

Highly Sensitive Children in kindergarten

Scenarios of preventive classes for preschool groups

Introduction

High sensitivity (which the professional name is Sensory Processing Sensitivity) is a temperamental trait that characterizes about 20% of society. Scientific research confirms that highly sensitive people process information and stimuli coming from the environment stronger (more intensively) and deeply than others. These people are more sensitive to both positive and negative experiences. Therefore, they can become tired, irritable or agitated faster. Highly sensitive children, in situations of experiencing too many stimuli, adopt behaviors confused with hyperactivity, attention deficit, and sensory processing disorders. The behavior of highly sensitive children is also referred to as shyness, withdrawal, and timidity. Highly sensitive children (HSC) are attentive to other people's moods, they get frustrated quickly, especially when they have many things to do at once, are thorough, disciplined, try not to make mistakes, find it difficult to work when watched or under pressure. Highly sensitive children are characterized by creativity and intuition. Some of them are especially gifted.

High sensitivity is a temperament trait - not a disorder. However, it can be a challenge working with a group as high sensitive children are in the minority. Scientific research proves that the quality of the environment in which they grow up and develop is of particular importance for the development of children. The characteristics of a sensitive child may provoke or shape various influences/methods of work of teachers (often depending on their expectations, e.g. that the child should behave in the same way as his peers).

With this in mind, we offer you a set of scenarios that you can use in working with your preschool group. They are (scenarios) especially helpful in creating conditions for the development of highly sensitive children. However, they have been designed so that every child has a chance to develop their life skills. The scenarios were developed taking into account the developmental regularities of preschool children (3-6 years old). The kit contains 12 ideas for a series of preventive activities. In accordance with the knowledge of leading approaches to prevention, the basis for the construction of the scenarios was the cognitive-affective approach, which that appropriately high and stable self-esteem, problem-solving and parenting skills help to avoid dysfunctional behavior. Strategies under this approach are aimed at improving life and educational skills and are carried out in the form of educational initiatives. The scenarios combine the assumptions of information and education strategies. The preparation uses the assumptions of a Temperament-Based Intervention (including self-regulation methods), mindfulness, understanding others, and learning about one's own diversity. The exercises cover six areas: strengthening / stabilizing self-esteem, self-regulation, mindfulness -

building mental resilience, reducing the sense of shame, the ability to talk about sensitivity and wise discipline (functioning in a group, protecting personal boundaries). Tasks take into account humanistic conditions for development: empathy, authenticity and acceptance.

The background / theoretical basis of the entire program was developed by a psychologist, a researcher who work in a field of high sensitivity, Dr. Monika Baryła-Matejczuk. The scenarios themselves were developed by experienced practitioners, therapists, psychologists Małgorzata Bojanko and Aleksandra Świdzikowska.

A set of 12 scenarios designed to conduct a series of activities in a preschool group, with children aged 3 - 6, aimed at improving the functioning of highly sensitive people in the natural environment. Each class is scheduled for 45 minutes. It is recommended to maintain the indicated order of classes. The sequence of scenarios allows you to gradually expand knowledge and practice new skills based on what is already known to the child. At the beginning, the children get to know Grześ [Gregory/Greg], whose character will accompany them through all lessons. The structure of the scenarios is such that at the beginning of each class, the teacher reads a letter from Greg, who tells about himself and his experiences. The children then complete story-related tasks. Prepare letters from Greg in advance, print them and pack them in envelopes. Each scenario contains sample questions that can be used to guide children to the most important issues related to the topic in question, and appendices to facilitate the exercise. Due to the short attention span of children of this age, you may consider dividing each activity into two parts:

- reading a letter from Grześ [Greg] and discussing the content with the help of auxiliary questions
- complete tasks related to the topic of the letter

Good luck, effectiveness and satisfaction in working with children!

Monika Baryła-Matejczuk

Lesson plan no. 1

This is the way I am

Area: strengthening/maintaining self-esteem

Duration of the class: 45 min.

Target group: children aged 3-6

Tips for the instructor:

These classes are an introduction to the topic of diversity among people. At the first meeting, the children will meet Gregory - a character who will accompany them throughout subsequent classes.

During the classes, we create an opportunity for the children to build adequate self-esteem by paying attention to their skills and abilities, but we also emphasize the fact that each of us is continuously learning or perfecting something and may need help with certain tasks.

