratitude Tree**”



Appendix 9.3

Quotations about gratitude

- *A grateful mind is a great mind which eventually attracts to itself great things. (Plato)*
- *Let us be grateful to the people who make us happy; they are the charming gardeners who make our souls blossom. (M. Proust)*
- *Feeling gratitude and not expressing it is like wrapping a present and not giving it. (W. A. Ward)*
- *When we learn how to express gratitude, we are learning not to concentrate in life on the bad things, but on the good. (E. Vanderbilt)*
- *Gratitude is not only the greatest of virtues, but the parent of all the others. (Cicero)*
- *It's not what you have in your pocket that makes you thankful, but what you have in your heart. (Anonymous)*
- *Ingratitude is always a kind of weakness. I have never known men of ability to be ungrateful. (J. V. Goethe)*
- *If we meet someone who owes us a debt of gratitude, we remember the fact at once. How often we can meet someone to whom we owe a debt of gratitude without thinking about it at all! (J. V. Goethe)*
- *If you're unable to reward, then make sure to thank. (Arabic saying)*
- *Gratitude is the fruit of great cultivation; you do not find it among gross people. (S. Johnson)*

