



Happiness, Optimism, Positivity and Ethos in Schools

Student Handbook

Prepared by:



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Module 1: Positive Emotions

“Be happy...

not because everything is good,

but because you can see the good in everything”

Why should I learn about Positive Emotions?

Joy, love, gratitude, inspiration, hope, amusement and contentment are examples of positive emotions. Positive emotions emerge when I am doing activities that I like, either alone or with people I love such as my family and friends. Even if I just think about something that I appreciate and value, or people I cherish, I feel happier, inspired, and grateful.

Experiencing positive emotions is important because when I feel happy and interested I'm more curious, more able to solve problems, I can learn better and faster, and I enjoy myself better with my friends. My positive mood can even make others feel better too, because I communicate it through my words and behaviour!

Objectives of this module

Because positive emotions are so important in this Module I will learn to:

- Recognize different emotions
- Understand my own, and others emotions
- Produce positive emotions in myself and others
- Regulate my emotions effectively in different situations

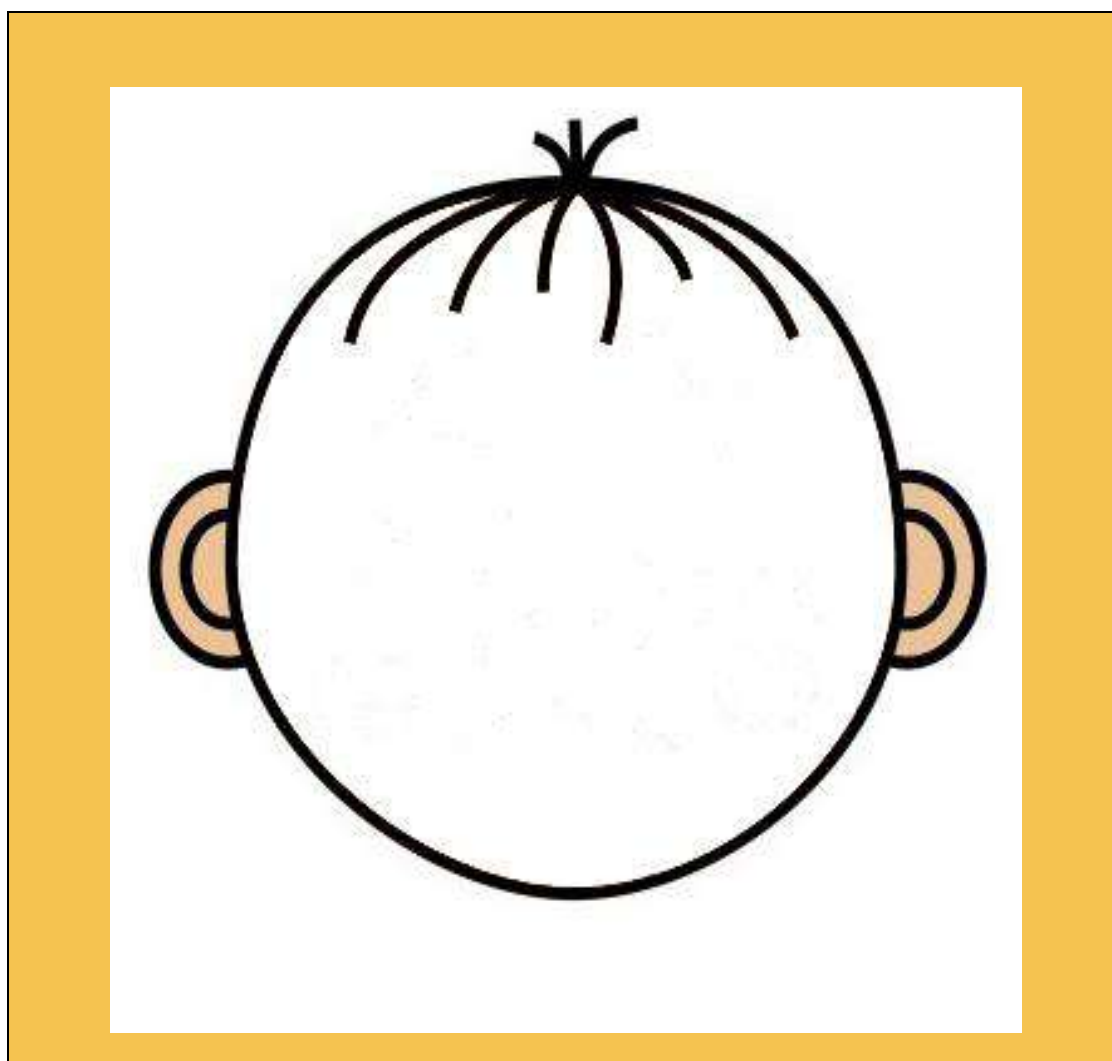
The positive emotions I will explore and understand better are: **joy, love, gratitude, and amusement.**



Activities for Lesson 1: Emotion's Identification and Expression

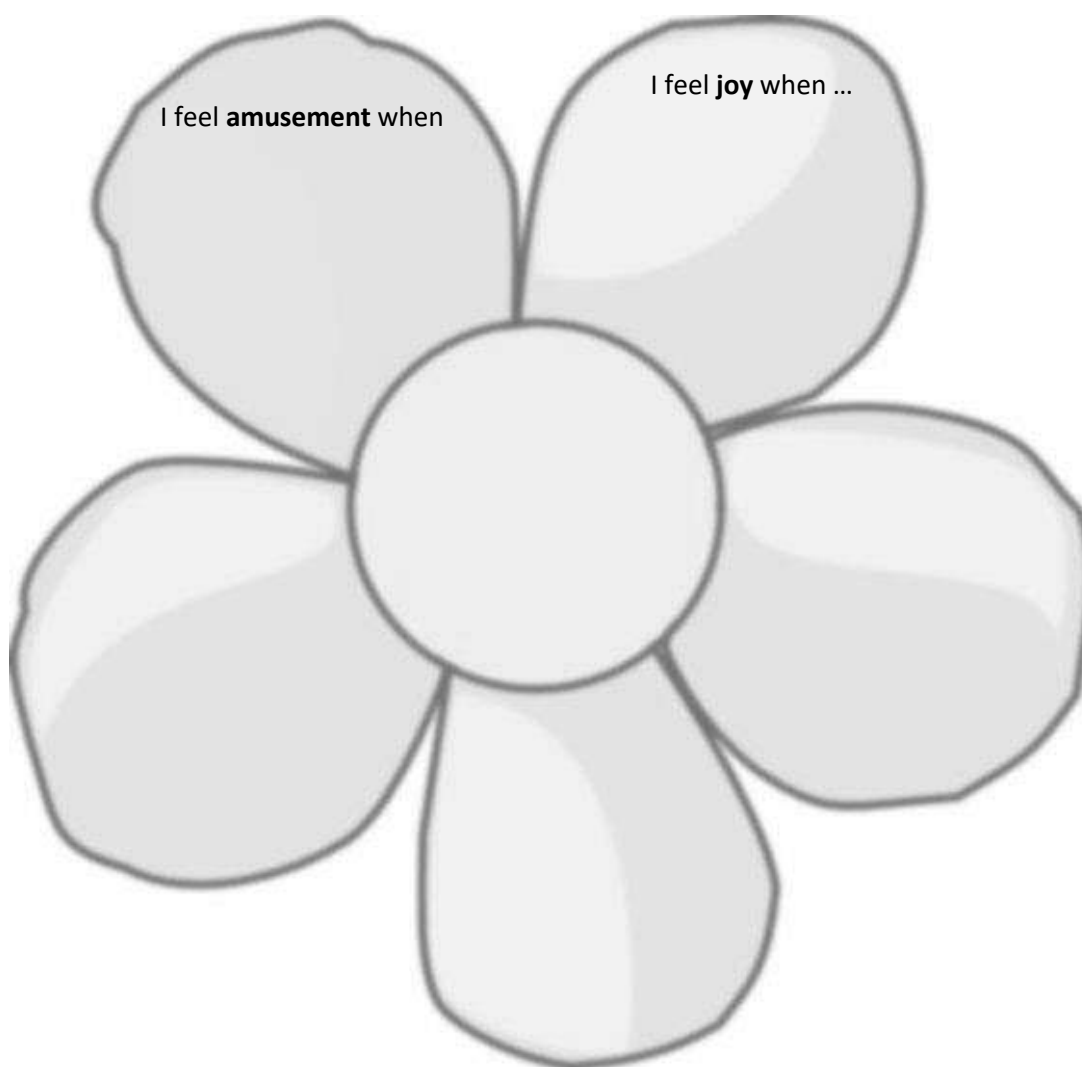
Expressing Emotions-face model (HOPEs_M1_L1_SH_WS1)

In Lesson 1 I identify some positive and negative emotions and understand their features and expression. After picking up a card with the name of an emotion, I draw that emotion on the blank face model.



Positive Emotions Daisy (HOPEs_M1_L1_SH_WS2)

I complete the flower by writing down examples of when I feel the emotions that are on the daisy's petals. For the empty petals, I can choose, and give examples of, other positive emotions.



Out-of-school activity

Family Diary of Positive Emotion (HOPEs_M1_L1_SH_WS3)

Family Diary of positive emotion – In collaboration with my parent/guardian, I describe in the following diary a situation in which I have felt or witnessed a particular emotion and describe what happened.

Situation nº ____	Situation nº ____
DATE: ____/____/____	DATE: ____/____/____
EMOTION: _____	EMOTION: _____
When and How? (Describe the situation):	When and How? (Describe the situation):
COMMENTS:	COMMENTS:

Reflection time

I can use the table below to write down what I have learned today, what I felt, and what I would find useful in everyday life.

What I learned today	What I felt
What I will use in future	



Useful Material

Videos:

Here I can find links for videos that help to learn to identify emotions:

<https://www.youtube.com/watch?v=ZxfJicfyCdg> (Title: 'Sesame Street: Name That Emotion with Murray!'; Run Time: 5.21 min)

<https://www.youtube.com/watch?v=nTII0cyUbQo> (Title: 'Identify the emotion...'; Run Time: 4.16 min)

<https://www.youtube.com/watch?v=utZr0dPu5sk> (Title: 'Feelings | Emotions song | Children, Kids and Toddlers music for kindergarten | Patty Shukla'; Run Time: 3.28 min)

Website / Game:

Here I can find a link for a game that helps to learn to identify emotions: The Feelings Game

<https://www.do2learn.com/games/feelingsgame/>

Quotes:

"In order to move on, you must understand why you felt what you did and why you no longer need to feel it." — Mitch Albom, The Five People You Meet in Heaven





"I don't want to be at the mercy of my emotions. I want to use them, to enjoy them, and to dominate them." — Oscar Wilde, The Picture of Dorian Gray



Activities for Lesson Plan 2: Emotional Expression and Mediators

Game: Arts and emotions - evaluation grid ([HOPEs_M1_L2_SH_WS1](#))

After finishing the game with my colleagues, I fill out the following evaluation grid.

“ARTS AND EMOTIONS” – In this game ...	
 <p>I discovered</p>	
 <p>I learned</p>	
 <p>I liked</p>	
 <p>I didn't like</p>	

Out-of-school activity

Discovering Emotions (HOPEs_M1_L2_SH_WS2)

Discovering emotions in paintings at home – I will look for paintings I have at home and I will identify emotions that are represented (one or two paintings). If possible, I take a photo and write my emotional interpretation of the painting. If I don't have paintings at home, I can choose a painting in a magazine, a catalogue, a book or in any other support. I will bring my record to class to be shared with my colleagues.

Painting - Title /Theme:	Artist:
PHOTO or DESCRIPTION	What EMOTION and Why?
DATE:	



Painting - Title /Theme:	Artist:
PHOTO or DESCRIPTION	What EMOTION and Why?
DATE:	

Reflection time

I can use the table below to write down what I have learned today, what I felt, and what I would find useful in everyday life.

What I learned today	What I felt	
<th>What I will use in future</th>		What I will use in future

Useful Material

Videos:

Here I can find a link to a video showing how to express emotions through dance and music

<https://www.youtube.com/watch?v=oMDquZqH-EE> (Title: 'Sesame Street: Alvin Ailey Dance -- Emotions'; Run Time: 2.07 min)

Audiobook:

This is link for a book that explores the many moods a child can experience in a day. Here I can hear Tami Dunn reading the book out loud for me.

<https://www.youtube.com/watch?v=8pk0tODyYp8> (Title: 'Tami Reads "Today I Feel Silly: And Other Moods That Make My Day" By: Jamie Lee Curtis'; Run Time: 3.53 min)

Quotes:

"The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart" — Helen Keller

"One thing you can't hide - is when you're crippled inside." — John Lennon



Activities for Lesson Plan 3: Positive emotions and how to promote them

“My little ‘good things’ in life” (HOPEs_M1_L3_SH_WS1)

I’ll write down what is my favourite.....

Name: _____

Food



Place to be



Music



Best friend



Movie



Best talent or quality



Sport



Best accomplishment
until now...

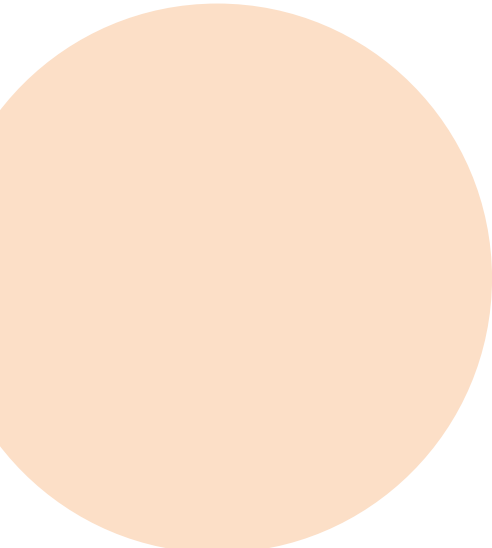



Are there some other things very important to me?



“Kindness” it’s my nickname (HOPEs_M1_L3_SH_WS2)

I write down several acts of kindness I have seen at school (I’ll write them down in the 1st circle).
And then I identify the acts of kindness I have done myself at school (I’ll write them down in the 2nd circle)

Actions of others	My personal actions
Acts of kindness I have seen at school	Acts of kindness I’ve done at school
	

Out-of-school activity

My Best Moments (HOPEs_M1_L3_SH_WS3). Learn to recognize and value the situations or events that make me feel good, even if they are small events

MY BEST MOMENTS!

What made me feel great (ecstatic, happy, joyful, amused, enchanted, or thankful)

I describe the 1st Situation

What happened?

What was I doing?

With whom?

What did I feel?

Why did it happen? [I identify the immediate causes or explanations, for that situation]



Reflection Questions

About the activity: My best moments

- Do I think it is important to identify situations that make me feel good? I'll explain why focusing on little things or small events can be just as important as focusing on big ones.
- I'll select one of "my best moments". Does the way I think about things changes the way I feel about them?
- What did I learn about myself while doing this activity?



Useful Material

Videos:

Here I can find a link for a video about how to promote positive emotions:

<https://www.youtube.com/watch?v=-JnSktK3dVE> (Title: 'Creative positive emotions'; Run Time: 3.05 min)

Quotes:

"Once you replace negative thoughts with positive ones, you'll start having positive results." - Willie Nelson

"Adopting the right attitude can convert a negative stress into a positive one." - Hans Selye



Lesson 4: Negative Emotions and How to Influence Them

Out of school activities

My Own Music Box for Positive Emotions (HOPEs_M1_L4_SH_WS1)

I list pieces of music or songs that make me feel each mood or emotion. Later I add a photo or image expressing this emotion.

EMOTION	Photo	SONG/MUSIC
Joyful		<ul style="list-style-type: none"> _____ _____
Happy		<ul style="list-style-type: none"> _____ _____
Energized		<ul style="list-style-type: none"> _____ _____
Calm and Relaxed		<ul style="list-style-type: none"> _____ _____
Amused		<ul style="list-style-type: none"> _____ _____
Funny		<ul style="list-style-type: none"> _____ _____
In love		<ul style="list-style-type: none"> _____ _____
Festive		<ul style="list-style-type: none"> _____ _____
Peaceful		<ul style="list-style-type: none"> _____ _____












Grateful

- _____
- _____



How do I respond? (HOPEs_M1_L4_SH_WS2)

SITUATION (choose 2 or 3 situations from the list that are more usual for you to experience)		MY USUAL RESPONSE			
		What do I do?	What do I feel?	What do I think?	Can I have a more positive response?
	I can't figure something out	Example: I cry	Example: I feel sad	Example: I'm not good enough	Example: Ask for help
	My sibling and I fight				
	I feel left out				
	An adult gets mad at me				
	It's too loud				
	I break something				
	I'm picked on				
	I lose a game				

	My parents put on music that I don't like				
---	--	--	--	--	--

Reflection Questions (about the activity: How do I respond)

- What kind of emotion was the easiest for me to identify/select? And which was the most difficult? Why?
- What did I learn about myself doing this activity?
- Is matching music to emotions useful for me? Why?
- Can I use that information to regulate my own mood? How?



Useful Material

Websites:

Here I can download a Winnie-the-Pooh book about how the way I look at things influence my own mood and the emotional world around me. I will find how to stay happy and calm in circumstances:

http://www.yourskypeschool.com/book_ys_eng/the-ao-of-pooh-by-benjamin-hoff.pdf

Videos:

Here I can find some videos about how to control negative emotions:

<https://www.youtube.com/watch?v=iGET9fNNlkw> (Title: 'Controlling Emotions for Kids'; Run Time: 2.43 min)

<https://www.youtube.com/watch?v=g7pnlNC1dbs> (Title: 'Cool Down and Work Through Anger'; Run Time: 2.50 min)

<https://www.youtube.com/watch?v=pFkRbUKy19g> (Title: 'Controlling Emotions: A Lesson from Angry Birds'; Run Time: 2.08 min)

<https://www.youtube.com/watch?v=DnmFfxWjsvs> (Title: 'Staying Calm When Angry - Interactive Story with music'; Run Time: 8.22 min)

Quotes:

"You cannot have a positive life and a negative mind." - Joyce Meyer

"A positive attitude causes a chain reaction of positive thoughts, events and outcomes. It is a catalyst and it sparks extraordinary results." - Wade Boggs



Activities for Lesson Plan 5: Positive Emotions in Interpersonal Contexts

Identify positive emotions in interpersonal contexts ([HOPEs_M1_L5_SH_WS1](#))

Activity #1: Identify positive emotions in interpersonal contexts

Identify the emotion presented in the picture



Activity #1: Use positive emotions in interpersonal contexts

Identify the emotion presented in the picture



Activity #1: Use positive emotions in interpersonal contexts

Identify the emotion presented in the picture



Activity #1: Use positive emotions in interpersonal contexts

Identify the emotion presented in the picture






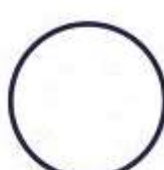


Use positive emotions in interpersonal contexts (HOPEs_M1_L5_SH_WS2)

(emotion monitoring sheet)

Task 1: Gratitude






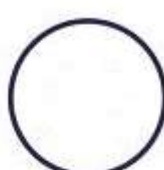
I'll colour the emotion(s) I felt during the task in the pictures below or draw my emotional expression on the last picture.

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

Here I have some free space to express the emotions I felt during the task (I can, for example, describe or draw my emotions):

Task 2: Joy







I'll colour the emotion(s) I felt during the task in the pictures below or draw my emotional expression on the last picture.

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

Here I have some free space to express the emotions I felt during the task (I can, for example, describe or draw my emotions):

Task 3: Amusement

I'll colour the emotion(s) I felt during the task in the pictures below or draw my emotional expression on the last picture.

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

Here I have some free space to express the emotions I felt during the task (I can, for example, describe or draw my emotions):

Why is it important to be able to identify and express emotions (in interpersonal contexts)?
(HOPEs_M1_L5_SH_WS3)

I cut out pictures from magazines that show a person with the emotions listed, then I paste them on the shapes on this worksheet. I can draw pictures as well, if I can't find any in magazines.

Why is it important to be able to identify and express emotions (in interpersonal contexts)?

INSTRUCTIONS: I cut out pictures from magazines that show a person with the emotions listed and I paste them on the shapes below. I draw pictures if I can't find any in magazines.



Feeling joy



Feeling love



Feeling amusement



Feeling gratitude

Out of school activities

(There are 2 activities in this section)

Use positive emotions in interpersonal contexts (HOPEs_M1_L5_SH_WS4)

Activity 1 Use positive emotions in interpersonal contexts

I'll let somebody (my parents / guardians) show me love. ***How does that make me feel?***

*Homework
activity*











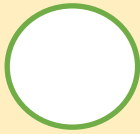
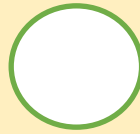
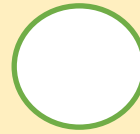
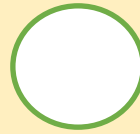


Activity 2: Emotion Chart – How do I feel today? (HOPEs_M1_L5_SH_WS5)

I'll describe the emotions at the end of the day

- What happened today? What did I do? How did I feel?
- What happened that made me feel that way?

I'll draw a face in the chart and write a word describing the feeling. Then, I'm going to ask my parent/guardian to talk about their own day and how they felt. They'll need to draw a face and write a word in the chart below too.



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Me!							
Adult							

Reflection time

I can use the table below to write down what I have learned today, what I felt, and what I would find useful in everyday life.

What I learned today	What I felt
What I will use in future	



Useful Material

Videos:

Here I can find some videos about gratitude

<https://www.youtube.com/watch?v=6TYvJh5Cwvw> (Title: 'Long Story Shortz - My Gratitude Jar - Written and Narrated by Kristin Wiens'; Run Time: 7.42 min)

<https://www.youtube.com/watch?v=DKT5ETUlvJM> (Title: 'Gratitude Kids'; Run Time: 2.19 min)

Here I can find a video about love

<https://www.youtube.com/watch?v=QbgoCXXF-7U&spfreload=10> (Title: 'Kids on LOVE!'; Run Time: 2.45 min)

Quotes:

"Positive thinking will let you do everything better than negative thinking will." - Zig Ziglar

"Always turn a negative situation into a positive situation." - Michael Jordan



Module 2: Values & Character Strengths

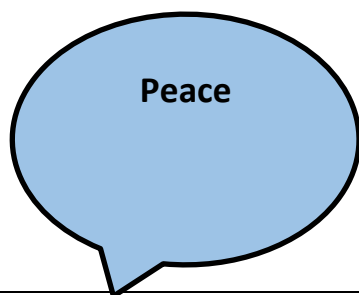
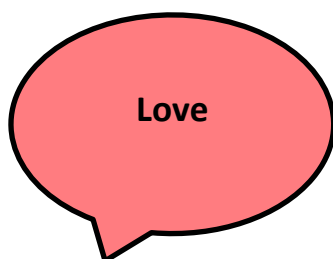
“Be kind, for everyone you meet is fighting a hard battle.” – John Watson

Why should I learn about Values and Character?

Values guide my thoughts, feelings, and actions and determine who I am, what I do and how I act. I can choose what type of person I want to become by learning my personal values and practicing them in my everyday life. Character is the set of values that I choose, I believe, and I practise.

My character has an effect on others, since it is something I communicate to others every day through what I say and what I do. So, learning about character and values will help me become happier, more successful, a better friend, a better member of the class and community, and a better citizen.