It is worth noting that a large proportion of the differences between people are innate. We are born with certain features that give us tendencies to react to and deal with difficulties in a different way. Whether our individuality is accepted or not determines our prospects of building a sufficient level of self-esteem. We encourage children to take a moment to reflect upon some positive things they can say about themselves and what their parents, teachers and colleagues like about them.

The aim of the class:

- Increasing the awareness of natural differences between people
- Building an adequate sense of self-esteem and reinforcing it
- Integration of the group

Outcomes of the class:

- The children realize that the differences between people are something natural and innate to a great extent.
- The children are able to display their accomplished strengths and skills, as well as those they are still working on.
- The children learn about what strengths their peers have and what they still need to learn.
- The children experience acceptance and understanding from their peers and the teacher.

Materials and aids:

- Appendix 1 (print) – letter from Gregory
- Appendix 2 – drawing by Gregory (as an example of a completed worksheet)
- Appendix 3 – worksheet (as many copies as required by the students)
- Drawing materials: crayons, pencils, felt-tip pens (to be chosen by the students)

Exercise 1 (15 min.)

The teacher welcomes the children and informs them that a letter has been delivered to their kindergarten, then its contents are read aloud (Appendix 1).

THE CONTENTS OF THE LETTER:	AIDING QUESTION FROM THE INSTRUCTOR:
<p><i>"Hi!</i></p> <p><i>My name is Gregory. I am 5 years old and I love sending letters. My mother told me that letters give one the opportunity to get to know many interesting people, even those from distant countries. You can write to them, talk about your adventures, and even share your problems with them.</i></p>	<p>Who is the person who wrote the letter?</p> <p>Who was Gregory's best mate at the nursery?</p>

<p><i>Today, I decided to write to you because something very important happened in my life and I have a problem. Maybe you can help me?</i></p> <p><i>Until recently, I used to be in a nursery in which I had many friends. I was best friends with Jimmy. We used to meet often to play football, but we also liked to go to the pet shop with our parents to watch the fish. I think we know everything about fish! We also made a great fish comic book. We both like to draw and we have some great ideas! I liked Jimmy, especially because sometimes we could talk for ages and have crazy fun, but also because, when I was tired, we could sit quietly and make some drawings in silence. He didn't mind whenever I said that I wanted to play alone in peace. The rest of the group also knew that, although I am usually quiet and calm, I am also a nice friend.</i></p>	<p>What did Gregory like about Jimmy?</p> <p>What is Gregory like?</p>
<p><i>A month ago, I moved to another city because my parents found new jobs. Unfortunately, now my old nursery is too far away, so I had to move to another one. On the one hand, I was very happy to be able to meet new friends, but on the other hand ... I was very much afraid that the other children might not like me. In addition to me, Charlie was also new to the group. I thought that we might be more courageous if we became acquainted with the rest of the group together. But you know what? It is not that easy. The children in my group have known each other for a very long time. The boys even pretend to be in a soccer team that participates in the world cup. Charlie joined the team before me, and as for me ... I just watch them play for the moment, because I do not have enough courage to play with them all.</i></p>	<p>What has recently happened in Gregory's life?</p> <p>Who was new to the group besides Gregory?</p> <p>How did Charlie get on with the other children in the new nursery?</p> <p>How does Gregory feel in the new group?</p> <p>For what might Gregory's new classmates like him?</p>
<p><i>I thought it would be nice if the other children found out a little bit more about me. Mom says that in order to like someone you need to get to know them a little. As you already know, I like to draw and I thought that I would make one drawing to show my new friends what I'm good at, but also to show them what I'm learning to do at present or what I may need help with. I just lack courage, a little. It would make it easier for me if you could also make similar drawings.</i></p> <p style="text-align: right;"><i>Regards,</i></p> <p style="text-align: right;"><i>Gregory"</i></p>	<p>What is Gregory asking for?</p>

Exercise 2 (5 min.)

The teacher presents the drawing attached to the letter for the children to see (Appendix 2) and explains that on one side of the page Gregory has mentioned a skill that is his strength (drawing), while on the other side, he mentions a skill where he is, according to himself, lacking compared to other kids (making friends).

The teacher comments that each of us has features and skills that make us positively stand out from other people. Activities that we perform better at may coincide with our natural abilities. Also, everyone has a weaker side. The fact that we differ from each other is normal, and interpersonal differences make the group more interesting and fun.

Exercise 3 (20 min.)