The four values I will explore and give my best shot to stand by are:



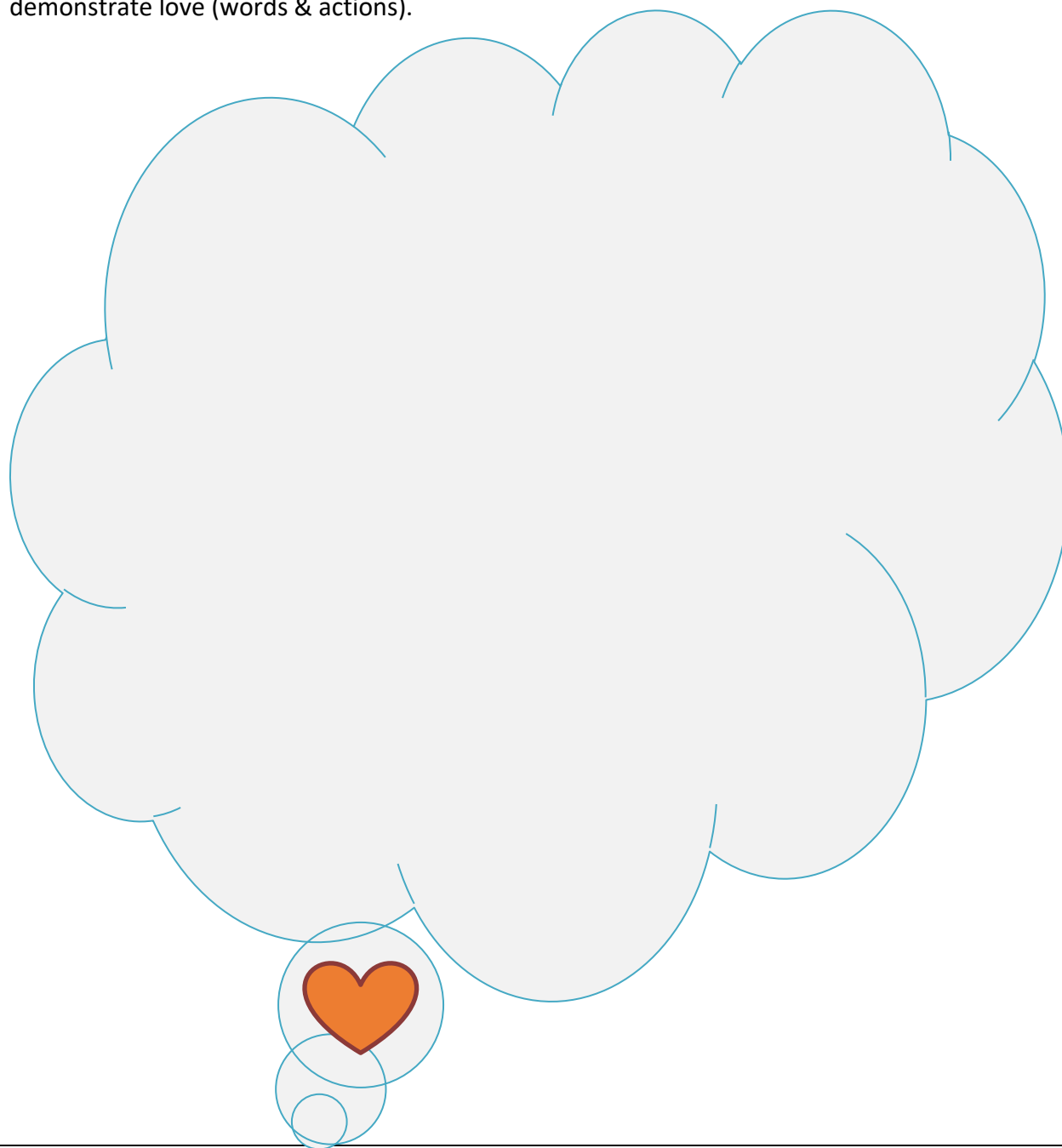
Objectives of this module

- Learn why it is important to explore different values and gain the language and tools to develop into a better person;
- Identify my personal attitudes and values that influence my well-being and sense of self-worth;
- Demonstrate an understanding of how showing respect for ourselves and others can contribute to people's sense of self-worth (tolerance, kindness, friendship, respect for others);
- Gain control over myself without needing someone else to tell me what to think, feel, or do;
- Acquire self-responsibility and responsibility to others;
- Develop critical-thinking skills and decision-making skills to make responsible decisions and distinguish between what is right or wrong for me.



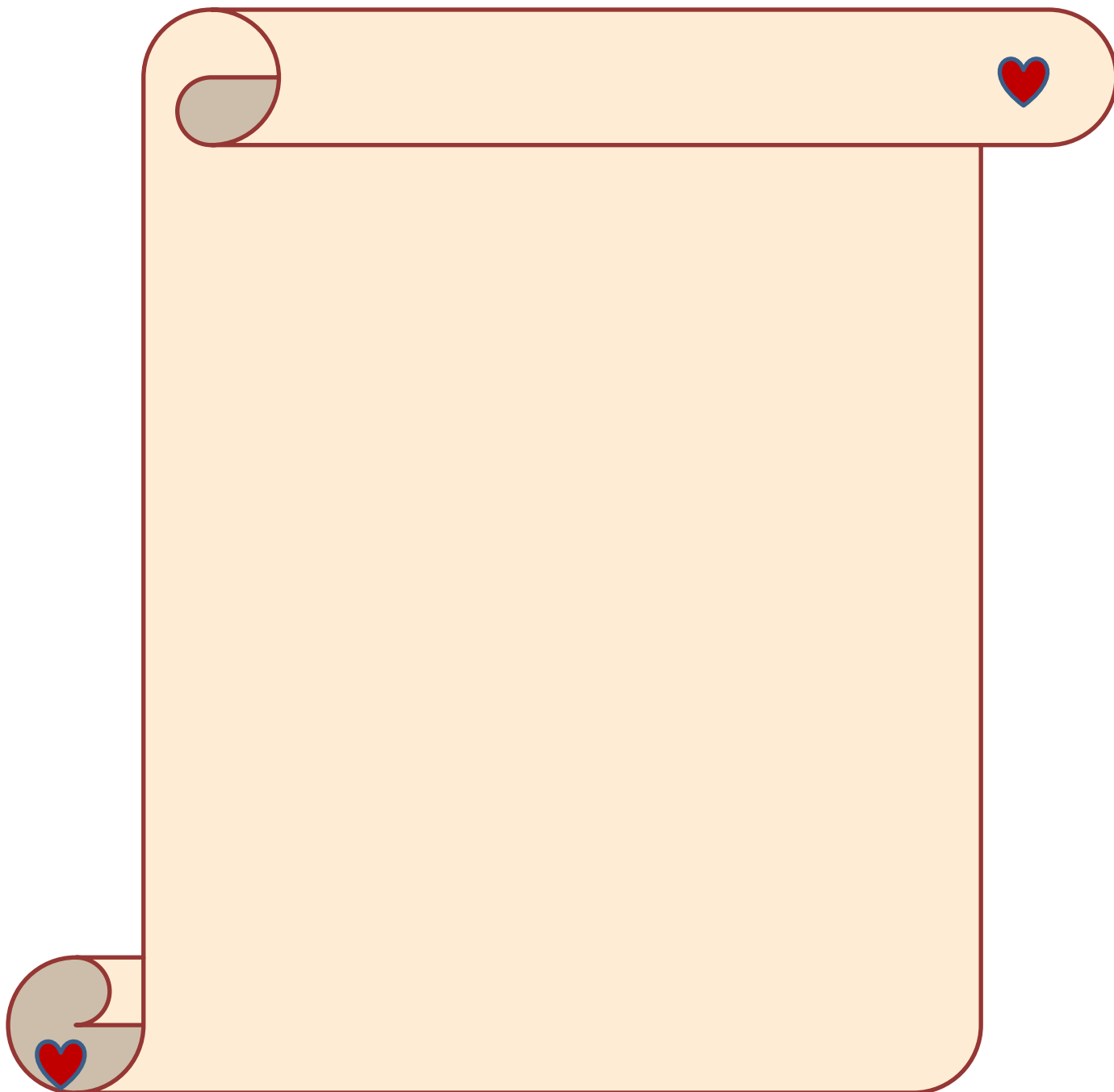
Activities for Lesson Plan 1: Love

What is Love? (HOPEs_M2_L1_SH_WS1): I'll brainstorm what love is, types of love, and ways to demonstrate love (words & actions).



Out-of-school activities: (2 activities in this section) **Letter to myself**
(HOPEs_M2_L1_SH_WS2)

Activity 1: This letter is addressed to myself saying why I love myself.



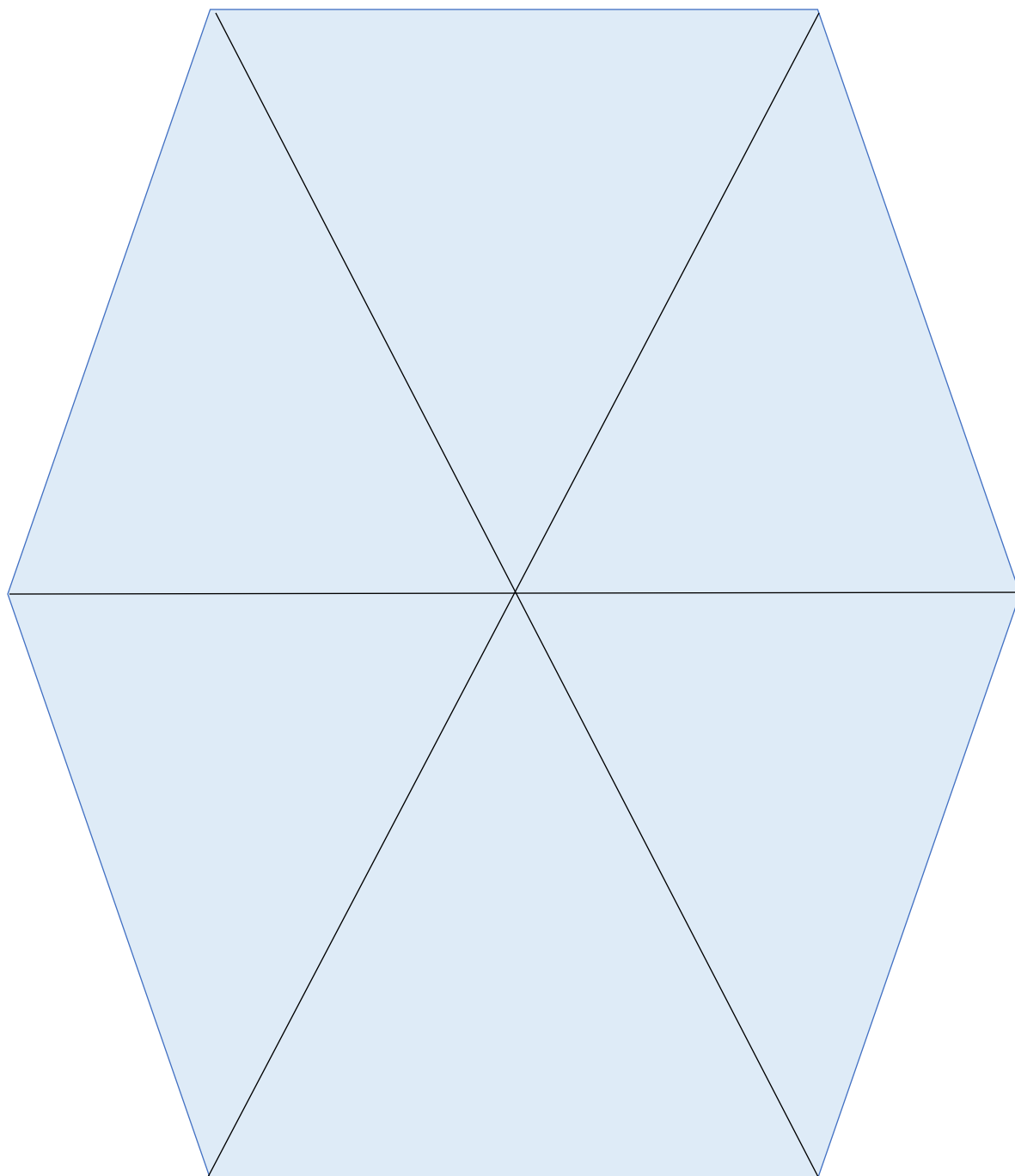
Out-of-school activity: Cards of Love (HOPEs_M2_L1_SH_WS3)

Activity 2: I'll write cards to people that I love and then cut them out and give them to these people



Reflection Time

Using this diagram, I'll write down 6 things to takeaway after this lesson. Examples can be; what I have learned today, what I felt, and what I would like to apply



Useful Material

Animation about kindness:

Color Your World with Kindness -

(<https://www.youtube.com/watch?v=rweIE8yyY0U&index=16&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3>) (Run time: 2.13 min)

Small actions make a big difference!

Color Our School with Kindness -

(<https://www.youtube.com/watch?v=HBMNageCE9k&index=17&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3>) (Run time: 3.27)

How small actions make a big difference at school and how I can contribute to this.

Songs:

The Beatles/The Beats - All You Need Is Love

(<https://www.youtube.com/watch?v=sWEEaH3QZol&index=1&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3>) (Run time: 3.45min)

Wet Wet Wet - Love Is All Around

(<https://www.youtube.com/watch?v=h3gEkwhdXUE&index=2&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3>) (Run time: 4.14 min)

Audiobooks:

The Little Prince - Antoine de Saint-Exupéry

(https://www.youtube.com/watch?v=yWQo_AAHDUA&index=43&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3) (Run time 1.57.36 min)

Books:

Fisher, R. (1987). The knight in rusty armor. Wilshire Book Company



Quotes:

“Infantile love follows the principle: “I love because I am loved.” Mature love follows the principle: “I am loved because I love.” Immature love says: “I love you because I need you!” Mature love says: “I need you because I love you.” – Erich Fromm

“When the power of love overcomes the love of power the world will know peace.” - Jimi Hendrix

“Love is the strongest force the world possesses and yet it is the humblest imaginable.” - Mahatma Gandhi



Activities for Lesson Plan 2: Responsibility

I don't have to wait until I am older to be responsible. The sooner I learn to be responsible, the easier it will be when I am an adult. Responsibility is a choice I make, it's not something that just comes with age. Responsibility means standing up for my rights and the rights of others, as all people are equal.



<http://www.freepik.com/free-photos-vectors/people>>People vector created by Freepik



Questionnaire (HOPEs _M2_L2_SH_WS1)

Below there are statements that show responsibility. I'll evaluate how responsible I am for each of the statements by using the scale from 1 to 3 (1=not like me, 2=a little like me, 3=a lot like me), and at the end I'll add up my score.

		Score
1.	I'm reliable - others rely on me	
2.	I am consistent with my obligations and the agreements I make	
3.	I take responsibility for my actions	
4.	I do not blame others for my failures	
5.	I do not act irrationally	
6.	I anticipate the consequences of my actions	
7.	I manage my time properly	
8.	I do not need a reminder to carry out my duties	
9.	I exercise self-control	
10.	I set goals and implement them	
Total Score		

What is my conclusion? Do I consider myself a responsible person?

.....

.....

.....



Rabbit's Rights (HOPEs _M2_L2_SH_WS2).

This activity will introduce me to my rights as a child and help me connect my needs to my rights. I will first imagine the care of a pet rabbit (or another animal that I will choose). What does the pet need to be happy, safe and healthy? On the table below, I write these things. After finding what the pet needs, I need to think who is responsible for making sure that the rabbit gets all the things it needs.

Once I have thought about all the things the rabbit needs, if it has a right to these things, and who is responsible to provide these things (and its rights), I need to think what children need to grow and have a happy, safe and healthy life. I again use the table below to write these things. Who is responsible to provide us these things? Do we have a right to these things that help us grow?

I can compare the list I made for the things needed for the rabbit to the list I made for children. Then I can read the "Convention on the Rights of the Child" (CRC), which explains my rights as a child.

<u>Rabbit</u>	<u>Children</u>





HOPEs _M2_L2_SH_WS3 - Here, I can read about my rights as a child

Rights of the Child



This is a simplified version of the United Nations Convention on the Rights of the Child. It has been signed by 191 countries. The convention has 54 articles in total. Articles 43 – 54 are about how governments and international organisations will work to support children's rights.

Article 1

Everyone under 18 has all these rights.

Article 2

You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.

Article 3

All adults should always do what is best for you.

Article 4

You have the right to have your rights made a reality by the government.

Article 5

You have the right to be given guidance by your parents and family.

Article 6

You have the right to life.

Article 7

You have the right to have a name and a nationality.

Article 8

You have the right to an identity.

Article 9

You have the right to live with your parents, unless it is bad for you.

Article 10

If you and your parents are living in separate countries, you have the right to get back together and live in the same place.

Article 11

You should not be kidnapped.

Article 12

You have the right to an opinion and for it to be listened to and taken seriously.

Article 13

You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.

Article 14

You have the right to think what you like and be whatever religion you want to be, with your parents' guidance.

Article 15

You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 16

You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.

Article 17

You have the right to collect information from the media – radios, newspapers, television, etc – from all around the world. You should also be protected from information that could harm you.

Article 18

You have the right to be brought up by your parents, if possible.

Article 19

You have the right to be protected from being hurt or badly treated.

Article 20

You have the right to special protection and help if you can't live with your parents.

Article 21

You have the right to have the best care for you if you are adopted or fostered or living in care.

Article 22

You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.

Article 23

If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 24

You have a right to the best health possible and to medical care and to information that will help you to stay well.

Article 25

You have the right to have your living arrangements checked regularly if you have to be looked after away from home.

Article 26

You have the right to help from the government if you are poor or injured.

Article 27

You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.

Article 28

You have the right to education.

Article 29

You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 30

If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practice your own religion, and use your own language.

Article 31

You have the right to play and relax by doing things like sports, music and drama.

Article 32

You have the right to protection from work that is bad for your health or education.

Article 33

You have the right to be protected from dangerous drugs.

Article 34

You have the right to be protected from sexual abuse.

Article 35

No one is allowed to kidnap you or sell you.

Article 36

You have the right to protection from of any other kind of exploitation.

Article 37

You have the right not to be punished in a cruel or harmful way.

Article 38

You have a right to protection in times of war. If you are under 15, you should never have to be in an army or take part in a battle.

Article 39

You have the right to help if you have been hurt, neglected, or badly treated.

Article 40

You have the right to help in defending yourself if you are accused of breaking the law.

Article 41

You have the right to any rights in laws in your country or internationally that give you better rights than these.

Article 42

All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.

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UN Convention on the Rights of the Child

These are the 4 Guiding Principles of the UN Convention on the Rights of the Child. Each of the articles in the Convention is informed by these principles.

1 Non-discrimination
treat everyone fairly and with respect

2 Right to life, survival, & development
children & youth have a right to the basic things to live, survive, & develop

3 Best interests of children & youth
always ask yourself:
"is the decision I'm making good for kids?"

4 Respect the views of children & youth
children & youth need to participate and have their views considered when decisions are being made that affect them

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HOPEs _M2_L2_SH_WS4: In pairs OR in groups of 3-4 children, we choose the role play we want to act out in class and cut out the card with the role we want. If we are feeling very creative, we can come up with other roles, and we can write out the title of the role.

ROLE PLAY	
The irresponsible teacher	The responsible student
The responsible school bus driver	The irresponsible child
.....

Out-of-school activity

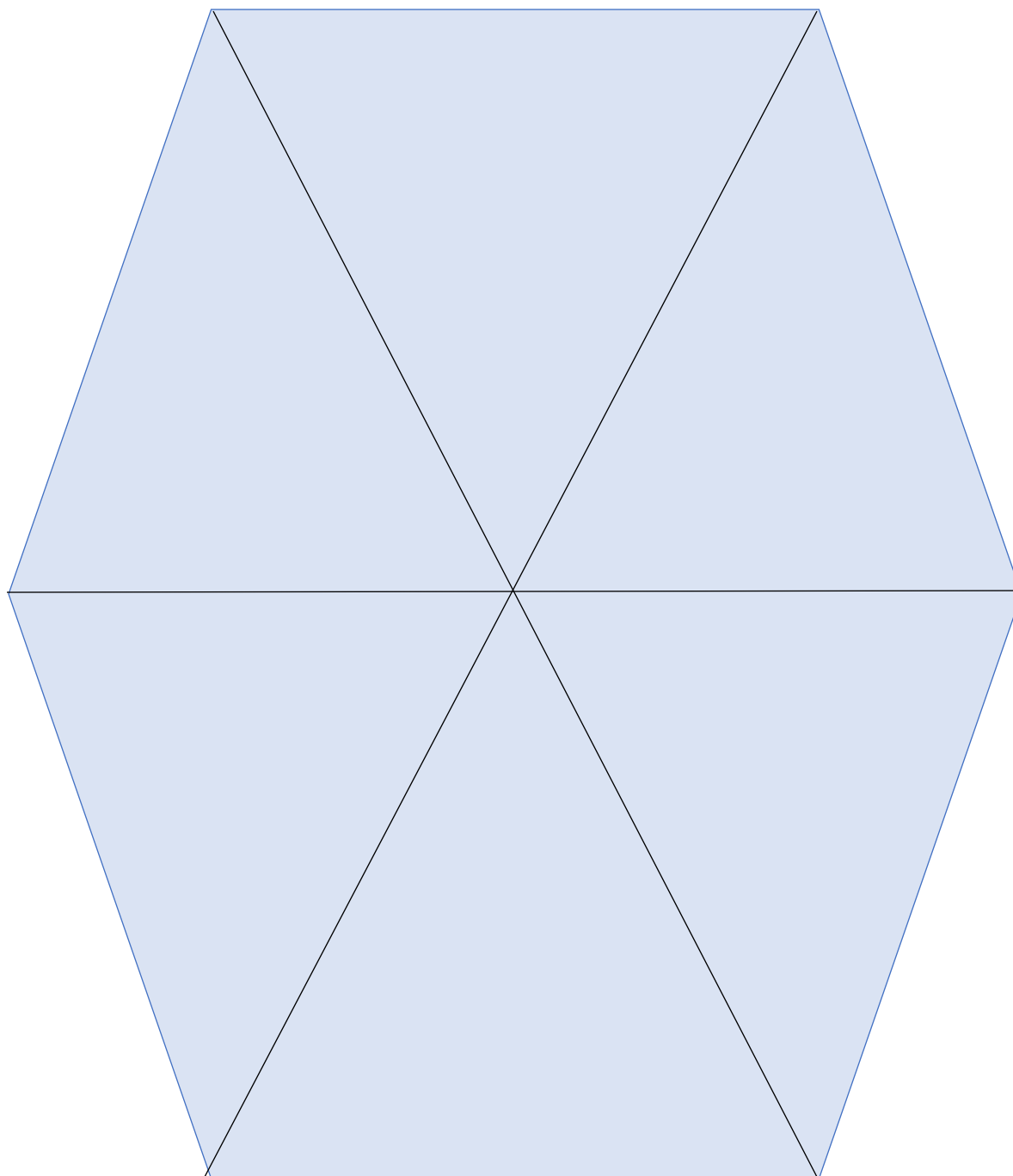
I'll create and decorate my own journal! It will be called "My Behaviour Journal."

This journal will be used to write about my behaviour over the week, any possible problems that arose, and how I dealt with these. If I wish, I'll share this journal with my parents/ guardians/ significant others.



Reflection Time

Using this diagram, I'll write down 6 things to takeaway after this lesson. Examples can be; what I have learned today, what I felt, and what I would like to apply.



Useful Material

Songs:

Bob Marley - Get Up Stand Up (run time 3:09 min)

<https://www.youtube.com/watch?v=X2W3aG8uizA>

Responsibility Song

https://www.youtube.com/watch?v=aMP_J-jkmr8&index=33&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3 (Run time 4.22 min)

Responsibility - Character Trait Song

<https://www.youtube.com/watch?v=oizCSPgk2gw&index=37&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3> (Run time 2.16 min)

Videos:

The videos below show different ways to be responsible:

Be Responsible, Safe and Respectful for Children, Kids and Toddlers | Patty Shukla

<https://www.youtube.com/watch?v=JGQAp2PY8yY&index=35&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3> (Run time 2.23 min)

Be responsible

https://www.youtube.com/watch?v=ITjPx_UYBjI&index=36&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3 (Run time 1.30 min)

Rosa Learns to be Responsible

<https://www.youtube.com/watch?v=SRIKMysO1gU&index=41&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3> (Run time 2.19 min)

Quotes:

“Friendship is always a sweet responsibility, never an opportunity.” Khalil Gibran



“You cannot hope to build a better world without improving the individuals. To that end, each of us must work for his own improvement and, at the same time, share a general responsibility for all humanity, our particular duty being to aid those to whom we think we can be most useful.”

Marie Curie

“There are two primary choices in life: to accept conditions as they exist, or accept the responsibility for changing them.” Denis Waitley

Books

Danticat, E. (2015). *Mama's Nightingale: A Story of Immigration and Separation*. Dial books for young readers, New York

Engle, M. (2015). *Drum Dream Girl*. Houghton Mifflin Harcourt Publishing company, New York



Activities for Lesson Plan 3: Respect

Respecting myself. That means that I stand up for myself and don't let myself be talked into doing stuff that I know is wrong or makes me feel uncomfortable.

Respecting others. That means accepting that other people are different but just as important as I feel I am. Some people may call this tolerance. Acting in a way that shows I care about others feelings.

Respecting the environment. This can mean putting my rubbish in a bin, recycling, planting trees or flowers, and taking less journeys in cars.



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Out-of-school activity

The Sweet Responsibility Story (HOPEs_M2_L3_SH_WS1)

I can invite friends or gather my family members to read the following story together.

“Once upon a time, I was at a party of a fellow student with all my classmates, and we were presented with a “dilemma.” We were asked to choose if we wanted candy or apples. Some chose the apple and some candy. I really wanted the apple. One of my friends insisted that I would get the candy, but I refused.

The children who chose candy, had quick energy, and candy was sweet and delicious to eat. However, it didn’t last very long and it was mostly empty calories. A few minutes after they ate it, they were hungry for more.

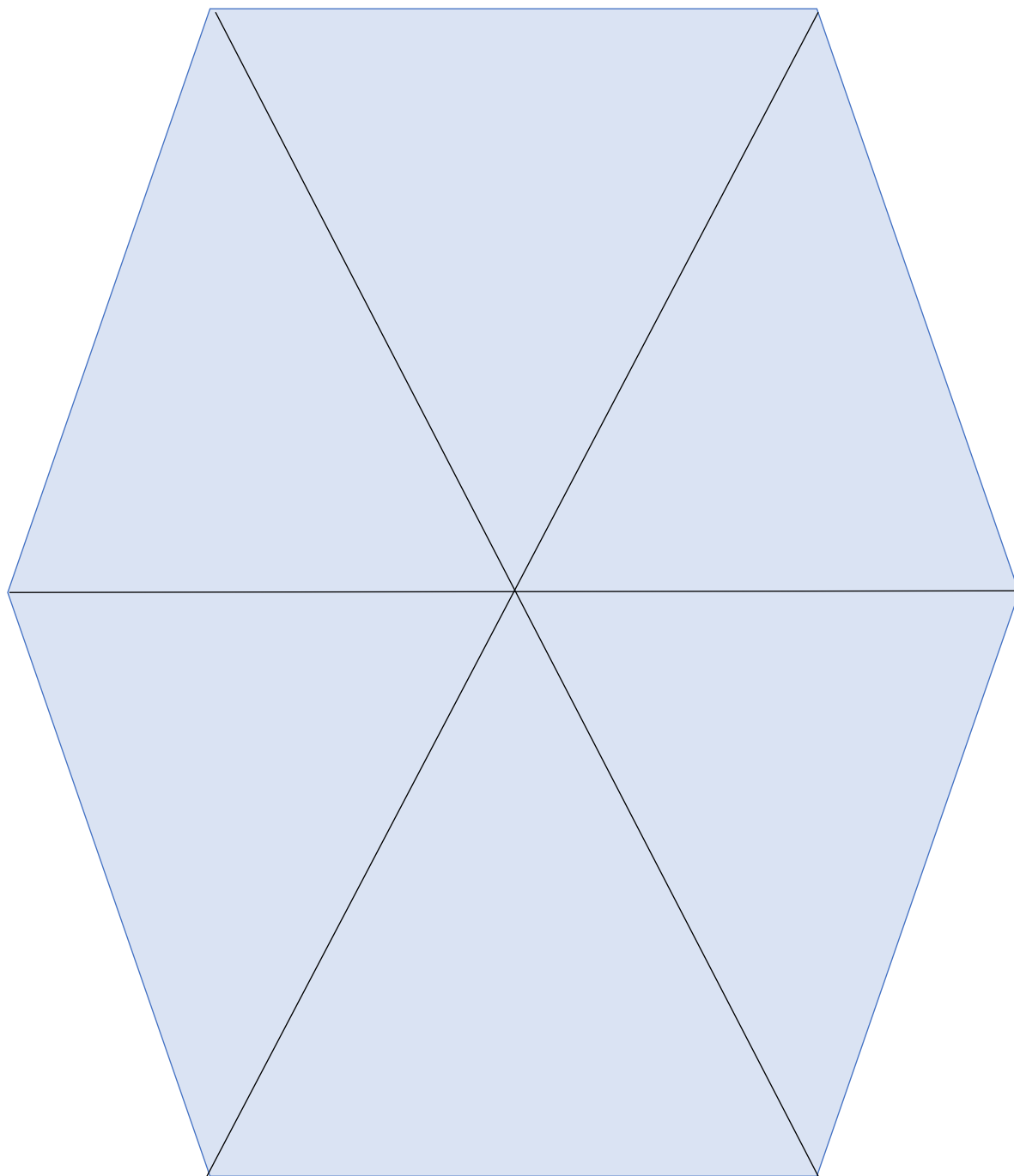
On the other hand, the apple also gave energy and it was sweet to the taste. However, the apple is nutritious and will supply with extra vitamins. Other children and I that chose the apple felt more satisfied and benefited from the energy it gives for a longer period of time. The decision to take the apple was a very wise one, and I am happy I wasn’t persuaded to choose otherwise.”

After I have read them the story, I can discuss with them whether they think there is a relationship between the choice of apples and candy compared to the responsibilities and choices we make every day? Do some choices bring us instant pleasure, but don’t provide long-lasting value/effect? Does a wise and responsible choice bring us a lasting type of satisfaction? Is it important to know what is good for us and choose something that respects our needs? Is this a way we show respect for ourselves?



Reflection Time

Using this diagram, I'll write down 6 things to takeaway after this lesson. Examples can be; what I have learned today, what I felt, and what I would like to apply.



Useful Material

Audiobooks:

ΕΛΜΕΡ ... Ο Παρδαλός ελέφαντας

<https://www.youtube.com/watch?v=qSqQzKcr4VM&index=13&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3> (Run time 7.46 min).

English: Anytime Tales - Elmer

<https://www.youtube.com/watch?v=vZINp-8zOgk> (run time 8.25 min)

Songs:

Respect Song Video - Classroom Mix Version

<https://www.youtube.com/watch?v=ZgidfFs-j4M&index=4&list=PLSMZDoMBob77V613phO5j22CyqjnuoZCn> (Run time 2.54 min)

Respect Rap Only

<https://www.youtube.com/watch?v=iGuT9-Y5J4&list=PLSMZDoMBob77V613phO5j22CyqjnuoZCn&index=5> (Run time 3.50 min)

Videos:

Looking and Listening for Respect

<https://www.youtube.com/watch?v=ZHMmmh-7afU&list=PLSMZDoMBob77V613phO5j22CyqjnuoZCn&index=6> (Run time 3.01 min)

Life Lessons sharing and respecting others

<https://www.youtube.com/watch?v=YNOnFsnjYhY> (Run time 2.45 min)

UNICEF - Teach Children Respect - Mimicking

<https://www.youtube.com/watch?v=AcMktHRCf0w> (Run time 0.43 min)



Quotes:

“Character — the willingness to accept responsibility for one's own life — is the source from which self-respect springs.” Joan Didion

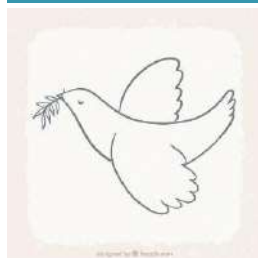
“He who loves others is constantly loved by them. He who respects others is constantly respected by them.” – Mencius

“I speak to everyone in the same way, whether he is the garbage man or the president of the university.” – Albert Einstein

“Respect is a two-way street, if you want to get it, you’ve got to give it.” – R.G. Risch



Activities for Lesson Plan 4: Peace



"If you want to call yourself a human being/ you'll never stop, even for a single moment/, your struggle for peace and justice" Tasos Livaditis

Peace is a condition of tranquillity where there is no war, or war has ended, and people feel safe and secure. Moreover, it refers to a feeling inside us of tranquillity, serenity, calmness and happiness. Peace extends to our relationships with others, if those relationships are harmonious, it demonstrates peace.



Conflict is inevitable and learning to deal with conflict whilst respecting both others and ourselves is the key to peace. This means respecting the rights and needs of others. Additionally, it involves compromise and active listening to create an understanding between the conflicting sides.

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“Peace Cake!” (HOPEs_M2_L4_SH_WS1)

Baking the “Peace Cake!” with my fellow classmate! What ingredients are needed? In what amounts? I’ll use the blank space within the diagram of the cake to write them down.



Cartoons! (HOPEs_M2_L4_SH_WS2) - These 5 animals are in conflict with each other. I will develop the personality of each character, thinking how each animal would act in this situation of conflict. What do they say to each other? How do they handle the situation/conflict? What are the specific steps they can take to resolve the conflict?

Take a look at these phrases. Which of the characters would most likely say each one?

"My way or the highway"
 "It would be my pleasure"
 "I'll think about it tomorrow"
 "Let's make a deal!"
 "Two heads are better than one!"



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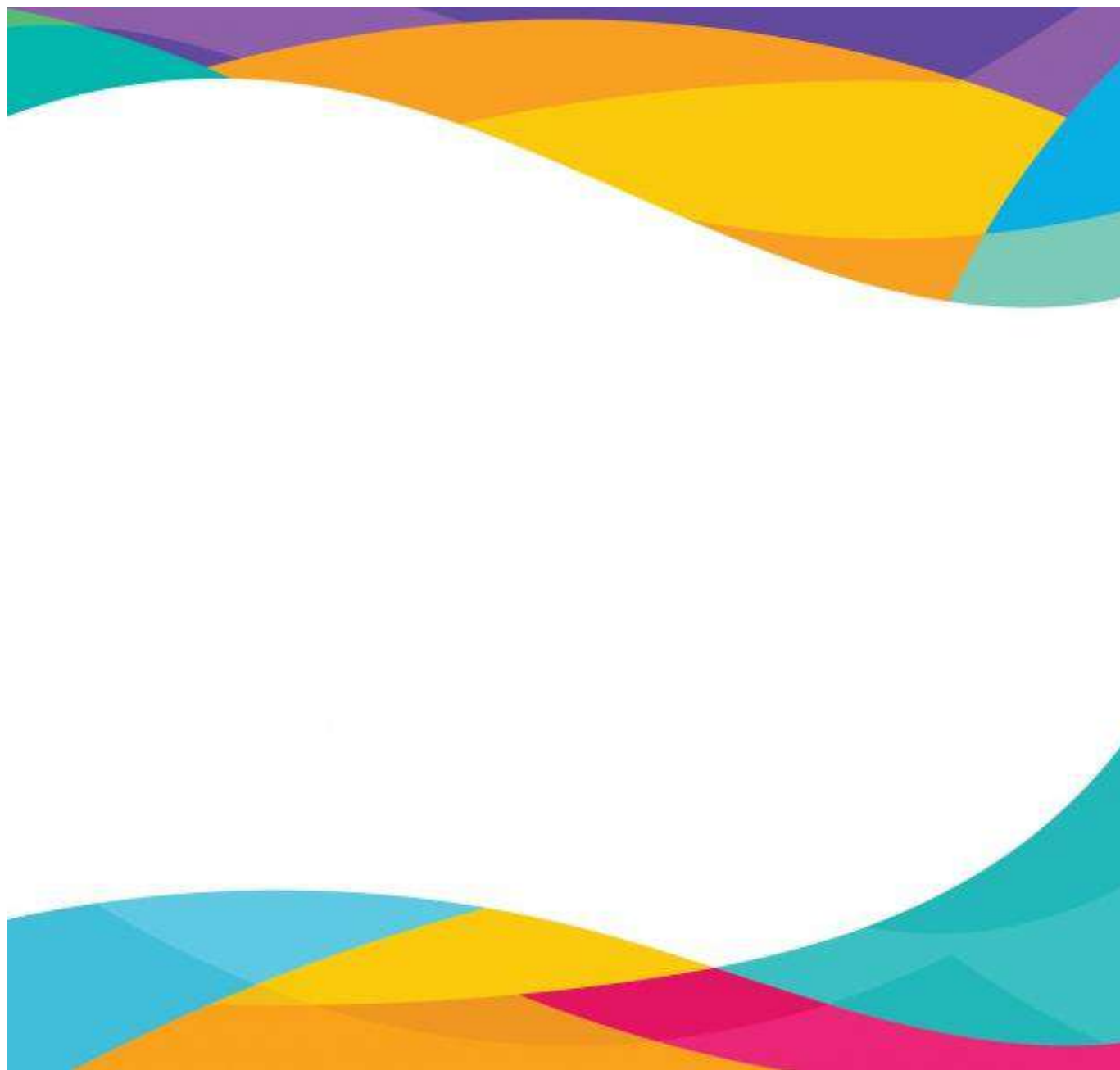
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Out-of-school activity

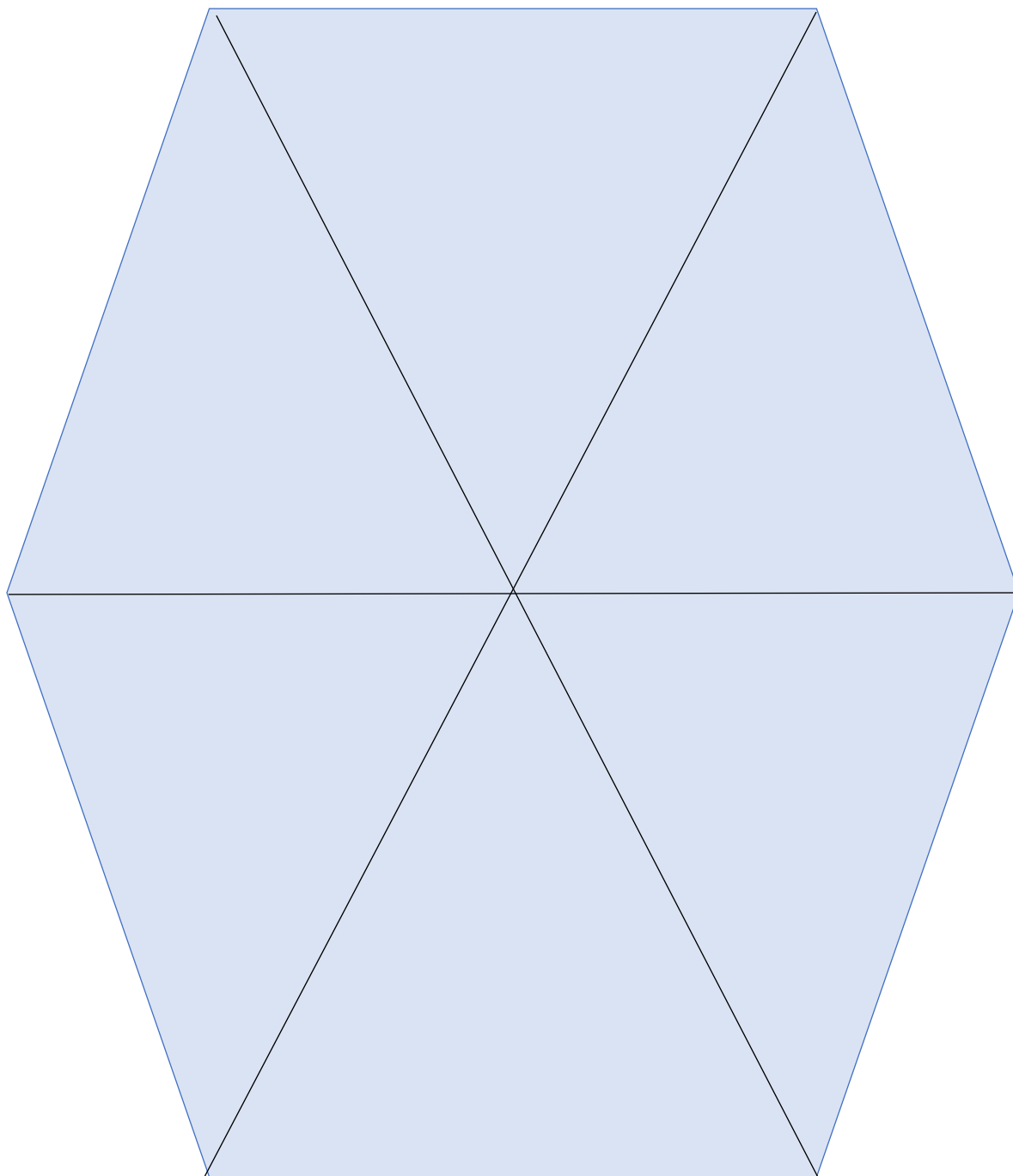
Making a collage of peace – pictures from magazines, newspapers, the internet etc. I cut out pictures that represent peace, to create my own “**Peace Collage**” (HOPEs _M2_L4_SH_WS3)

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Reflection Time

Using this diagram, I'll write down 6 things to takeaway after this lesson. Examples can be; what I have learned today, what I felt, and what I would like to apply.



Useful Material

Videos:

How to Meditate for Children: A Kid's Guide to Peace

<https://www.youtube.com/watch?v=98ficcEu-ns> (Run time 12.51 min)

A video with meditation techniques for children

Peace Out Guided Relaxation for Kids | 1. Balloon

<https://www.youtube.com/watch?v=ZBnPlqQFPKs> (Run time 6.22 min)

Relaxation video for children

The Olive Branch: COLD

<https://www.youtube.com/watch?v=h8RoTy3Mat0> (Run time 1.00 min)

Animation about conflict

Ramon Learns to Resolve a Conflict

<https://www.youtube.com/watch?v=NLBY4PSFAI0> (Run time 1.47 min)

Animation about conflict

Books:

Halperin, A, W. (2014). Ειρήνη. Αθήνα: Εκδόσεις Πατάκη

Halperin, A, W. (2014). Peace. New York. Simon & Schuster Children's Publishing Division

Frank, A. (1947). The diary of a young girl. Retrieved from:

<https://blog.shaharia.com/assets/download/Anne-Frank-The-Diary-Of-A-Young-Girl.pdf>

Quotes:

“Share your smile with the world. It's a symbol of friendship and peace.” Christie Brinkley



“Dedicate yourself to the good you deserve and desire for yourself. Give yourself peace of mind. You deserve to be happy. You deserve delight.” Hannah Arendt

“Did I offer peace today? Did I bring a smile to someone's face? Did I say words of healing? Did I let go of my anger and resentment? Did I forgive? Did I love? These are the real questions. I must trust that the little bit of love that I sow now will bear many fruits, here in this world and the life to come.” Henri Nouwen



Activities for Lesson Plans 5 & 6: Character Strengths



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Character strengths are within each and every one of us. It is my choice which ones to cultivate, according to my personal values.






[Man image created by Kjpargeter - Freepik.com](http://www.freepik.com/free-photos-vectors/man)




Finding Character Strengths (HOPEs _M2_L6_SH_WS1) -- I'll evaluate myself on these character strengths using the smiley faces below (strongly disagree, disagree, neutral, agree and strongly agree) and at the end I'll find my "top 5" strengths (the ones I use the most – having the strongly agree smiley).

My Character Strengths

	     Strongly Disagree Disagree Neutral Agree Strongly Agree				
<u>Wisdom and Knowledge</u>					
1.Creativity					
2.Curiosity					
3.Love of Learning					
<u>Courage</u>					
4.Bravery					
5.Honesty					

	     Strongly Disagree Disagree Neutral Agree Strongly Agree				
<u>Humanity</u>					
6.Love					
7.Kindness					
<u>Justice</u>					
8.Teamwork					
9.Fairness					
<u>Temperance</u>					
10.Forgiveness					
<u>Transcendence</u>					
11.Gratitude					
12.Humour					

	 <div style="display: flex; justify-content: space-around; text-align: center;"> <div>Strongly Disagree</div> <div>Disagree</div> <div>Neutral</div> <div>Agree</div> <div>Strongly Agree</div> </div>				
13.Hope					

1. Which are my “top 5” strengths?

A).....

B).....

C).....

D).....

E).....

2. How do I use my “top 5” strengths, and to what extent?

.....

.....

.....

.....

3. Which other strengths would I like to develop?

A)

B)

C)

D)

E)



Learning to use Character Strengths (HOPEs_M2_L6_SH_WS2) - I'll think of activities/ interests/ hobbies that I enjoy doing. If I can detect moments that I feel I'm using my strengths in full or close to full, this means I get into my flow.

Activities that get me into my flow

Activity/ Interest/ Hobby	Which strength am I using?	How do I feel? (verbs)	How much do I apply my strength during the activity I wrote in the 1 st column? Use a scale from 1 (not at all) to 5 (very much) OR use the smiley faces as before 
E.g. Playing handball	Teamwork	Energized	5 (strongly agree)



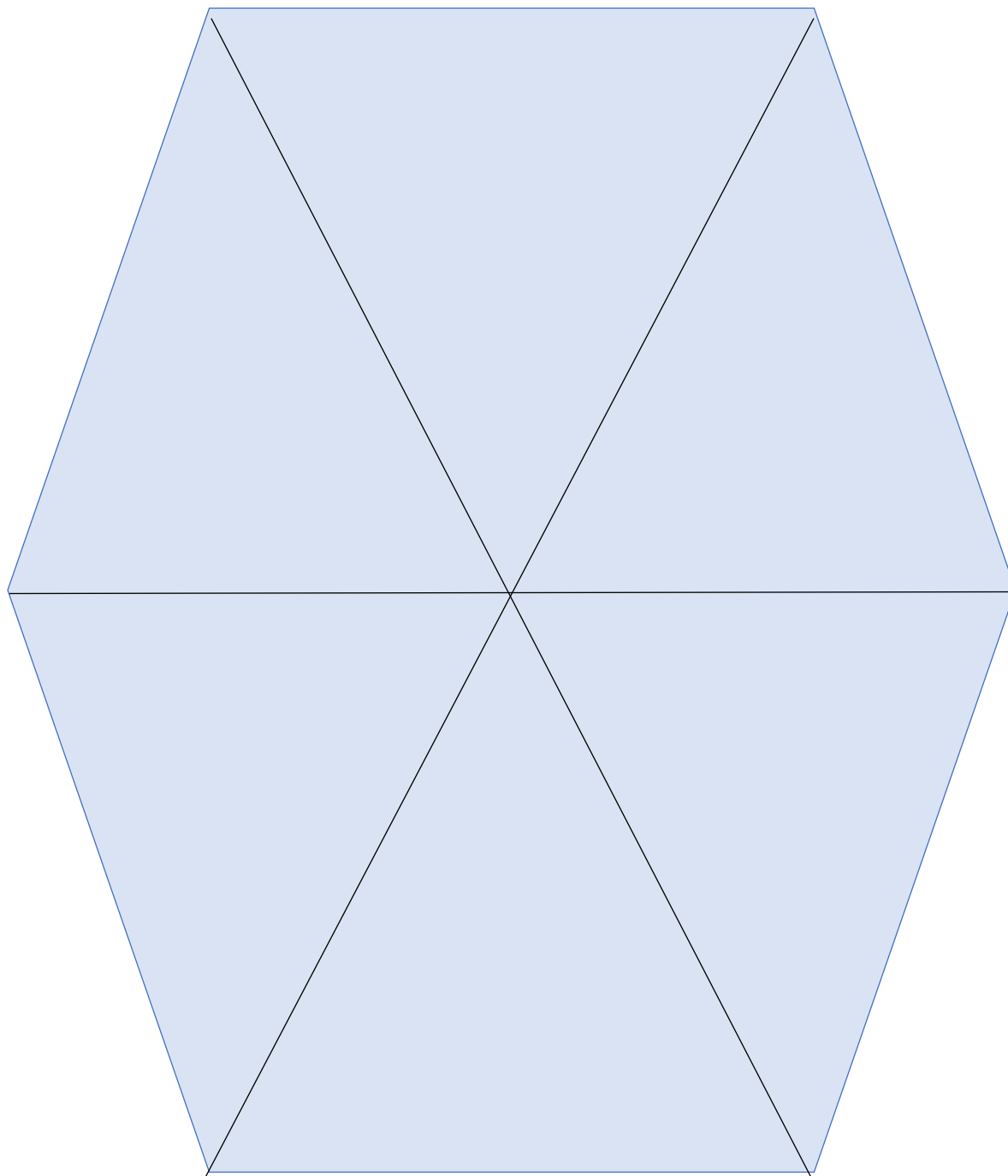
Out-of-school activity

Interview: I'll interview an "everyday hero/heroine" i.e. a person I admire like a grandmother or grandfather / parents/ guardians / significant others, etc. What do I admire in these people? What are their character strengths? I'll identify the strengths they demonstrate in their everyday lives and how this has inspired or impacted me. This can be recorded on a mobile phone and if I wish I may present this to my fellow classmates.