The instructor distributes worksheets (Appendix 3) that contain a table and encourages the children to make their own drawings, where they present one feature/skill, which is their strength or ability, and in another drawing, they present something that they would like to work on or an area in which their performance is worse than that of their peers.

After they have finished work, the children have the opportunity to present their drawings and describe their content. Then the teacher asks if it is possible to send them to Gregory. If the children agree, the teacher collects the drawings with the explanation that they are going to be posted.

Summary of the class (5 min.):

While having a discussion about the class, we emphasize once again that regardless of the way we are and our age, each of us has certain abilities and also skills that are still being learned. Each of us would like to be liked regardless of how different we are from others. It is often the case that we find out after a short period of time how much we have in common with someone else.

Risks and recommendations:

When presenting the children's work, it is worth remembering that the task is based on a symbolic presentation of our abilities and also the features which are still being learned. The method of drawing should not be subject to assessment. Each child should be able to say what they meant in the course of this task.

Some children may not want to talk about their work in front of the whole group. That is also acceptable. Finally, we can ask them again if they want to describe their drawings to the others. In the case

of another refusal, we should not put pressure on them. Rather, we should acknowledge the fact that their work has been completed.

For people who are highly sensitive or have a higher than average level of anxiety when speaking in a group forum, the 5-seconds rule may be important. We give each child an opportunity to answer, wait for 5 seconds, and if the child does not answer, we continue with the lesson regardless. This strategy allows the children to experience anxiety at a tolerable level and to overcome it when they are ready.

References related to the task:

Literature recommended for teachers:

- J. Steinke – Kalembka, *Dodaj mi skrzydeł! Jak rozwijać u dzieci motywację wewnętrzną* [Give me wings! How to develop an intrinsic motivation in children], Warsaw 2017.
- M. Sunderland, *Niska samoocena u dzieci* [Helping children with low self-esteem] Translated by A. Sawicka – Chrapkowicz, Sopot 2019.

Appendix 2

WHAT I AM GOOD AT

COMIC BOOK

WHAT I CAN WORK ON FURTHER

Appendix 3

WHAT I AM GOOD AT

WHAT I CAN WORK ON FURTHER

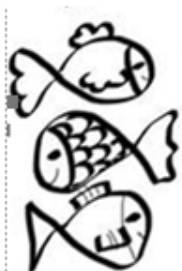
Appendix 1

Hí,

My name is Gregory. I am 5 years old and I love sending letters. My mother told me that letters give one the opportunity to get to know many interesting people, even those from distant countries. You can write to them, talk about your adventures, and even share your problems with them.



Today, I decided to write to you because something very important happened in my life and I have a problem. Maybe you can help me?



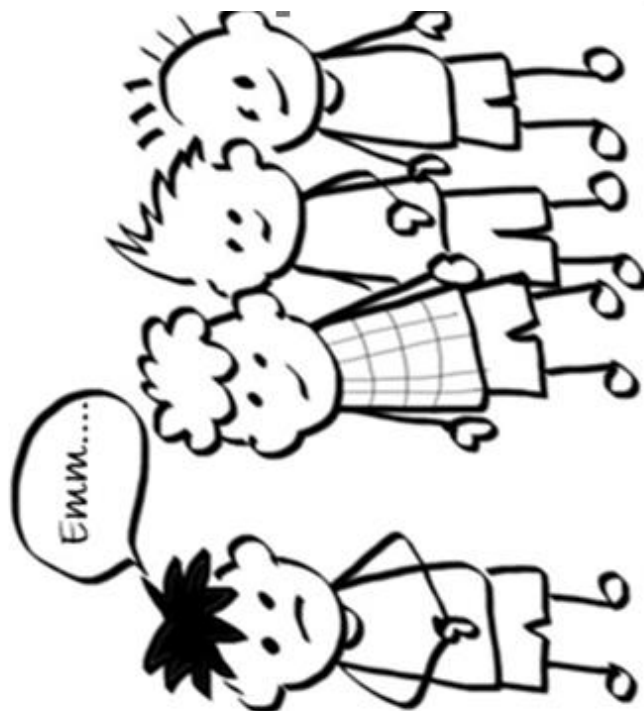
Until recently, I used to be in a nursery in which I had many friends. I was best friends with Jimmy. We used to meet often to play football, but we also liked to go to the pet shop with our parents to watch the fish. I think we know everything about fish! We also made a great fish comic book. We both like to draw and we have some great ideas! I liked Jimmy, especially because sometimes we could talk for ages and have crazy fun, but also because, when I was tired, we could sit quietly and make some drawings in silence. He didn't mind whenever I said that I wanted to play alone in peace. The rest of the group also knew that, although I am usually quiet and calm, I am also a nice friend.