Reflection Time

Using this diagram, I'll write down 6 things to takeaway after this lesson. Examples can be; what I have learned today, what I felt, and what I would like to apply.



Useful Material

Questionnaires:

Online questionnaire for youth, ages 10-17:

<http://www.viacharacter.org/www/Character-Strengths-Survey>

Steps:

- register using an email account
- create an account on Via Strengths,
- and take the online questionnaire.
- a report will be sent to the email account that was registered after the completion with my 'top 5' strengths.

Websites:

Values in Action Institute on Character. www.viacharacter.org (Resources and Assessments)

Rashid T. www.tayyabrashid.com (character strengths website)

Books:

Hawes, M. (2003). Twelve Principles: Living with Integrity in the Twenty-first Century. Finch Publishing.

Hawes, M. (2003). 12 Αξίες για ένα Βιώσιμο και Ευτυχισμένο Πλανήτη. Αθήνα: Εκδόσεις Φυτράκη

Videos:

A Question of Character

<https://www.youtube.com/watch?v=NvOI6riltzw&index=10&list=PLWrp6P2K0yOWmy7YVYlhAnnddiep4gQSk3> (Run time 49.58 min)

The Science of Character (8min "Cloud Film")

<https://www.youtube.com/watch?v=U3nT2KDAGOc&index=22&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3> (Run time 8.04 min)



Εκπαιδεύοντας τον χαρακτήρα των παιδιών

<https://www.youtube.com/watch?v=zqtoVsWDrZ4&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3&index=11> (Run time 4.03 min)

Character Education: Understanding Negativity Bias

<https://www.youtube.com/watch?v=E09077HRurg&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3&index=18> (Run time 2.00 min)

Famous Failures

<https://www.youtube.com/watch?v=zLYECIjmnQs&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3&index=19> (Run time 2.58 min)

Success Stories - Duncan Bannatyne

<https://www.youtube.com/watch?v=oEGdwZ8zga8&list=PLWrp6P2K0yOWmy7YVYlhAnddiep4gQSk3&index=23> (Run time 1.29 min)

Quotes:

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.” Martin Luther King, Jr.

“It is not by muscle, speed, or physical dexterity that great things are achieved, but by reflection, force of character, and judgment.” Marcus Tullius Cicero



Module 3: Positive Purpose

"Many persons have a wrong idea of what constitutes true happiness.

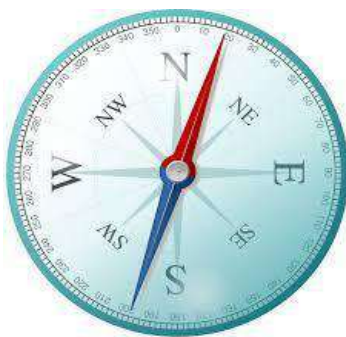
It is not attained through self-gratification but through fidelity to a worthy purpose" - Hellen Keller

Why should I learn about Positive Purpose?

We all need a guiding vision of what matters most in life and how we should live. When I have a positive purpose, and my life is meaningful, I feel good about myself, I am happier and more satisfied with my life. I feel that my life matters and is worthwhile. A strong positive purpose helps me understand my place in the world and know who I am.

A strong sense of purpose is connected with serving something greater than me. It has to do with using my strengths to contribute to the welfare of other people and my community. In the core of meaning is empathy for others, the will not to harm others and to care about them. In order to feel that my life has meaning, it is important to engage in acts of kindness, compassion, and forgiveness.

A purpose in life motivates me and acts as a compass leading me in positive directions.



Objectives of this module

- Learn why it is important to have a positive purpose in life;
- Identify what is important for me, what I care about, and what matters to me;
- Understand my deeper values and my personal life philosophy;
- Identify important goals in school, social activities, leisure time and other aspects of my life;
- Increase my empathy for others' difficult situations and feelings;
- Understand the connection between altruism and meaning in life;
- Understand the importance of giving to others; and,
- Learn how to develop kindness, forgiveness, and compassion towards others.



Activities for Lesson Plan 1: Shared Identity

Identity is a very important element in human progress, human relations, and human functioning. It consists of a constantly changing image of myself and is formed through my experiences, goals, circumstances, and interaction with significant others. When I learn to discover similarities with others I am more successful in building long-lasting, meaningful relationships, and I am less occupied with anger, antagonism, conflicts, and negative emotions.



Describe myself in two words (HOPEs_M3_L1_SH_WS1)

Who am I? I present myself using two words: a quantitative adverb and an adjective. An example is “always careful”

**Adverb**

Repeatedly	Constantly
Eternally	Endlessly
Extremely	Beautifully
Hugely	Truthfully
Immensely	Utterly
Strikingly	Certainly
Absolutely	Surely
Totally	

Adjective

Exceptional	Adorable
Funny	Cooperative
Friendly	Supportive
Brave	Positive
Proud	Valuable
Thankful	Honest
Mysterious	Useful
Shy	



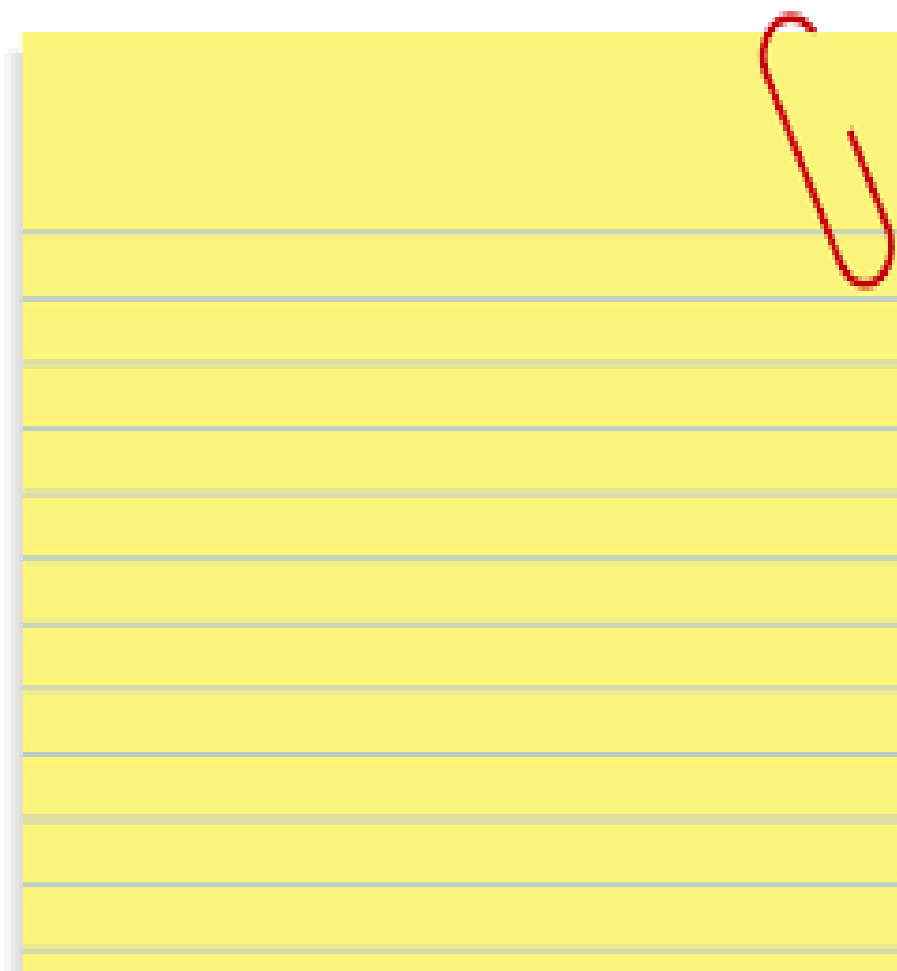
Things that bring me closer to others (HOPEs_M3_L1_SH_WS2):

I identify differences between myself and someone else, and I try to bridge them with similarities.



1. I will think of a person in my life who seems to be very different from me in every way that I can imagine. They might have different interests, different religious or political beliefs, or different life experiences. They may even be someone with whom I have had a personal conflict.
2. Next, I will make a list of all of the things that I most likely share in common with this person. Perhaps we both live in the same house (sister, brother) or go to the same school. Probably we have both had our heart broken at one point or another or face similar problems. At the broadest level, we both belong to the human species, which means that we share 99.9% of our DNA.

3. I will review this list of commonalities. How do they make me see this person in a new light? Instead of simply seeing this person as someone unfamiliar to me, or as a member of an out-group, now I will try to see this person as an individual, one whose tastes and experiences might overlap with mine in certain ways.
4. I will repeat this exercise whenever I meet someone who initially seems different from me, with whom I have a conflict, or who makes me feel uncomfortable.
5. I will write here all the common things I share with this person:



Out-of-school activity (HOPEs_M3_L1_SH_V1)

I will walk in the park or a square and I will observe people who seem different. Then I will list at least 10 similarities that they share in order to form their shared identity.

Using these similarities, I will compose a song and sing it according to the following melody.

Link to the music for the song:

Play Time Happy Instrumental Music for Kids

<https://www.youtube.com/watch?v=IKlUORpsyto> (Run time 11:17)



Reflection Time

Here I will write down what I felt and what I learnt about myself doing these activities.

What I felt

What I learned about myself



Useful Material

Songs:

BARNA - We Are All the Same

<https://www.youtube.com/watch?v=tc5ySfvlp2U> (Run time 5:03 min)

Videos:

We're Different We're the Same

<https://www.youtube.com/watch?v=9oyOIV7YNzc> (Run time 4:19)

Momondo – The DNA Journey

<https://www.youtube.com/watch?v=tyaEQEmt5ls> (Run time 5:16 min)

Quotes:

“When I see you through my eyes, I think that we are different. When I see you through my heart, I know we are the same.” Doe Zantamata

“Deep down inside we’re all the same. We all have the same emotions.” Michael Jackson

“Our most basic common link is that we all inhabit this planet. We all breathe the same air. We all cherish our children’s future. And we are all mortal.” John F. Kennedy



Activities for Lesson Plan 2: Kindness

Aristotle, an ancient Greek philosopher, defines kindness as being "helpfulness towards someone in need, not in return for anything, nor for the advantage of the helper themselves, but for that of the person helped".

When I am kind I become more positive and I feel good about myself. I have a wonderful feeling of optimism and self-worth.

Kindness and kids seem to go together... so I should foster my kindness in order to make the world more compassionate.



Loving-Kindness Relaxation (HOPEs_M3_L2_SH_WS1):

Loving-kindness relaxation is the practice of sending well-wishes towards me and other people. It's effortless. I simply sit with my eyes closed and imagine sending love and kind thoughts. I listen to music in order to relax more easily

Happy Relaxing Guitar Music for Children

(<https://www.youtube.com/watch?v=pd4j9osCNT4>) (run time: 4:18)



How to Use Guided Meditation Cards

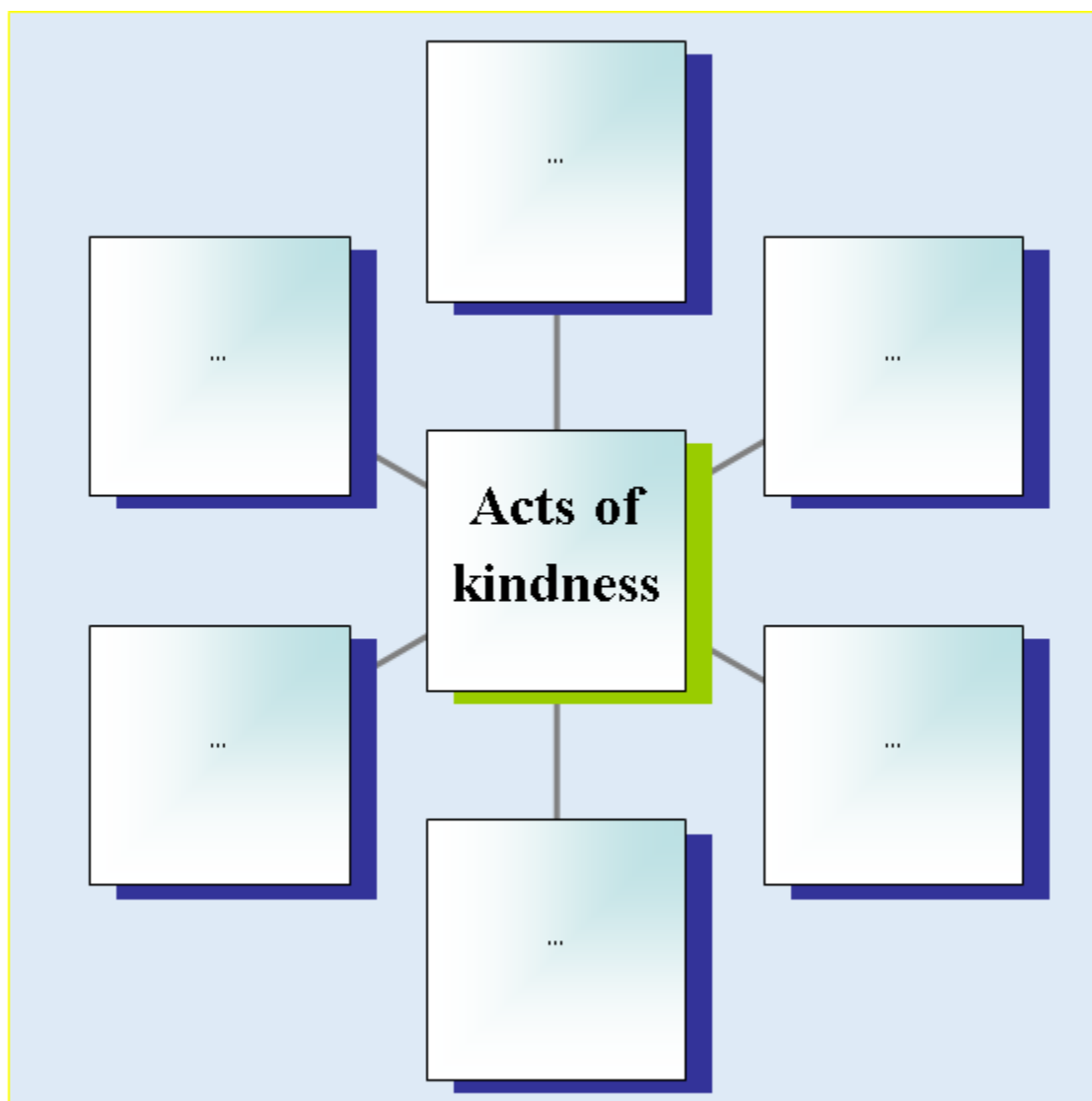
1st Getting Ready



- ~ find a quiet spot
- ~ sit in comfy position for you (you can try lotus position if you like)
- ~ you can close or 1/2 close your eyes
- ~ have back straight shoulders relaxed
- ~ Become aware of your breath ~ in and out
- ~ when you feel settled enough you can start

Giving is receiving (HOPEs_M3_L2_SH_WS2):

1. I will think and write out some acts of kindness.



2. I will learn how to make a cootie catcher and I may watch any of the 2 following videos:

How to make a cootie catcher

<https://www.youtube.com/watch?v=tsfS2ClqWQ4> (run time: 4:18)

How to Make a Paper Fortune Teller

<https://www.youtube.com/watch?v=AacOP3B9Y6U#t=316.7341957> (run time: 5:23)



3. Since I have my cootie catcher, I'll write down the acts of kindness and then.... Let's play!!!



Out-of-school activity

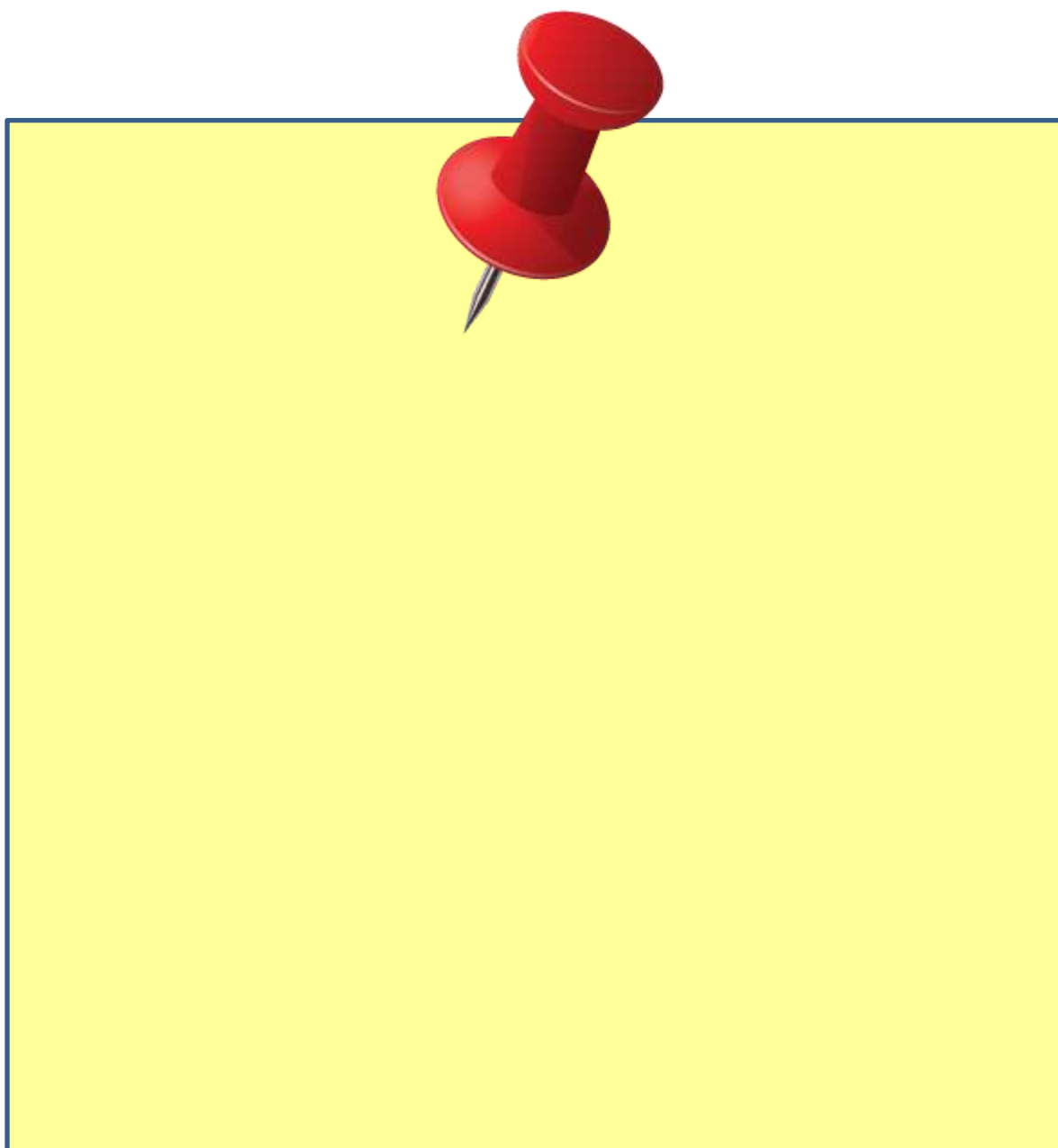
I'll make my family "**Kindness Project**" in the form of a diary. Inside, my family members and I will be writing down one to three (1-3) acts of kindness that we did per day and how that made us feel. These activities could include helping with the dishes, letting someone else go first, taking care of an animal, going out my way for a friend, hugging someone to make them feel better, etc. They don't need to be for the same person, and that person might not even be aware of the acts of kindness. I may share the highlights of my week with my classmates, so that I will help others learn from my family's and my own acts of kindness, and others can share so that I learn too! These experiences, and sharing ideas with others, help me feel gratitude. Sharing encourages self-reflection and helps bring meaning to our actions.



Reflection Time

Here I will write down what I learnt about myself doing this activity.

I will also write down some ideas that I would like to apply.

A large yellow rectangular area for reflection, with a red pushpin pinned to the top center. The pushpin is red with a silver metal point. The yellow area is framed by a thin blue border.

Useful Material

Videos:

Video that will change your life.

This video is of hope, inspiration, giving, helping each other, the kindness of humankind, and it's just plain BEAUTIFUL! This video should be played after the safety demo on all airplanes and played on television during commercial breaks.

<https://www.youtube.com/watch?v=PT-HBI2TVtI> (Run time 4:35)

The Power of True Kindness

<https://www.youtube.com/watch?v=8OMGsVngvyA> (Run time 3:05)

20 Random Acts of Kindness

<https://www.youtube.com/watch?v=AFTBBKIX760> (Run time 3:05)

Songs:

ALL ABOUT KINDNESS

Educational Content: Identifying various ways we can be kind to each other; Encouraging us to "go the extra mile" and smile at someone!

<https://www.youtube.com/watch?v=1yLg1nPua0k> (Run time 2:40)

Imagine, John Lennon

<https://www.youtube.com/watch?v=RwUGSYDKUxU> (Run time 3:06)

Books:

Adorable Stories of Kindness

Herman, Gail. *The Lion and the Mouse*. Illustrated by Lisa McCue. Random House (Paperback), 1998. ISBN: 0679886745.



Quotes:

"Kindness is the language which the deaf can hear and the blind can see." -Mark Twain

"Guard well within yourself that treasure, kindness. Know how to give without hesitation, how to lose without regret, how to acquire without meanness." -George Sand

"A warm smile is the universal language of kindness." -William Arthur Ward

"Love and kindness are never wasted. They always make a difference. They bless the one who receives them, and they bless you, the giver."

-Barbara de Angelis

"Remember there's no such thing as a small act of kindness. Every act creates a ripple with no logical end." -Scott Adams

"The level of our success is limited only by our imagination and no act of kindness, however small, is ever wasted." -Aesop

"You can accomplish by kindness what you cannot by force."

-Publilius Syrus

"Always be a little kinder than necessary." -James M. Barrie

"Kindness is more important than wisdom, and the recognition of this is the beginning of wisdom." -Theodore Isaac Rubin

"Three things in human life are important. The first is to be kind. The second is to be kind. And the third is to be kind." -Henry James



"A single act of kindness throws out roots in all directions, and the roots spring up and make new trees." -Amelia Earhart



Activities for Lesson Plan 3: Altruism

People around me face serious problems. Students like me suffer. I can do many things for this. I should not just see them suffering. I can contribute to the solution by helping them. They are not alone. We all human beings living in the same society.

Put a face on a problem. (HOPEs_M3_L3_SH_WS1):

I will have a look at the picture and read the story on the next page. Then I will write down what I felt and if I can do anything to help.



Syrian refugee, Yasser, 15 years old:

“When the problems started in Damascus our neighborhood was among the first to see fighting. One night during a protest, bombs killed 400 people. By six in the morning our whole street was gone and we left our family home in ruins after it was struck by an explosion.

Initially we found shelter in Quneitra province. But even if we were away from the worst fighting, I could no longer go to school. I left for Lebanon with only 180 USD in my pocket and from there to Istanbul. Those first weeks were very difficult and lonely.

In Turkey, I joined five of my friends and started working in a factory making cardboard boxes. It was enough to eat, but nothing more. I was working over twelve hours each day. So, the six of us decided that we have to seek asylum in the European Union. We had no money so we tried on our own without a smuggler.

On December 2, 2013, we left with printed maps, a GPS, food and flashlights. We walked along the Rezovo river until we crossed into Bulgaria. It took us three days on foot.

In Bulgaria, we were taken to a dilapidated building for single men in the rundown Harmanli camp. It was horrible. There were no proper bathrooms or showers, people were heating themselves with bonfires, and there was very little food. Then day by day things got better and now it is actually decent. After the first few weeks the six of us formed a volunteer group to help out around the camp. Soon after, we started a daytime school for the children in the camp, so we all have something to do.

If the war stops I will immediately go back to Syria. But I can see it's not going to stop. I can see that it will not end even in ten years.”



How do I feel about this story?	How do I think this student feels?	Could I do anything to help?
<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>

Meaning dialogues (HOPEs_M3_L3_SH_WS2):

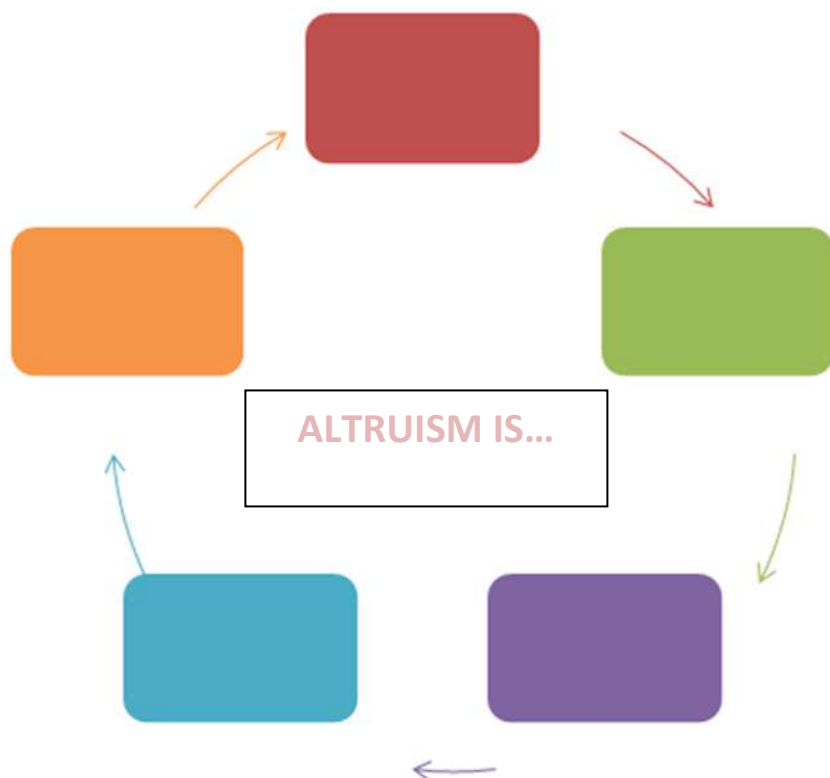
I will read the quotes below and brainstorm in pairs what altruism is and why people find the meaning of their lives by giving to others. What can I do to make our world a better place? After I've completed the brainstorm, I'll explore my own life philosophy by drafting an "I believe" statement that reflects how I see the world, and three "I could" statements that reflect how I could offer to others to make the world a better place.

- "Everybody can be great...because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace, a soul generated by love." - Martin Luther King Jr.
- "Those who are the happiest are those who do the most for others." - Booker T. Washington
- "You have not lived today until you have done something for someone who can never repay you." - John Bunyan
- "The purpose of human life is to serve, and to show compassion and the will to help others." - Albert Schweitzer
- "People will forget what you said, people may forget what you did, but they will never forget how you made them feel." - Maya Angelou
- "The willingness to serve makes you a better person...and the world a better place." - Anon
- "To serve oneself is pleasure, to serve OTHERS is joy." -Sri Amma Bhagavan
- "No one has ever become poor by giving." – Anne Frank
- "One of the deep secrets of life is that all that is really worth doing is what we do for others." -Lewis Carol
- "No one is useless in this world who lightens the burdens of another." – Charles Dickens



- “The meaning of life is to find your gift. The purpose of life is to give it away” – Pablo Picasso
- “What I spent I had; what I saved I lost; what I gave, I have.” – German motto
- “The best way to find yourself, is to lose yourself in the service of others.” – Ghandi
- “Believe, when you are most unhappy, that there is something for you to do in the world. So long as you can sweeten another’s pain, life is not in vain.” – Helen Keller
- “You can give without loving, but you can never love without giving.” – Robert Louis Stevenson
- “Happiness doesn’t result from what we get, but from what we give.” – Ben Carson
- “Never get tired of doing little things for others, sometimes those little things occupy the biggest parts of their hearts.” – Unknown
- “You will discover that you have two hands. One is for helping yourself and the other is for helping others.” – Audrey Hepburn
- “Life is not about giving up or giving in. Life is about giving.” – Anthony Douglas Williams
- “No act of kindness no matter how small is ever wasted.” – Aesop
- “Do the right thing even when no one is looking.” – C. S. Lewis
- “Be a rock star at kindness.” – Unknown
- “Every child is a different kind of flower, and all together make this world a beautiful garden.” – Unknown
- “When you are kind to others, it not only changes you, it changes the world.” – Harold Kushner
- “One kind word can warm three months of winter.” – Unknown
- “Only a life lived for others is a life worthwhile.” – Albert Einstein

Write down some words in the colorful fields to define altruism.

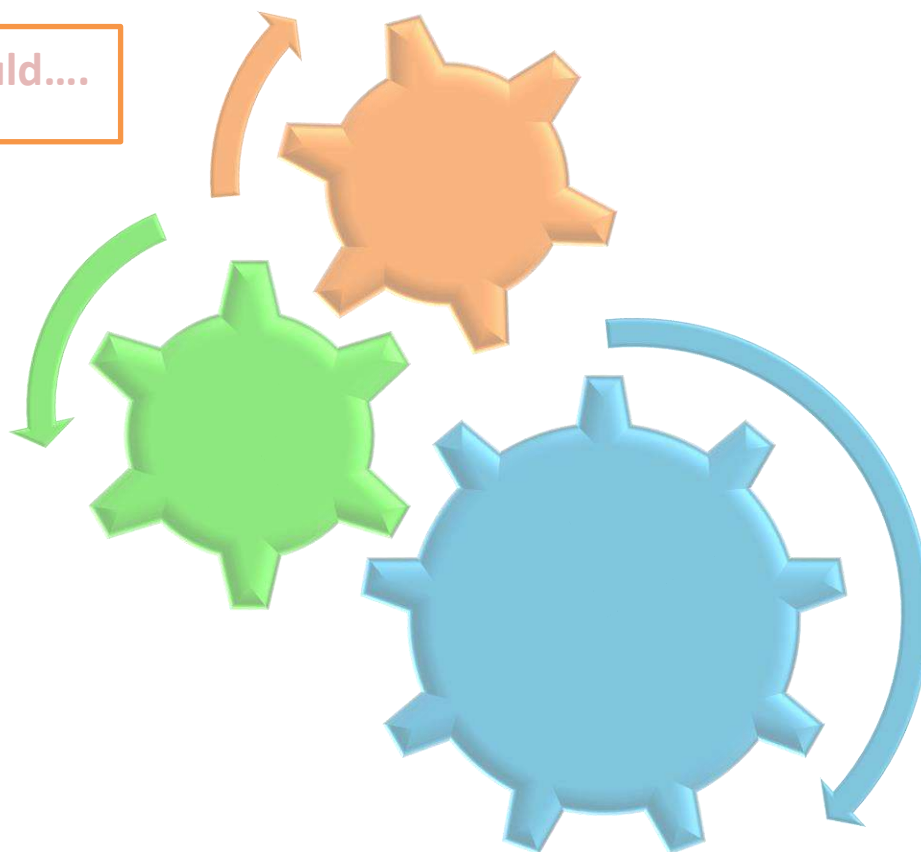


How do I see the world around me?

I believe ...

What could I do to make it a better place?

I could....



Out-of-school activity (HOPEs_M3_L3_SH_WS3)

I will engage with my parents/ guardians in a '**Meaning Dialogue**' about a series of reflections of what makes life meaningful and purposeful. I will use the following quotes written by a wide range of famous and not-so-famous figures as prompts to begin our own personal dialogue about meaning.

"You will never be happy if you continue to search for what happiness consists of. You will never live if you are looking for the meaning of life." - Albert Camus

"Anyone who lives within their means suffers from a lack of imagination." - Oscar Wilde

"The meaning of life is to find your gift. The purpose of life is to give it away." - Pablo Picasso

"Our main motivation for living is our will to find meaning in life." - Viktor Frankl

"The sole meaning of life is to serve humanity." - Leo Tolstoy

"Man can find meaning in life, short and perilous as it is, only through devoting himself to society." Albert Einstein

"We are visitors on this planet. We are here for one hundred years at the very most. During that period we must try to do something good, something useful, with our lives. If you contribute to other people's happiness, you will find the true meaning of life." Dalai Lama

"Life has no meaning. Each of us has meaning and we bring it to life. It is a waste to be asking the question when you are the answer." - Joseph Campbell

"Man is a being in search of meaning" - Plato

"Happiness is the meaning and the purpose of life, the whole aim and end of human existence." - Aristotle



Reflection Time

What did I learn doing these activities?

What can I do to make our world a better place?

I will write these down here:

What did I learn doing these activities?	What can I do to make our world a better place?



Useful Material

Songs:

- USA FOR AFRICA - We Are the World
<https://www.youtube.com/watch?v=ZiORpNSELas> (Run time 7.11 min).
- Life Vest Inside - Kindness Boomerang - "One Day"
<https://www.youtube.com/watch?v=nwAYpLVyeFU> (Run time 5.44 min).

Videos:

- Restoring Faith in Humanity | Real Life Heroes | Acts of Kindness
<https://www.youtube.com/watch?v=OSZYM3Em40I> (Run time 5.11 min).
- Emotional and Amazing Animals Rescuing Other Animals
<https://www.youtube.com/watch?v=MIAk89nvLR8> (Run time 8.27 min).

Books

Buitrago, J. (2015). Two white rabbits. Juvenile fiction

Story:

Elephants Free Antelopes

In South Africa, some scientists were rounding up antelopes as part of a breeding program. The antelopes were being kept in a big enclosure with locked gates. As the scientists watched, a herd of 11 elephants came over to the enclosure. The scientists thought the elephants wanted some of the alfalfa which they were feeding the antelopes. Instead of trying to eat, however, the matriarch of the herd came over by the enclosure and used her trunk to open all of the



metal latches which were holding the gate closed. The elephants watched while the antelopes escaped and then walked away themselves.



Activities for Lesson Plan 4: Purpose

When I understand what is important to me, and how I want to be in the world, I find purpose and meaning in my life. When I have a purpose, I feel good about myself and about my life, I feel that my life matters and that I make a positive contribution to the world.



How I want to be in the world collage:

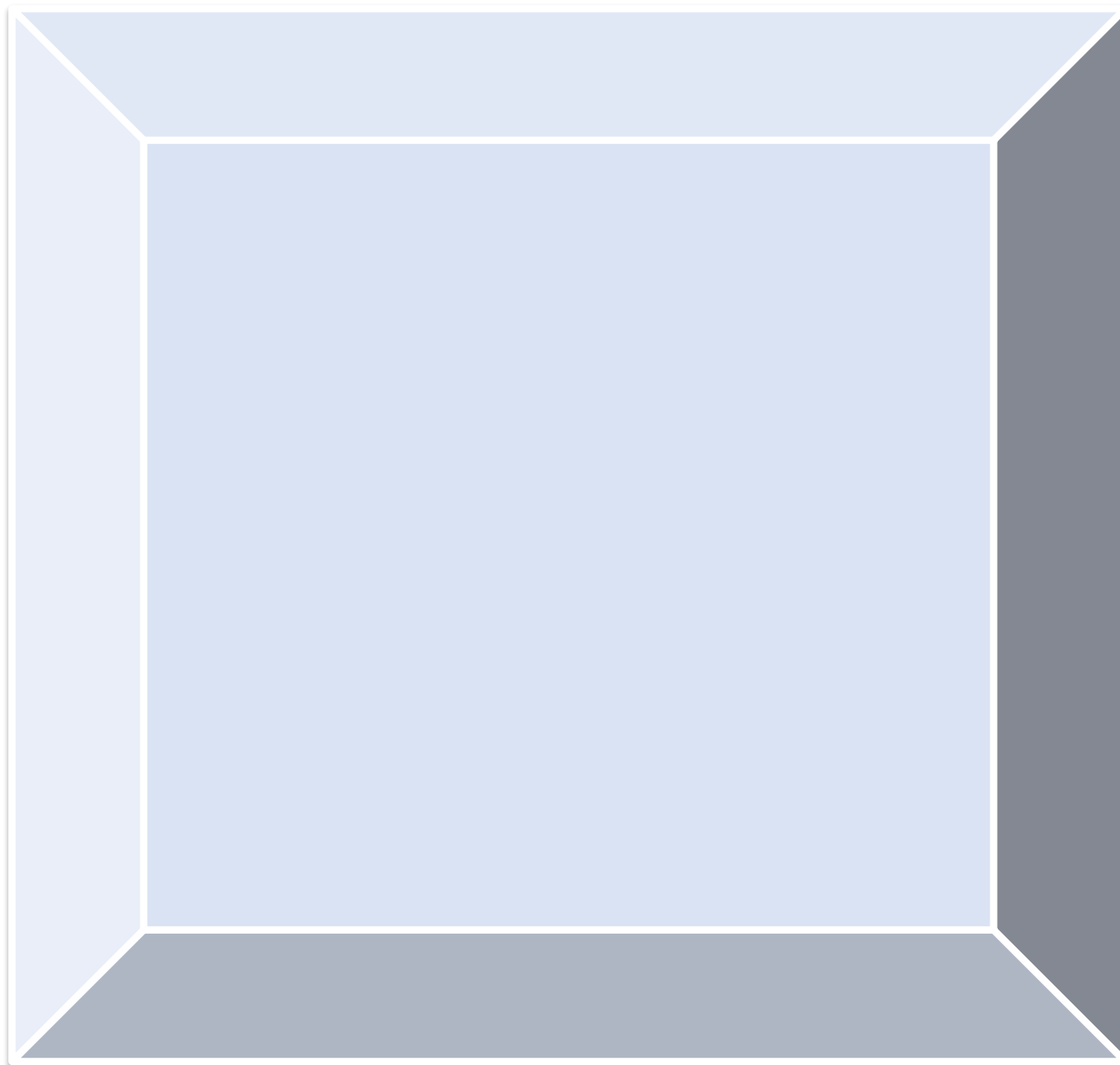
I will use the materials I am provided with to make a collage of what is important to me and how I want to be in the world. I will reflect on the following questions when I make my collage:

1. What is important to me in my life?
2. How do I want to live my life, both now and in the future?
3. What are my aspirations in the different areas of my life (e.g. school, work, home, friendships, family, learning, helping, community, etc.)?
4. What is the purpose or meaning of life as I see it?



Out-of-school activity (HOPEs_M3_L4_SH_WS1)

I will take a picture of my collage, print it and put it here. If I want, I will share my collage with my parents/ guardians and siblings.



Reflection Time

How did I feel and what did I learn about myself while making the collage?

What is important to me?

I will write these down here:

How I felt

What did I learn
about myself

What is
important to me



Useful Material

Videos:

Finding your Meaning of Life - Inspiring Video

<https://www.youtube.com/watch?v=XCXMxuUDaIc> (Run time 4:00 min)

You are Engineered for Purpose - Motivational Video

<https://www.youtube.com/watch?v=5Rx2s3YVaWk> (Run time 4:30 min)

Meaning of a Successful Life – The Dalai Lama

<https://www.youtube.com/watch?v=6QundNhJIEo> (Run time 2:05 min)

Books:

Mass, W. (2011). *Jeremy Fink and the Meaning of Life*. New York: Little, Brown Books for Young Readers

White, E.B. (2012). *Charlotte's Web*. New York. Harper Collins Publishers

Movies:

Charlotte's Web (2006) [<http://www.imdb.com/title/tt0413895/>]

Director: Gary Winick

Writers: Susannah Grant (screenplay), Karey Kirkpatrick (screenplay)

Stars: Dakota Fanning, Julia Roberts, Oprah Winfrey

Jeremy Fink and the Meaning of Life (2011) [<http://www.imdb.com/title/tt1710394/>]



Director: Tamar Halpern

Writers: Wendy Mass (based upon the book by), Tamar Halpern (screenplay)

Stars: Maxwell Beer, Ryan Simpkins, Mira Sorvino

Quotes:

"What you get by achieving your goals is not as important as what you become by achieving your goals." - Zig Ziglar

"He who has a why to live for can bear almost any how." - Friedrich Nietzsche

"The purpose of life is not to be happy. It is to be useful, to be honorable, to be compassionate, to have it make some difference that you have lived and lived well." - Ralph Waldo Emerson

"If you have a strong purpose in life, you don't have to be pushed. Your passion will drive you there." - Roy T. Bennett, *The Light in the Heart*

"Carve your name on hearts, not tombstones. A legacy is etched into the minds of others and the stories they share about you." - Shannon L. Alder

- "Cat: Where are you going?
- Alice: Which way should I go?
- Cat: That depends on where you are going.
- Alice: I don't know.
- Cat: Then it doesn't matter which way you go."

Lewis Carroll, *Alice in Wonderland*



Module 4: Coping positively

"If we change the way we look at life, life itself seems to be different." - Katherine Mansfield (short-story writer).

Why should I learn about optimism and positivity?

Although I can't always control what happens to me, I can usually control how I respond to different situations. Strategies for coping positively, such as optimism or emotional control, can help me deal with the bad things that happen in life in a more constructive and positive way.

Resilience is a set of key skills which help me in coping positively, and help me bounce back after a stressful event, allowing me to grow stronger as a result of the experience. Optimism is also a key skill in coping and allows me to keep going through life no matter what happens, looking to the future with a positive outlook. Emotional regulation can also help me control my response to situations and what effect those situations can have on me. There are six key skills in this module that can help me to cope positively. I think of them as tools in a tool kit, helping me get the job done in every situation.



Objectives of this module:

- Understand how building resilience and optimism can help me cope with difficult situations, both inside and outside school;
- Learn about the positive benefits of healthy activities, such as exercise, diet and being close to nature;
- Understand how awareness of my emotions can help me cope with stressful situations;
- Discover how mindfulness can help in dealing with negative thinking;
- Explore effective strategies for dealing with times of change, such as moving class or school.



Activities for Lesson Plan 1: Resilience

Introduction:

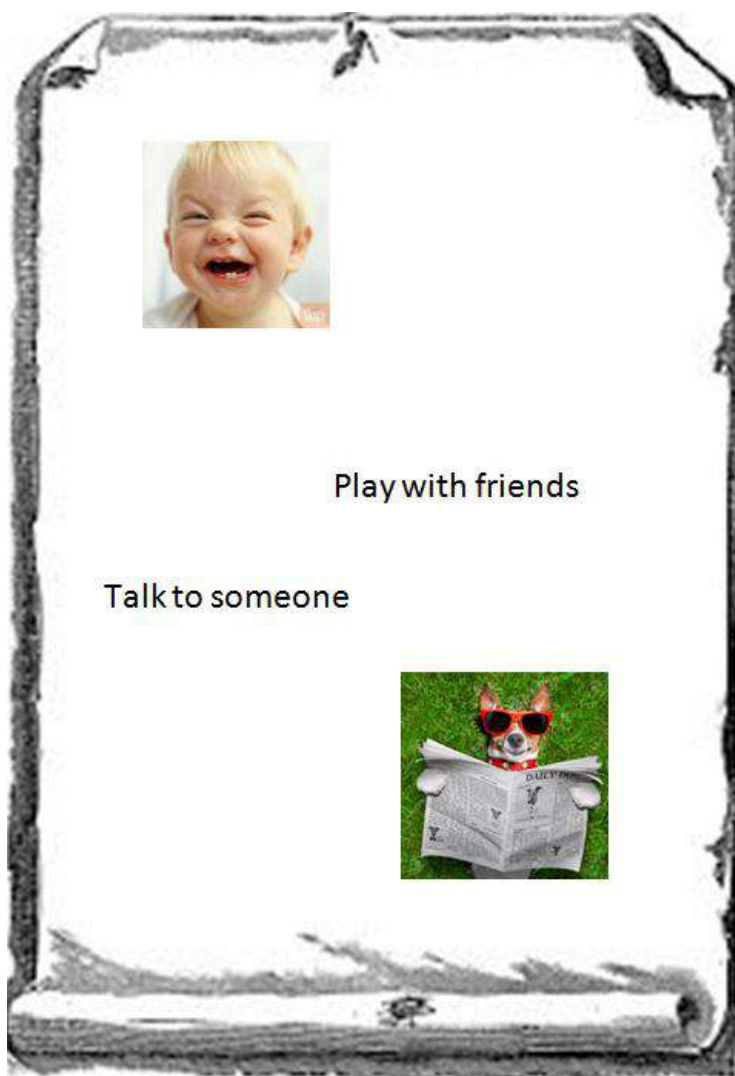
Resilience will help me get through tough periods I experience in my own life. Developing my resilience will help me to cope with, learn from and move beyond challenges I experience in my life, and achieve success after these difficult times.



Draw and share ([HOPEs_M4_L1_SH_WS1](#))

Working in a small group, I create a collage with images and short sentences of the things I can do to bounce back when there is a challenging situation (these things help build my resilience muscles!).

Example: Talking to my family or friends/ taking a break from the difficult situation/ images of places I like to go to chill out and relax/ physical exercise/ telling jokes.



Resilience pizza pie (HOPEs_M4_L1_SH_WS2)

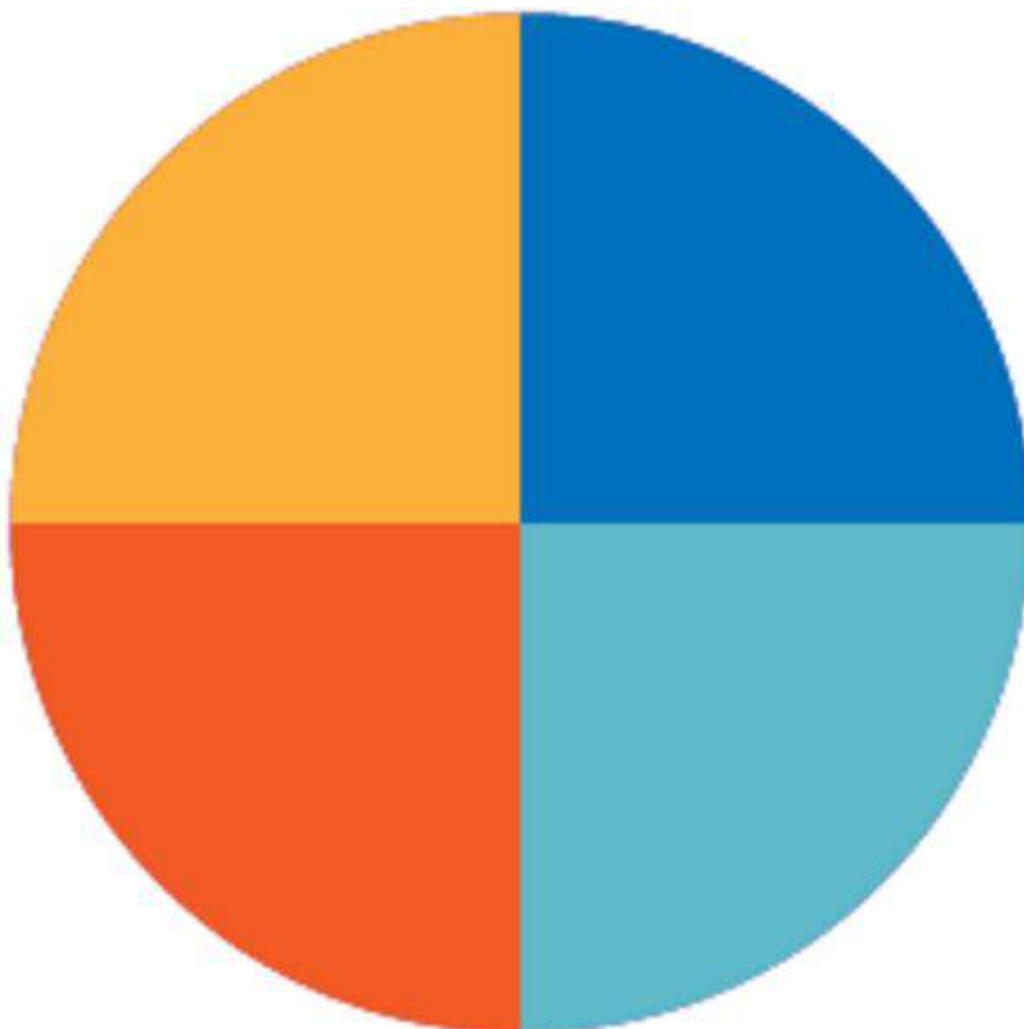
Working by myself, I create a picture like a pizza pie split into 4 sections. Each section will have a different theme (or flavour). I write phrases, draw pictures or paste photos or images from my favourite magazines in each section that reflect the theme (flavour) of each section.

Section 1: Family/people that support me

Section 2: Creative things I do to bounce back (E.g. Draw a picture, sing, or write a story/poem)

Section 3: Physical or energetic things I do to cope (E.g. Dance to my favourite song, play tennis)

Section 4: Things I say to myself to help me cope (E.g. I can do it, Things will be okay)



Out-of-School Activity

Create A Positivity Journal (HOPEs_M4_L1_SH_WS3)

Each week, I write about a time when I achieved one of my goals in a journal dedicated to recording my positive memories and achievements. I write about the challenges I faced as I worked towards my goals, the people in my life who offered support which helped me to achieve my goals and the skills I used in order reach my goal. Finally, I describe the feelings and emotions I experienced when I had been successful in reaching my goal.

With each passing week, my store of positive memories grows and I can visit my positivity journal for inspiration and to remind me of times when I was successful in getting through difficult periods in my life. The journal also helps me to remember that there are many people who are willing to offer help to me if I require it and that I have a number of important skills which enable me to cope with any problems that I may face in my life.



Reflection Time

I can use the table below to write down what I have learned today, what I felt, and what I would find useful in everyday life.

What I learned today	What I felt
What I will use in future	

Useful Material

Websites:

[Building student resilience](http://www.keepingcool.edu.au/node/97) – (<http://www.keepingcool.edu.au/node/97>)

Australian website looking at resilience in the classroom, with plenty of resources to draw upon.

[The resilient classroom](http://www.leicestershirehealthyschools.org.uk/en/content/cms/resources/emotional-health/the-resilient-classr/) –

(<http://www.leicestershirehealthyschools.org.uk/en/content/cms/resources/emotional-health/the-resilient-classr/>)

A UK website with a resource pack for building resilience in the classroom, and some recommended reading.

[Resources for nurturing resilience](https://www.edutopia.org/article/resilience-resources) – (<https://www.edutopia.org/article/resilience-resources>)

A US website which has resources for supporting resilience in the classroom and also at home.

Books:

[Reaching in ... Reaching out](http://www.reachinginreachingout.com/resources-bookskids.htm) – (<http://www.reachinginreachingout.com/resources-bookskids.htm>)

A comprehensive list of books for both young people and adults, helping to build and support resilience

Videos:

[Overcoming obstacles](https://www.youtube.com/watch?v=2MGMvEnoD6U) (Run Time: 4.22 min) –

(<https://www.youtube.com/watch?v=2MGMvEnoD6U>)

When faced with a bump in the road, sometimes we forget we have a choice: overcome the obstacle or let it overcome you. However, obstacles can provide an opportunity to both inspire others and develop character.



[Resilience](#) (Run Time: 3.35 min) –

(<https://www.youtube.com/watch?v=1CvExk1TVM0>)

Metaphor looking at how we can piece ourselves back together after something bad happens.

Quotes:

“Do not judge me by my successes, judge me by how many times I fell down and got back up again” - Nelson Mandela

“Only those who dare to fail greatly, can ever achieve greatly” - Robert F. Kennedy

“Many of life’s failures are people who did not realize how close they were to success when they gave up” - Thomas Edison.

“If you can’t fly, then run, if you can run, then walk, if you can’t walk, then crawl, but whatever you do, you have to keep moving forward” - Martin Luther King Jr.



Activities for Lesson Plan 2: Optimism

Introduction:

Optimism is an important part of my ability to cope with difficulties in a positive way as it allows me to look beyond my current life situation and see a bright and hopeful future ahead for myself. Boosting my optimism will allow me to understand that my actions are important and help to decide the direction my life will go in. Having an optimistic attitude will be a reminder for me that I am able to cope with any situation that might happen in my life and that a positive solution exists for every problem.

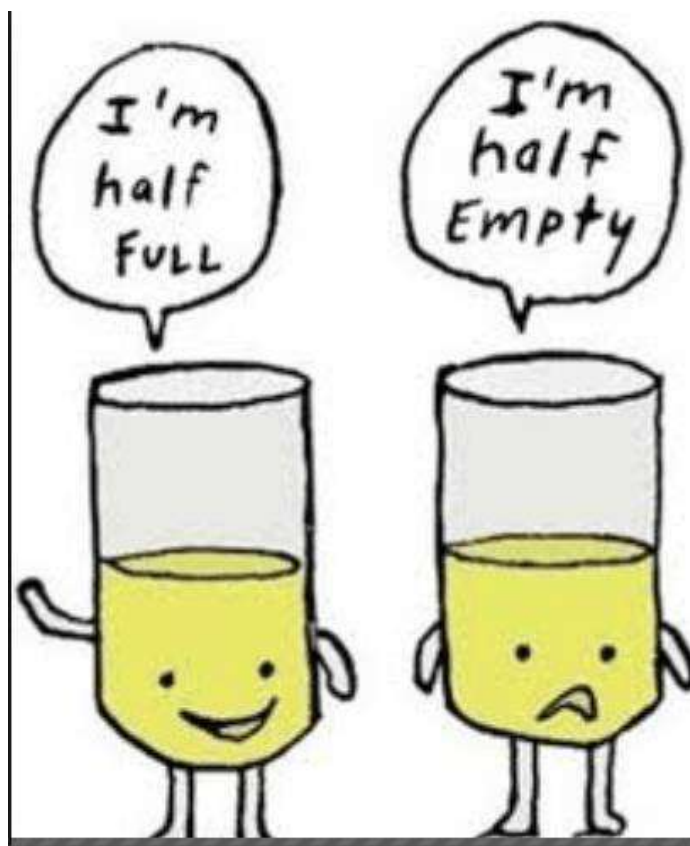


Glass half full_(HOPEs_M4_L2_SH_WS1)

I fill up half a glass (or cup) with water and discuss with my group if the glass is “half empty” or “half full”.

We talk about how the amount of water is really the same, but some people might focus on what is missing while others focus on what is there.

I discuss with the class or group how this can be applied to everyday life.



Your best future (HOPEs_M4_L2_SH_WS2)

I write a short story or draw a picture about the best possible (realistic) future I can imagine for myself. It may help me to pick a particular time in the future, for example one year from now or, perhaps even, my best possible future weekend. In this future, I have reached all the goals I had set for myself, I am happy and surrounded by good friends. I visualize what such a future will look like, and feel like, in as much detail as possible.

I read out my story or show my drawing to the class or group. How did thinking of my best future make me feel?



Out-of School Activity

Three Good Things (HOPEs_M4_L2_SH_WS3)

I take time each evening to reflect upon three good things that happened during my day, even if I feel like I had difficult day. Examples of good things I might choose are having my favourite meal for dinner, helping a friend who was having some difficulties, receiving a compliment or playing a really fun game of football with my friends. The only rule for choosing these three good things is that I select events that make me feel good about myself and that I enjoyed.

At the same time each day, I write these three good things in my positivity journal and take a moment to try to think back to how I felt as the good things were happening. What emotions did I experience while these positive events were happening? How does thinking back on these positive events make me feel right now?



Reflection Time

I can use the table below to write down what I have learned today, what I felt, and what I would find useful in everyday life.

What I learned today	What I felt

What I will use in future



Useful Material

Websites:

[ReachOut.com](http://au.professionals.reachout.com/optimism) – (<http://au.professionals.reachout.com/optimism>)

Resources to help cultivate optimism in the classroom.

[Cultivating practical optimism](https://www.edutopia.org/blog/cultivating-practical-optimism-donna-wilson) – (<https://www.edutopia.org/blog/cultivating-practical-optimism-donna-wilson>)

Good explanation and resources on optimism.

[Kids Health.org](http://kidshealth.org/en/teens/optimism.html) – (<http://kidshealth.org/en/teens/optimism.html>)

Comprehensive and interesting resources for optimism.

Books:

[Positively positive](http://www.positivelypositive.com/2012/05/17/50-top-childrens-books-with-a-positive-message/) – (<http://www.positivelypositive.com/2012/05/17/50-top-childrens-books-with-a-positive-message/>)

Big resource of books with a positive and optimistic message.

Videos:

[Optimism, a short story](https://www.youtube.com/watch?v=lgLG1K2CdwQ) (Run Time: 3.20 mins) – (<https://www.youtube.com/watch?v=lgLG1K2CdwQ>)

An optimistic story about a puppy.

[When pigs fly](https://www.youtube.com/watch?v=iKmb786P460) (Run Time: 4.23 mins) – (<https://www.youtube.com/watch?v=iKmb786P460>)

Video story book of optimism and positivity.

Quotes:

“A pessimist sees difficulty in every opportunity; an optimist sees opportunity in every difficulty”
Winston Churchill

“You miss 100% of the shots you never take” – Wayne Gretzky (Basketball player)

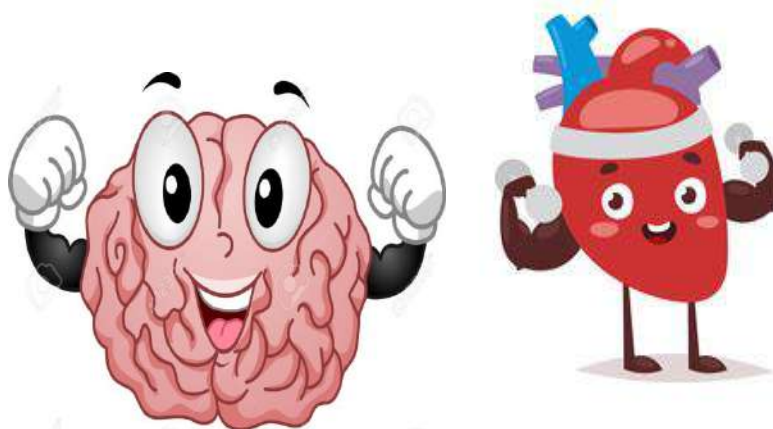
“Happiness can be found, even in the darkest of times, if only one remembers to turn on the light” - Albus Dumbledore



Activities for Lesson Plan 3: Positive health

Introduction:

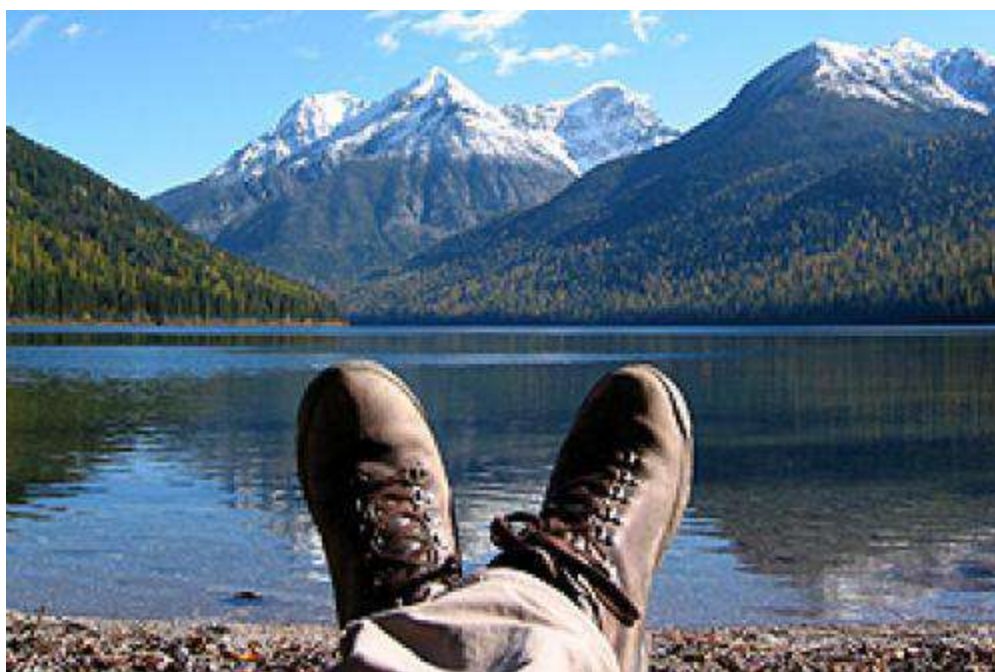
Looking after my physical and mental fitness is extremely important for making sure that I can deal with difficult challenges or hard times in my life. Improving my physical and mental fitness will give me a lot more energy and allow me to be a more active person in deciding what direction my life goes in. I will benefit from engaging in physical activity in a number of ways. Physical activity can help improve my sense of self-confidence while also offering me a way to relax after a tough day by offering an enjoyable distraction from any worries I may be having.



Getting closer to nature (HOPEs_M4_L3_SH_WS1)

I find myself a favourite spot in the outdoors that is safe, and that I can get to easily. A place where I can connect with nature and where I feel relaxed. I visit this place regularly; exploring the surroundings and the freedom that nature brings. I notice how this place makes me feel, and how it can help me feel better after a stressful day, or challenging circumstance.

I can take some photographs of the parts of this place I like most or draw a picture to capture the beauty of the place. I can include these pictures as part of a collage or scrap book that will remind me of the place and the good feelings it brings.



Stay active (HOPEs_M4_L3_SH_WS2)

For the next week I try to incorporate one session of gentle regular exercise into my daily routine. Even a 30-minute walk makes a surprising difference. Exercise is most effective on the very days when I don't feel my best, so I try to make the effort even when I don't feel like it. Taking part in group activities is also great because everyone helps to motivate each other.

I keep a daily diary of the exercise I carried out, e.g.: distance walked, time spent playing football. I make a note in my diary of how I felt before and after the exercise – I note whether it made a positive difference, even if it was a very small change.



Out-of-School Activity

Replace One Car Journey Per Week (HOPEs_M4_L3_SH_WS3)

I select one short journey that I make every week by car and replace it with a more active way of travelling. There are many different ways of travelling to where I need to go – I can walk, run, cycle, ride my scooter or skateboard, or rollerblade to my destination and can choose a different way of travelling to my destination each week if I wish. I can also invite my friends if they want to join me on this journey.

After each journey, I take time to notice how I feel after making this active journey compared to how I feel when I make a journey as a passenger in the car. What do I notice about how the different ways of travelling make me feel?



Reflection time

I can use the table below to write down what I have learned today, what I felt, and what I would find useful in everyday life.

What I learned today	What I felt	
<th data-bbox="191 1228 1461 1270">What I will use in future</th>		What I will use in future



Useful materials

Websites:

[The benefits of exercise](http://kidshealth.org/en/parents/exercise.html) – (<http://kidshealth.org/en/parents/exercise.html>)

Website looking at the benefits of exercise.

[Peak fitness](http://fitness.mercola.com/sites/fitness/archive/2012/01/20/physically-active-children-perform-better-academically.aspx) – (<http://fitness.mercola.com/sites/fitness/archive/2012/01/20/physically-active-children-perform-better-academically.aspx>)

Exploring the benefits of exercise, and a simple training technique to keep the brain healthy.

[Physical activity tips for children](http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/05paap-eng.php) – (<http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/05paap-eng.php>)

A Canadian website with lots of positive tips and advice for getting active.

Books:

[Pretty wellness](http://prettywellness.com/50-books-that-promote-fitness-to-kids/) – (<http://prettywellness.com/50-books-that-promote-fitness-to-kids/>)

A comprehensive list of books for children that promote physical exercise and its benefits.

Videos:

[Kids workout video](https://www.youtube.com/watch?v=L_A_HjHZxfl) (Run Time: 16.01 mins) – (https://www.youtube.com/watch?v=L_A_HjHZxfl)

A 15-minute workout video for kids to help them get fit safely.

[Fit factor kids exercise](https://www.youtube.com/watch?v=6LndXdPdKaQ) (Run Time: 4.39 mins) – (<https://www.youtube.com/watch?v=6LndXdPdKaQ>)

A fun action based exercise video for children.

[Exercise for children](https://www.youtube.com/watch?v=Ejbdzt2586A) (Run Time: 1.32 mins) – (<https://www.youtube.com/watch?v=Ejbdzt2586A>)



Factual reasons for getting fit and the benefits.

Quotes:

“Take care of your body. It is the only place you have to live” - Jim Rohn.

“A strong body makes the mind strong” - Thomas Jefferson.

“It is health that is real wealth and not pieces of gold and silver” – Mahatma Gandhi.



Activities for Lesson Plan 4: Emotional regulation

Introduction:

When certain situations arise in my life, I may find it difficult to keep control of my emotions which may lead to me behave in a way which is different to how I usually behave, and in a way that I may regret later. It is important for me to be able to recognise how I am feeling during hard times. This clearer awareness of my emotions will help me to learn how to deal with, and express my emotions in more positive ways which will make sure I get the help that I need.



How am I feeling today? (HOPEs_M4_L4_SH_WS1)

I use the faces below to identify how I feel today. Once I identify my emotional feelings I can make smart choices about how I interact with others today. I recognise my feelings and make a decision to accept them, and move past them, choosing to be positive in the way I deal with others.

Just for myself, I take note of whether there are any patterns to my emotions. I might create a diary to track my emotions over time, or in particular circumstances.



Neutral



Happiness



Sadness



Fear



Disgust



Anger

How am I feeling today?

Getting a grip on anger (HOPEs_M4_L4_SH_WS2)

There are some examples of how people deal with anger listed below. I brainstorm some more ways that are used to deal with anger. I include both good and bad strategies in the list.

When I have finished with the list, I go back and place a tick mark in the boxes of the methods that are either positive, or negative, ways to deal with anger.

Good	Bad	Technique
<input type="checkbox"/>	<input type="checkbox"/>	Throw things
<input type="checkbox"/>	<input type="checkbox"/>	Scream
<input type="checkbox"/>	<input type="checkbox"/>	Count to 10
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
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<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	

Out-of-School Activity

Walk in The Other Person's Shoes (HOPEs_M4_L4_SH_WS3)

I remember a time when I got angry or lost my temper with another person. However, instead of concentrating on my emotions during this event, I will try to put myself in the other person's shoes. How do I think my angry behaviour may have affected the other person in this situation? How would I have felt if I had been the other person and had someone behave in such an angry way towards me?

It is important to understand that my behaviour can have an effect on how other people are thinking and feeling. Next time I am feeling annoyed or sad, I will remember to pause, breathe and think before I speak or act. This allows me to have some time to consider whether how I am about to behave will have a negative effect on those around me and to discover the best way to try to solve my problem. So, I will practice this technique more often when I am frustrated or sad so that I am able to control and show my emotions in a more positive way.



Reflection time

I can use the table below to write down what I have learned today, what I felt, and what I would find useful in everyday life.

What I learned today	What I felt	
<th data-bbox="191 1073 1463 1115">What I will use in future</th>		What I will use in future

Useful materials

Websites:

[Kids Matter](https://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning/emotional-development/coping-skills-managing) – (<https://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning/emotional-development/coping-skills-managing>)

Australian website showing why emotional regulation matters and some coping skills for managing emotions.

[Emotional regulation](https://www.bellybelly.com.au/parenting/emotional-regulation/) – (<https://www.bellybelly.com.au/parenting/emotional-regulation/>)

A breakdown of five ways emotional regulation can be taught and supported.

[Blissful kids](http://blissfulkids.com/mindfulness-for-children-rain-for-emotional-regulation/) – (<http://blissfulkids.com/mindfulness-for-children-rain-for-emotional-regulation/>)

Great technique for mindfulness and exercising emotional regulation in the heat of the moment.

Books:

[Building blocks](https://buildingblockslanguage.com/2014/01/22/10-essential-childrens-books-for-building-social-emotional-skills/) – (<https://buildingblockslanguage.com/2014/01/22/10-essential-childrens-books-for-building-social-emotional-skills/>)

A list of some really useful books that can help with emotional regulation.

Videos:

[Alfred and the shadow](https://www.youtube.com/watch?v=SJOjpprbfeE) (Run Time: 7.03 mins) – (<https://www.youtube.com/watch?v=SJOjpprbfeE>)

Animated short story about emotions.

[Controlling emotions](https://www.youtube.com/watch?v=pFkRbUKy19g) (Run Time: 2.08 mins) – (<https://www.youtube.com/watch?v=pFkRbUKy19g>)

A lesson about controlling emotions from the 'angry birds' game.



[Anger management techniques](https://www.youtube.com/watch?v=BsVq5R_F6RA) (Run Time: 4.09 mins) –
(https://www.youtube.com/watch?v=BsVq5R_F6RA)

A nice video showing the negative effects of anger and how to deal with it.

Quotes:

“The secret of change is to focus all of your energy, not on fighting the old, but on building the new” - Socrates

“Feelings are just visitors, let them come and go” - Mooji.

“Feelings are something you have; not something you are” - Shannon L. Adler.



Activities for Lesson Plan 5: Coping with change

Introduction:

I have experienced many changes in my life as I have grown up and often, when change happens in my life, it can lead to a fun and exciting adventure. However, when big changes happen or when changes happen unexpectedly in my life, this can make me feel uncomfortable, anxious or upset. It is important to remember that change can be a very positive experience and that I have been able to deal with lots of changes in my life already. By concentrating on the times that changes have gone well, I will feel more hopeful about the future and will be reminded me that my life can still be enjoyable even after certain parts of my life change.



Write it out (HOPEs_M4_L5_SH_WS1)

I think of a situation involving change that I might feel stressed about.

Just for myself, list below what are the good and bad aspects of the situation. This will help me clarify the issue and give it some perspective.

Describe the situation briefly:

Good points about the situation	Bad points about the situation



All change (HOPEs_M4_L5_SH_WS2)**PART 1:**

I take a pen and paper and write out a short story titled – “My typical day” in the space provided. After 1 minute of writing I swap the pen to the hand I don’t normally write with and continue writing the story.

I discuss with the class or group how I coped with the change? Did I find it difficult at first, but found I was able to adapt? Did I use any different strategies to help me cope with the change and complete the story?

PART 2:

I get up out of my seat and begin walking around the room slowly and safely.

After a few moments doing this I turn around and start walking about the room backwards (as long as it’s safe for me to do so).

I discuss with the class or group how I adapted to this change? Was I able to navigate around the room successfully? How did it feel at first?



My typical day...

Writing Hand:

Other Hand:



Out-of-School Activity

Picture Successful Change (HOPEs_M4_L5_SH_WS3)

I choose a change which is going to happen in my life that is making me feel anxious or upset. When I decide upon this change, I imagine what my life will look like if the change is successful and happens without any problems, making sure to think about what emotions I would feel if the change happens in this way.

When I have created this picture of success in my mind, I draw this image of success into my positivity journal. I also write the emotions that I would feel if the change goes well all around the picture in bright colours. I also include some positive messages such as “You can do it!” and “Keep on going!” to provide me with the courage and energy to keep working towards this successful outcome. If I am feeling discouraged or negative, I will think about this image of success and remember the positive messages to help me to feel more hopeful again.



Reflection time

I can use the table below to write down what I have learned today, what I felt, and what I would find useful in everyday life.

What I learned today	What I felt
What I will use in future	

Useful materials

Websites:

[Kidspot](http://www.kidspot.com.au/parenting/parenthood/parenting-style/helping-kids-cope-with-change) – (<http://www.kidspot.com.au/parenting/parenthood/parenting-style/helping-kids-cope-with-change>)

Practical strategies for coping with change.

[Kids Helpline](https://kidshelpline.com.au/grownups/news-research/teacher-resources/kids-helpline@school/classroom-activities/coping-with-change-at-school.php) – (<https://kidshelpline.com.au/grownups/news-research/teacher-resources/kids-helpline@school/classroom-activities/coping-with-change-at-school.php>)

Some tips and tricks on coping in the school environment.

Books:

[Coping with change](#) –

(<https://ccbc.education.wisc.edu/books/detailListBooks.asp?idBookLists=175>)

Large selection of books for coping with different moments of change in young people's lives.

Videos:

[Who moved my cheese?](#) (Run Time: 7.21 mins) –
(<https://www.youtube.com/watch?v=4JaZ3gPQM78>)

Animated story on dealing with change

[How to deal with change](#) (Run Time: 2.55 mins) –
(https://www.youtube.com/watch?v=H6A6HI9q_M4)

A discussion about change and how to deal with it.



Quotes:

"I can't change the direction of the wind but I can adjust my sails to always reach my destination" - Jimmy Dean.

"A ship is safe in harbour, but that's not what ships are for" - William G.T. Shedd.

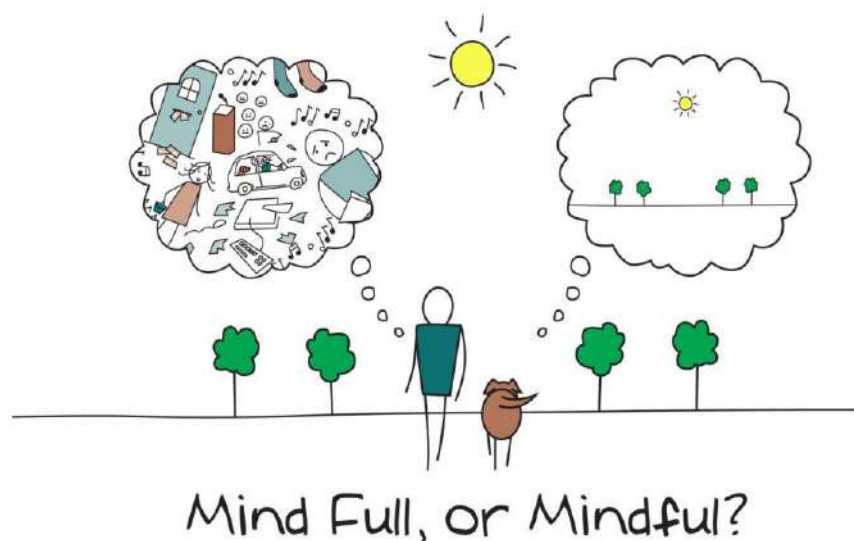
"If you always do what you have always done, you will always get what you have always got"
- Henry Ford.



Activities for Lesson Plan 6: Mindfulness

Introduction:

The most important part of my life to focus upon is what is happening to me right now. Concentrating on my emotions and feelings in the present moment allows me to make sure I fully enjoy the experiences that I have during my day. Spending too much time thinking about hard times that I have had in the past or worries I have about the future can make me feel anxious or sad. Mindfulness exercises can help me to pay more attention to and get more enjoyment from what is happening in the present moment, while also reducing the number of distracting or upsetting thoughts I have about past or future events.



Walking meditation (HOPEs_M4_L6_SH_WS1)

I take off my shoes and socks and find a space where I have room to safely walk. I begin by walking without any direction or aim in mind. I simply walk for the sake of walking, one step after another. I don't think of the past or future, but just enjoy the present moment. After some time, I focus on each step as I place my feet on the ground, walking a little slower and softer.

Did I notice feeling any different after a few minutes walking mindfully?



Tangerine meditation (HOPEs_M4_L6_SH_WS2)

I take a tangerine (or any type of orange that's easy to peel). I close my eyes and imagine the journey the orange has made from the time it was on the tree to being in my hand.

I begin peeling the orange and focus on the smell of the orange as I peel it, the texture of the skin, and the colour.

I take a piece of orange and place it in my mouth, tasting the flavour and the juice, and remaining aware of the whole experience.



Out-of-School Activity

Squish & Relax Meditation (HOPEs_M4_L6_SH_WS3)

I lie with my arms by my side, listening to some gentle and peaceful music. I start this activity by breathing in deeply for 5 seconds and holding this breath for 4 seconds. Then, I breathe out slowly for 8 seconds becoming more aware of the sensations I am currently feeling throughout my entire body.

Next, I focus on one body part at a time, tightening the muscles in this part of my body and holding this pose for 5 seconds before releasing and allowing this body part to be completely limp and relaxed. I work through each muscle from the top to the bottom of my body, starting by scrunching up my face and nose. Next, I tighten my jaw by clenching my teeth together before tightening my arm and hand muscles by making a fist and squeezing them tightly. I continue the exercise through the rest of my body, tightening the muscles in my shoulders, stomach and legs, making sure to hold each pose for 5 seconds at a time.

Finally, I squish up all of the muscles in my body at once as tightly as I can and hold this for 7 seconds before allowing all of my muscles to relax and go limp. After finishing this activity, I remain in a relaxed lying position and concentrate breathing deeply and slowly. How did my body feel during the exercise? What sensations do I feel now?



Reflection time

I can use the table below to write down what I have learned today, what I felt, and what I would find useful in everyday life.

What I learned today	What I felt
What I will use in future	



Useful materials

Websites:

[Positive psychology programme](https://positivepsychologyprogram.com/mindfulness-for-children-kids-activities/) – (<https://positivepsychologyprogram.com/mindfulness-for-children-kids-activities/>)

Tips and activities to enhance your mindfulness.

[Blissful kids](http://blissfulkids.com/mindfulness-exercises-for-children-gratitude-happiness-and-health/) – (<http://blissfulkids.com/mindfulness-exercises-for-children-gratitude-happiness-and-health/>)

Some powerful mindfulness exercises for children.

Books:

[Mindfulness books for kids](https://www.poshtiger.co/blog/mindfulness-books-for-kids/) – (<https://www.poshtiger.co/blog/mindfulness-books-for-kids/>)

Lots of suggestions for books on mindfulness for children of all ages.

Videos:

[Hot air balloon ride](https://www.youtube.com/watch?v=vlv6Y1tq1sQ) (Run Time: 14.46 mins) – (<https://www.youtube.com/watch?v=vlv6Y1tq1sQ>)

Guided meditation for kids, helping to promote calmness.

[Relaxation music](https://www.youtube.com/watch?v=erYQyGHC7fQ) (Run Time: 2.59.59 mins) - (<https://www.youtube.com/watch?v=erYQyGHC7fQ>)

Three hours of relaxation music to play in the background to create a calm atmosphere.

Quotes:

“Each morning we are born again. What we do today is what matters most” – Buddha.

“It does not do to dwell on dreams and forget to live” - Albus Dumbledore.

“Be where you are. Otherwise you will miss your life” – Buddha.



Module 5: Positive Connections

“A friend is one of the nicest things you can have, and one of the best things you can be”

Why should I learn about Positive Connections?

I experience positive connections when I feel loved, supported, cared for, and satisfied in my relationships with other people. This includes people such as my family, my school friends, my teachers, and my neighbours. Apart from helping me feel happy and safe, experiencing positive connections with others also affects my overall mental and physical health, and helps me feel better.

Learning how to build positive connections with the people around me will help me become happier and cope better with any problems I may face. I will also be able to help my family, friends, and other people around me feel happier and cared for by building positive connections with them.

Objectives of this module

By the end of this module I will learn to:

- describe what are positive relationships
- appreciate the importance to have positive relationships with the people around me, both at school and at home
- identify the things which make a relationship positive
- build positive relationships with other people.

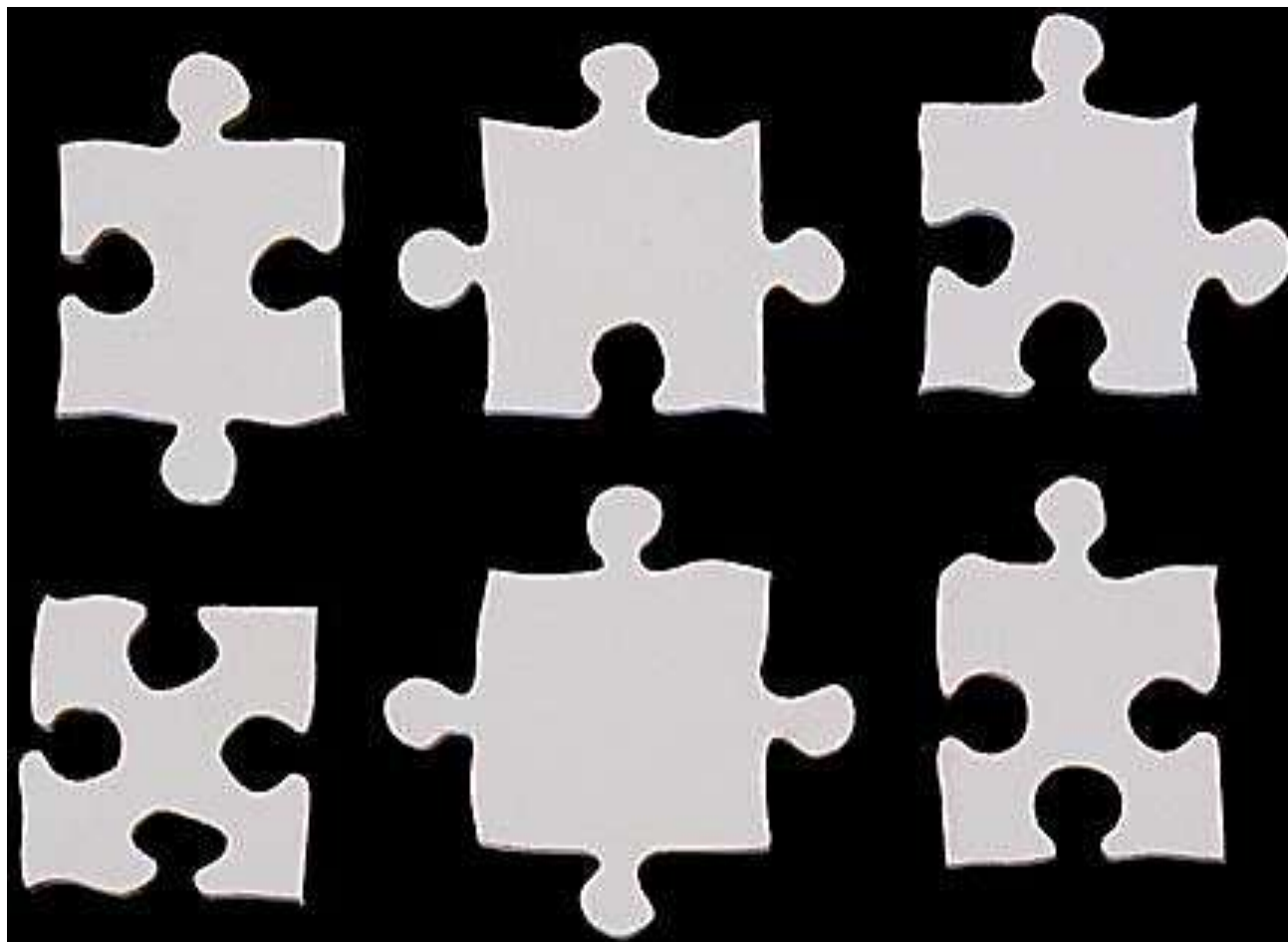


Activities for Lesson Plan 1: Understanding Positive Connections

Positive Relationships Jigsaw Puzzle: (HOPEs_M5_L1_SH_WS1):

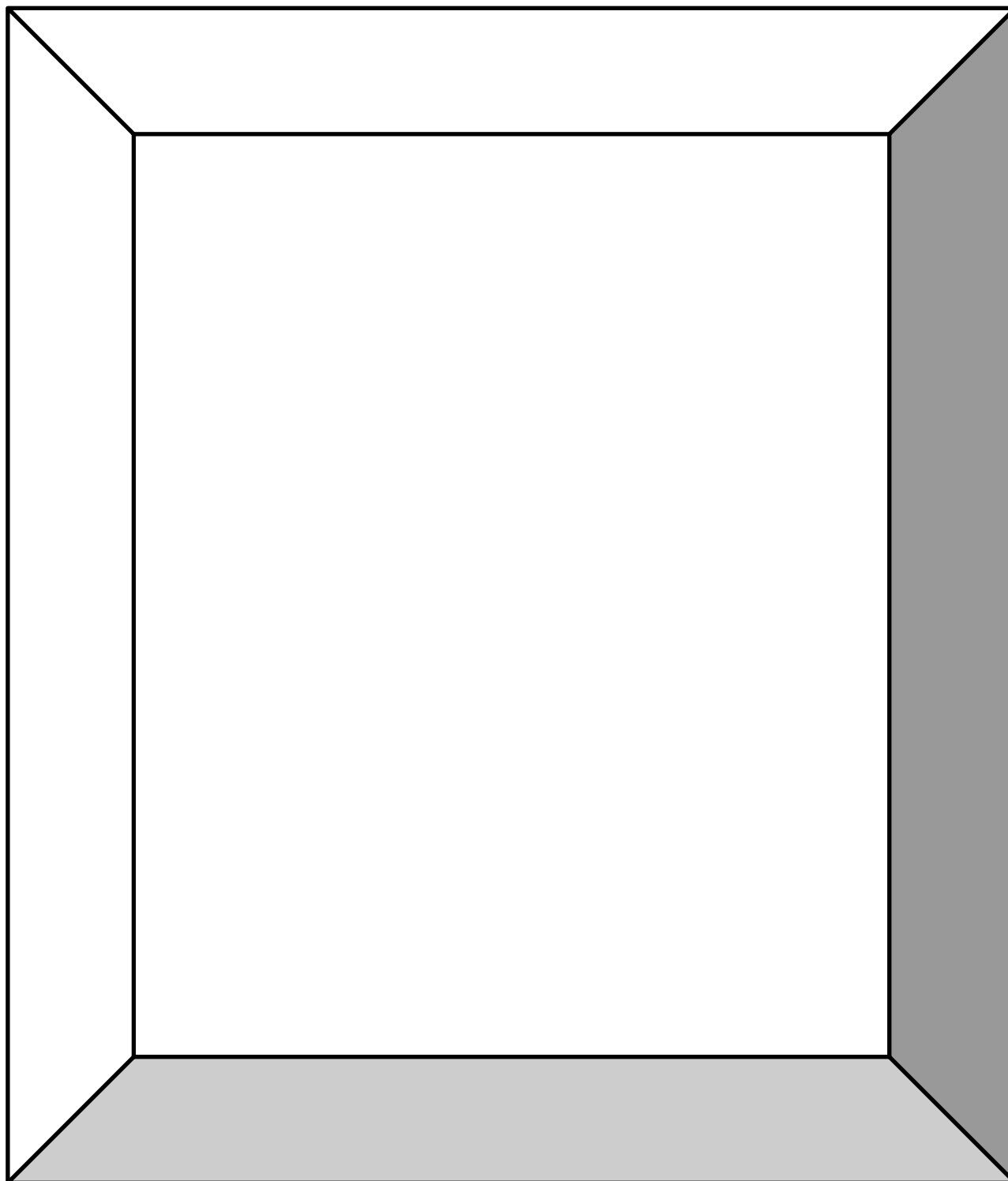
It is important for me to understand what makes a relationship positive. It is important to have positive relationships in my life.

I'll write a word in every jigsaw puzzle piece to describe what makes a positive relationship. Then I'll colour them in and finally join the puzzle!



My Top Favourite People in Life (HOPEs_M5_L1_SH_WS2):

With whom do I have positive relationships? I will make a list of the people who I have positive relationships with in the template below. I will also write, draw OR find a poem/song about why these relationships are so important to me, using the template found on the next page.



Out of school activity: Letter (HOPEs_M5_L1_SH_WS3):

I will write a short letter to someone that I have a positive relationship with and give it to them.

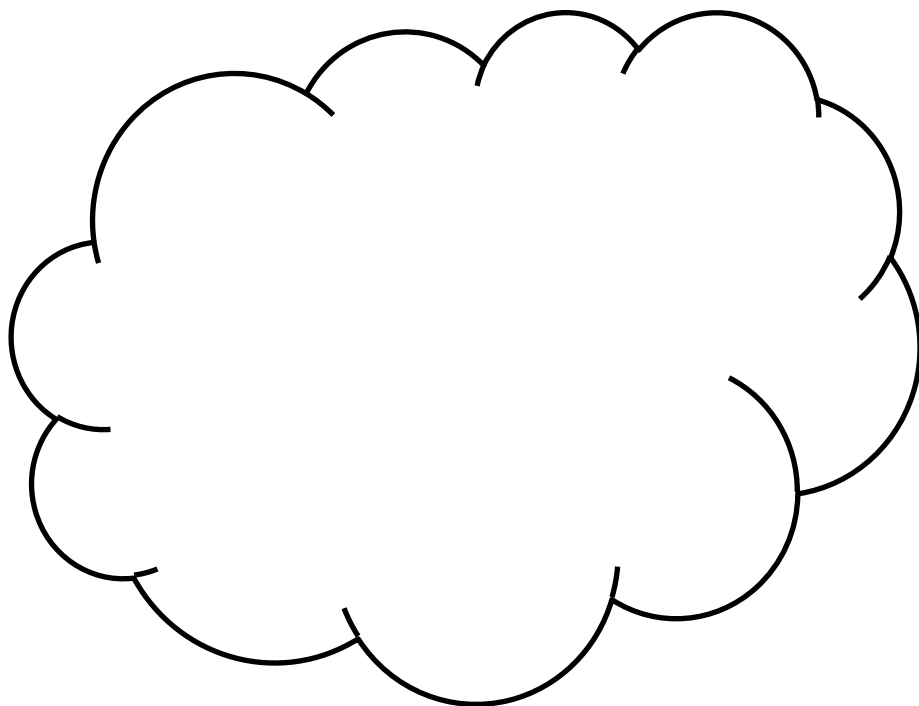
A blank sheet of lined paper with a spiral binding on the left side, intended for writing a letter. The paper has 21 horizontal lines and a vertical margin line on the left.

Reflection time

How important is it for me to have positive relationships with families and friends?

Do I wish to learn more on how to create positive and healthy relationships, or I think I know enough?

What have I learnt from this lesson? I can write or draw something I have learnt.



Useful material

Video

I can watch this video to learn **how to help my friends**: True Friends Always Help Each Other (<https://www.youtube.com/watch?v=Cu1OlgWCt1M>) (Run time: 5.00 min)

I will listen to this song about **what makes a good friend**: What makes a good friend? (https://www.youtube.com/watch?v=avHdx18pi_U) (Run time: 2.23 min)

Quotes

“If you think someone could use a friend – be one”

“The only way to have a friend is to be one”

“Walking with a friend in the dark is better than walking alone in the light”

“One of the most beautiful qualities of true friendship is to understand and to be understood”

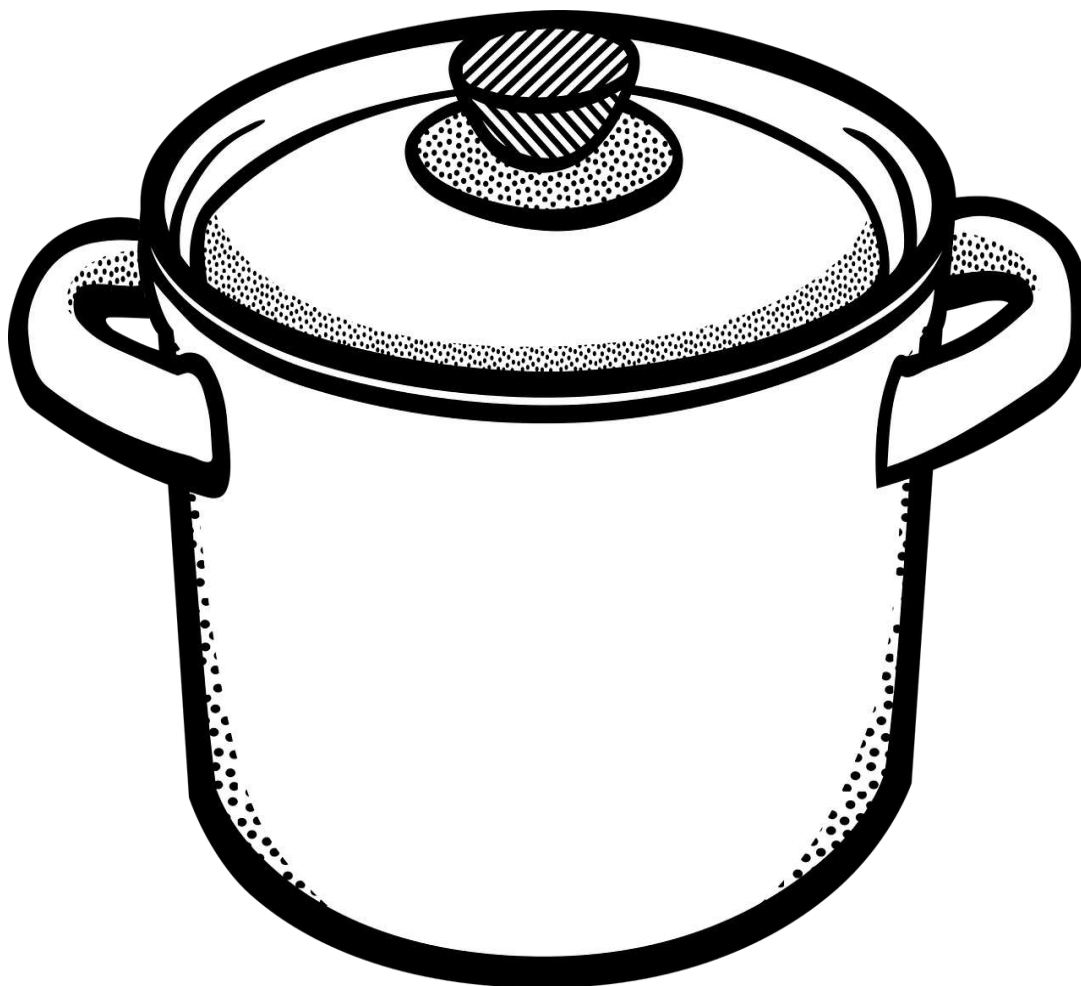


Activities for Lesson Plan 2: Connecting, Respecting, and Understanding

There are a number of things that make relationships positive. I can use my understanding of this to build more positive relationships in my life.

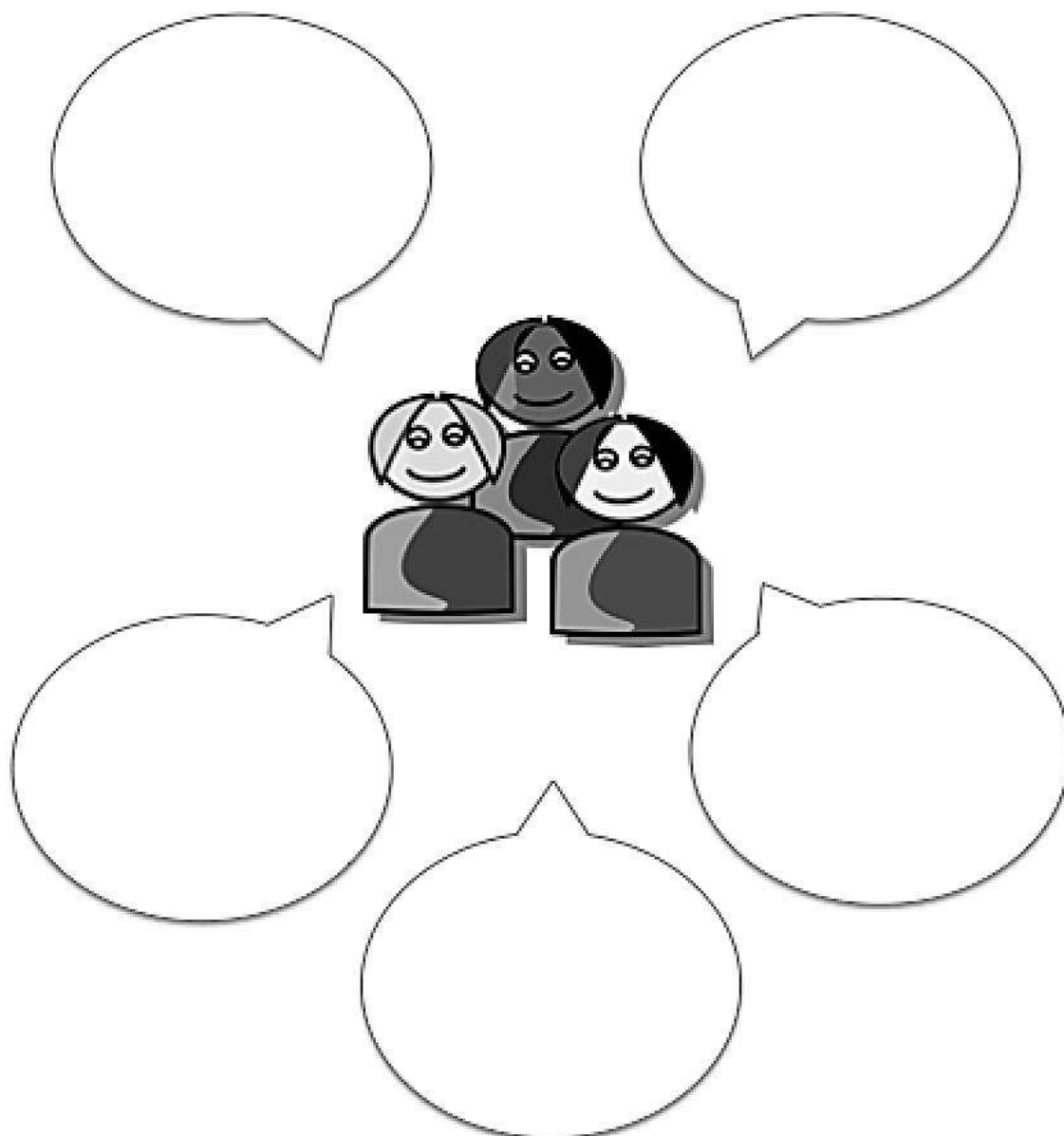
Our Friendship Recipe ([HOPEs_M5_L2_SH_WS1](#)):

I will build my own friendship recipe in the cooking pot below.



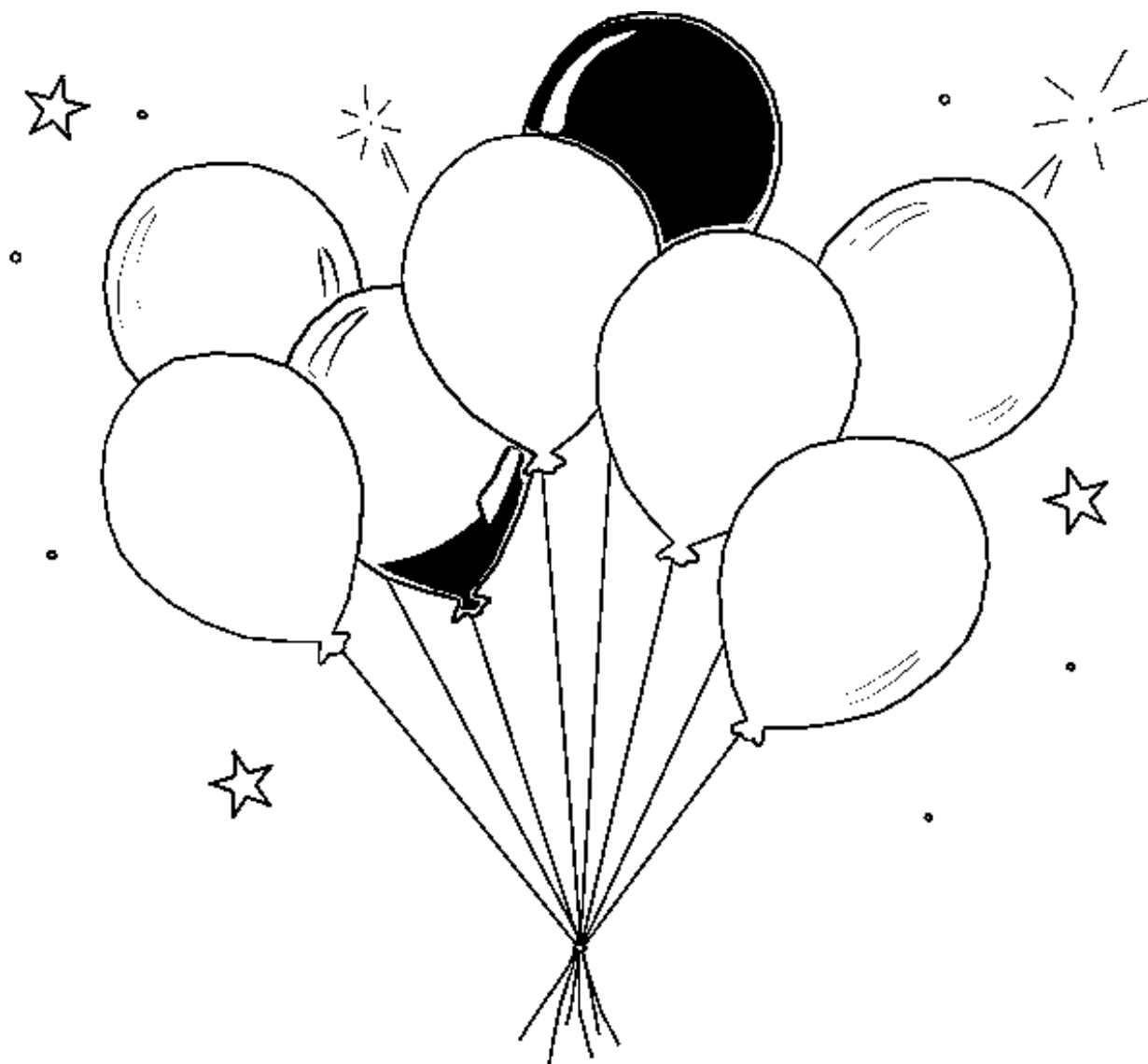
Things That I Have in Common with Others (HOPEs_M5_L2_SH_WS2):

Below I will write down 5 things I have in common with the other students in my group.



Out of school activity – Things in Common (HOPEs_M5_L2_SH_WS3):

I will talk to my relatives/aunts/uncles/cousins about the things we have in common, and the things which bring us closer together, and list them (or draw them) in the balloons below:



Reflection time

I will write down the names of 3 people in my school who I would like to make friends with.

Why do I want to make friends with these 3 people?

I will mention one thing that I learnt from this lesson



Useful material

Videos

I will watch this video on **making new friends**: Let's Make New Friends - Animated Short Stories for Kids in English (<https://www.youtube.com/watch?v=lemi7YT-6Dc>) (Run time: 4.17 min)

I will watch this video on **the importance of being a good friend**: I Am A Good Friend: Teaching Children the importance of being a good friend (<https://www.youtube.com/watch?v=fpBxlpbN7XA>) (Run time: 4.32)

Tips to help me make new friends!

1. I will be a good listener – ask others about themselves, how they are feeling.
2. I will share some things about myself to others - my favourite school subject, my favourite TV show or my favourite football team.
3. I will not gossip or say cruel things about others
4. I will accept people as they are. I can be friends with other people even if I don't agree with everything they say.
5. I will smile! I can never know who might become my friend after smiling at them.

Quotes

“A friend is what the heart needs all the time”

“If you have one true friend you have more than your share”

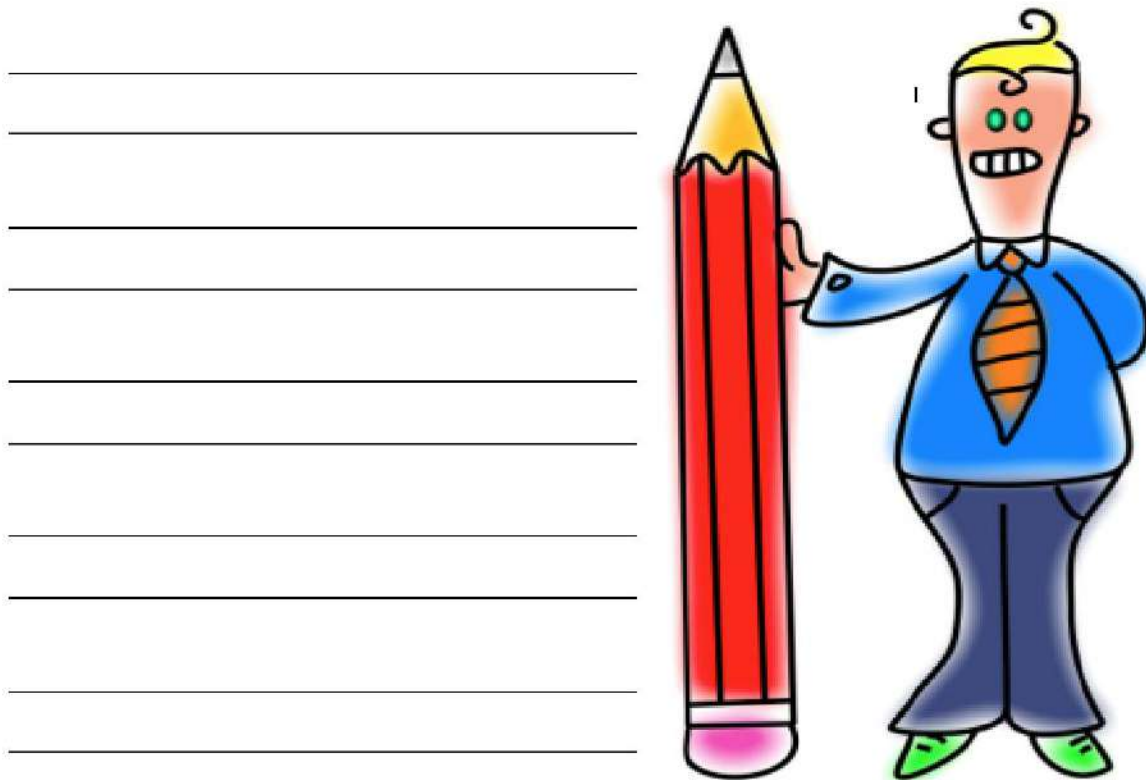


Activities for Lesson Plan 3: Supporting, Giving Feedback and Communication Skills

It is important to remember that positive relationships are built on supporting others, giving feedback to others, and communicating well. Communicating well consists of speaking clearly and listening closely.

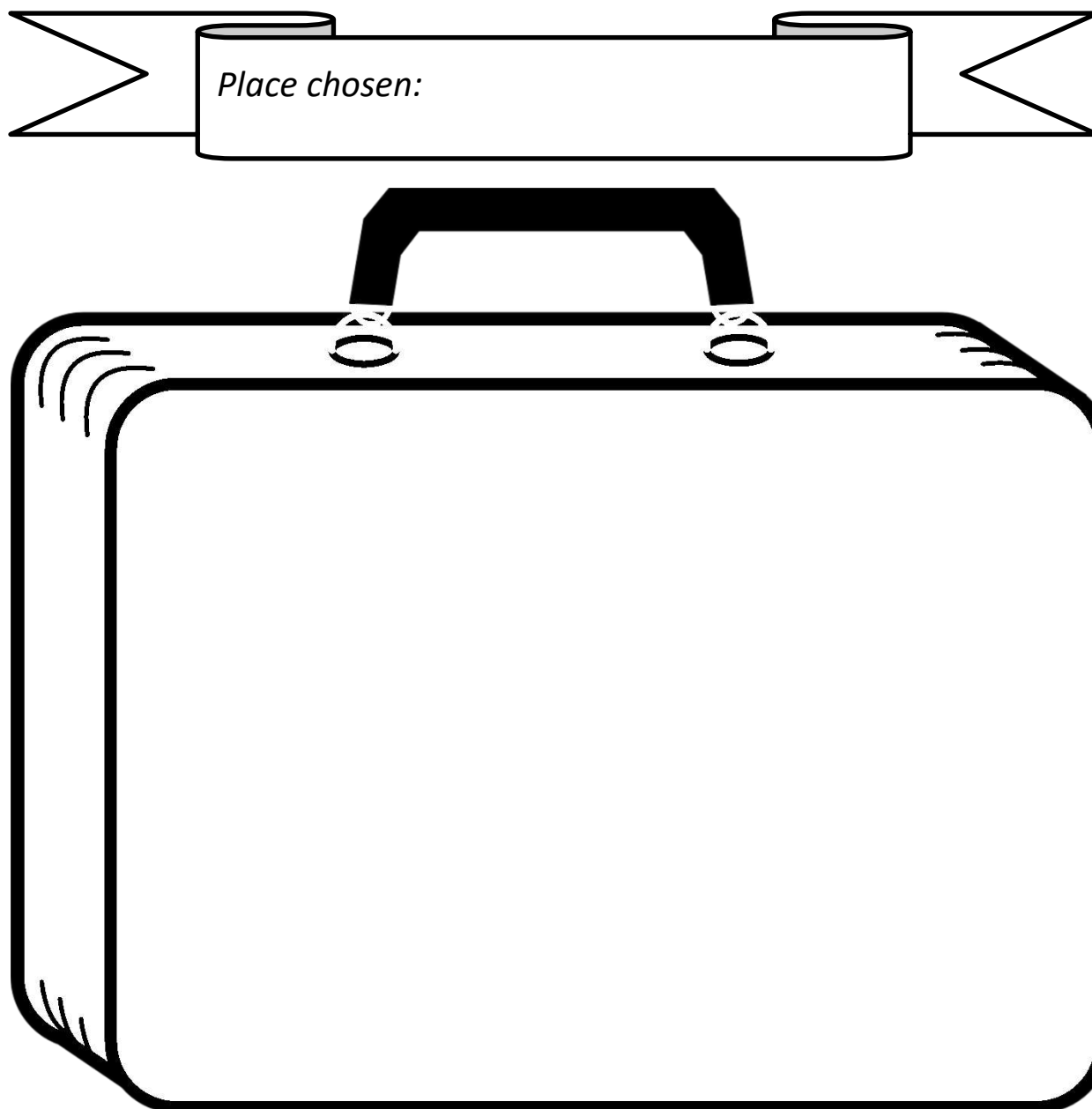
Being a Great Learning Buddy (HOPEs_M5_L3_SH_WS1)

I will write a list of the things that make a good learning buddy below.



Packing a Suitcase (HOPEs_M5_L3_SH_WS2):

I will think of a place I would like to go on a 3-day vacation and write /draw the things I would need to pack in the suitcase below.



Out of school activity

Our Positive Relationship (HOPEs_M5_L3_SH_WS3):

Discussion with parents/guardians: I will identify the characteristics which make our relationship as a family **positive**, and I'll write them down on the smiley face below 😊.



Reflection time

Who is the best listener I know? What can I learn from them?

What did I learn from this lesson? What is necessary to sustain a positive relationship with others?

Useful material

Quotes

“We have two ears and one mouth, so we should listen more than we say.” –Zeno of Citium

“The best way to understand people is to listen to them.” –Ralph G. Nichols

Things to Remember

How I can be a better listener:

1. I will be patient and will not interrupt the person who is talking
2. I will ask questions to the person who is talking
3. I will give the other person my full attention

Video

I can watch this video to learn more about **how to be a good listener**: LISTEN BETTER lesson
(<https://www.youtube.com/watch?v=HH0rQiwKtSs>) (Run time: 10.24 min)



Activities for Lesson Plan 4: Cooperative Learning and Constructive Feedback

In order to build positive relationships, it is important that I learn how to cooperate with others and give constructive feedback. Both of these things strengthen my relationships with others – both in class and at home.

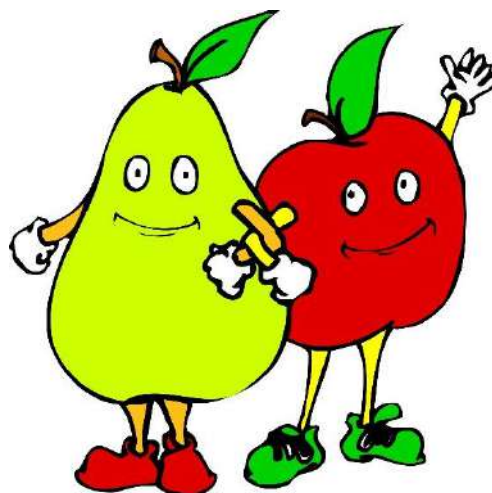
The Fruit Tasting Game (HOPEs_M5_L4_SH_WS1):

What is the fruit that my friend is describing?

FRUIT 1: _____

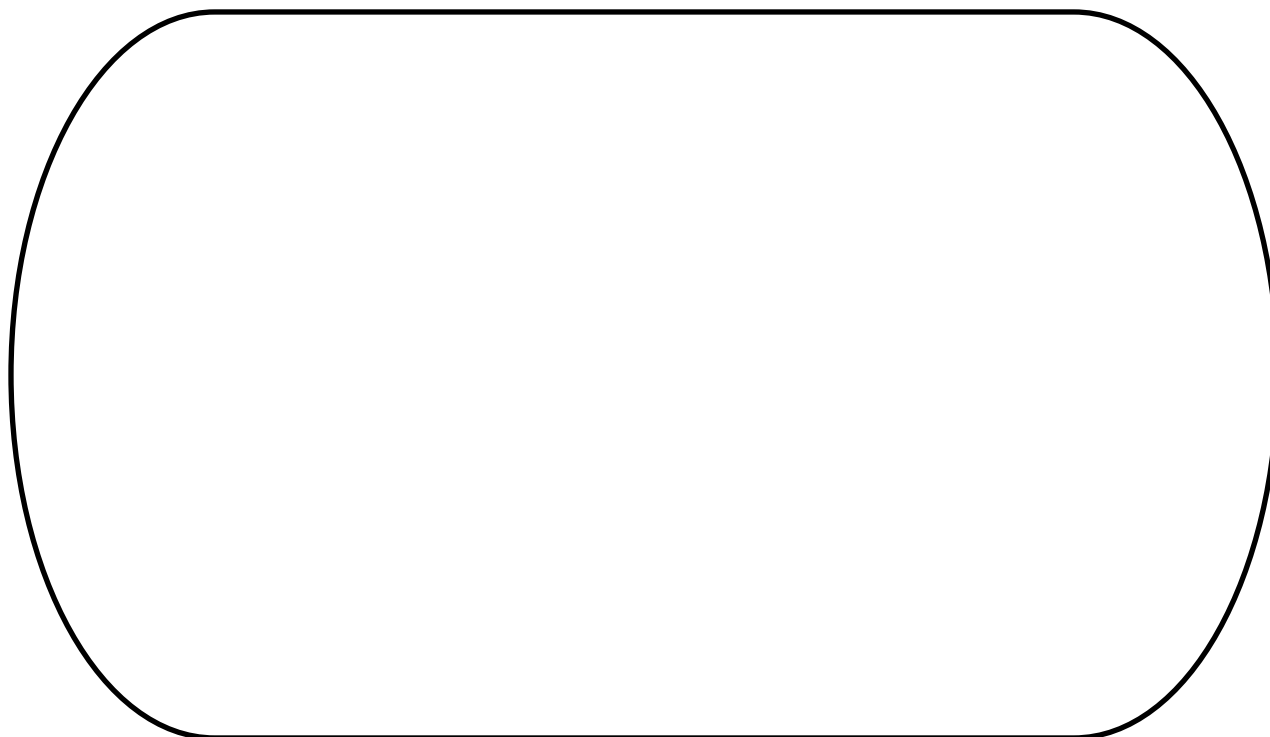
FRUIT 2: _____

FRUIT 3: _____



What have I learnt from this game?

OR... I can also DRAW what I learnt instead!!!



The Recycling Game (HOPEs_M5_L4_SH_WS2):

Here are some facts about recycling to read BEFORE playing the recycling game in class.

I can also find information on what can and can't be thrown in the recycling bag on the next page!

I will make sure to read them well to win the Recycling Game!

5 Facts About Recycling



Recycling is when we take materials that we were going to throw away and put them through a process so they can be reused again.



Many things can be recycled such as paper, metal, plastic, glass and electrical equipment.



Recycling saves energy, is good for the environment, saves natural resources and saves space in landfills.



An aluminium can will sit in a landfill for over 500 years unless it is recycled.



An easy way to recycle? Use a reusable bottle when drinking water or juice to save money – and help the Earth!

What goes in my new recycling cart?

Yes

Put these items in your recycling cart.



Milk jugs



Plastic bottles
(necks smaller than base)



Paper milk-style cartons



Phone books



Shredded paper



Mail, magazines, mixed
paper and catalogs



Metal cans



Aluminum cans



Newspaper & Inserts



Paper bags



Cereal boxes



Cardboard



Paper or frozen food boxes

No

DO NOT put these items in your recycling cart.



Glass



Ceramics



Styrofoam peanuts



Glassware



Batteries



Aerosol cans



Toxic product
containers



Plastic tubs



Plastic lids



Foil



Plastic bags



Light bulbs



Chip bags



Plastic cups



Styrofoam containers



Frozen food bags



Pill bottles



Juice boxes



Metal hangers



Food-contaminated
paper plates and
napkins



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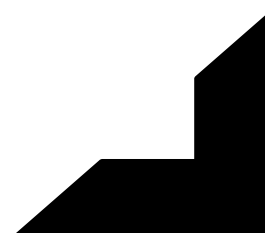
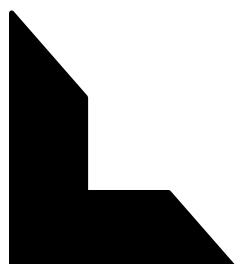
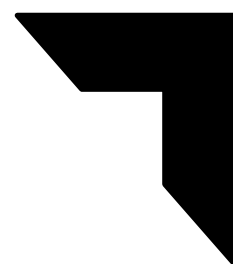
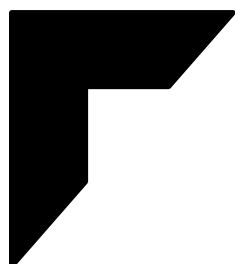
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Out of school activity: Fruit Tasting game (HOPEs_M5_L4_SH_WS3):

I will do the fruit tasting game again at home with my siblings/parents/guardians/friends and after concluding the game, I will tell them how important it is to cooperate with each other to maintain positive relationships with one another.

Now, I will take a photo of this activity and glue it here:



Reflection time

Do I feel that I have learnt how to build positive relationships from the last 4 lessons?

What did I learn on building positive relationships?

What decisions have I made in order to build meaningful friendships OR become a better friend?

Which activity did I like most in the last 4 lessons?

Which activity or activities did I not enjoy doing?



Useful material

Quote

“Life’s true happiness is found in the friendships we make along the way”

Audiobook

I will watch this audio book about **communication skills**: Saying What You Mean - A Children's Book About Communication Skills (<https://www.youtube.com/watch?v=1hnLfnulwZw>) (Run time: 11.28 min)