I thought it would be nice if the other children found out a little bit more about me. Mom says that in order to like someone you need to get to know them a little. As you already know, I like to draw and I thought that I would make one drawing to show my new friends what I'm good at, but also to show them what I'm learning to do at present or what I may need help with. I just lack courage, a little. It would make it easier for me if you could also make similar drawings.

regards,
Gregory

Appendix 2

What else I can work on

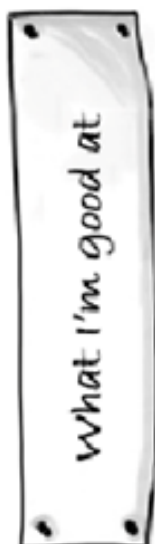


What I'm good at



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Appendix 3



Lesson plan no. 2

Taking advantage of difficulties

Area: strengthening/maintaining self-esteem

Duration of the class: 45 min.

Target group: children aged 3-6

Tips for the instructor:

The aim of the class is to give the children an opportunity to look from a different point of view at the characteristics and behaviours that are commonly considered to be weaknesses. This is the next step in the quest to accepting oneself completely, with all of the advantages and difficulties of one's temperament.

The instructor creates an opportunity to examine various unusual behaviours and ways of coping as a potential resource, which, in an appropriate situation, helps the child to deal with many different kinds of problems.

It is worth emphasizing that different behavioural traits and personal preferences for ways of spending time, daily routines, requirements for interaction with peers, the strength of our emotional reactions, or the ease with which we accept changes in our daily schedule are areas in which we may naturally differ. We should not judgementally place them into good or bad categories, but instead try to appreciate the diversity of life and get the best from it.

The aim of the class:

- Developing an attitude of mutual acceptance among children
- Familiarizing children with the basic dimensions of high sensitivity
- Learning to regard diversity as a resource

Outcomes of the class:

- The children get to know that everyone has their own individual characteristics and predispositions.
- The children learn how to find resources in diversity.
- The children understand that a first impression may be misleading.
- The children experience the fact that they can find their place in a group regardless of the way they are.

Materials and aids:

- Appendix 4 hardcopy – letter by Gregory
- Appendix 5 hardcopy- figures of the children
- Appendix 6 hardcopy - difficult situations
- Appendix 7 hardcopy – worksheet
- Drawing materials: crayons, pencils, felt-tip pens (to be chosen by the students)

Exercise 1 (5 min.)

The instructor returns to the material discussed in the last class and reminds the children that they received a letter through which they became acquainted with Gregory. The teacher may ask them questions about the content of the previous class: Who is Gregory? What problem did he face? What do we know about this boy? What have we learned about ourselves and others during the last class?

Then the instructor reads aloud to the children another letter sent by Gregory (Appendix 4).

THE CONTENT OF THE LETTER:	HELPFUL QUESTIONS FROM THE INSTRUCTOR:
<p><i>"Hi!</i></p> <p><i>It is me again- Gregory. I would like to thank you very warmly for your drawings. I was delighted when I saw a big package from you in the letterbox. You create such great drawings! I went through your work with my mother. I hung my drawing in my bedroom on the wall just behind the bed to remind me of my strengths and weaknesses. Thanks to you, I realize that each of us is good at something and everyone has something they can still work on. Maybe I'm not as bold as Charlie, but he can't invent and draw such cool comics like I do. My classmates have already seen my comics and they have said that they really like them. John even asked me to make a comic about footballers for him. We are planning to meet at my house at the weekend and we are going to do some drawing together. I think that I might gain a new close friend.</i></p> <p><i>You know, it's cool that each of us is different. Because of this, it is not too boring in our group! There is certainly no shortage of adventures.</i></p> <p><i>A lot was going on in our group this week. We managed to solve several difficult problems. I am wondering if you can guess which of my classmates solved them.</i></p> <p style="text-align: right;"><i>Regards,</i></p>	<p>How did Gregory react when he received all the letters?</p> <p>How did Gregory help his colleagues to break the ice with him?</p> <p>Who did Gregory get to like most in the new nursery?</p>

Gregory"	
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Exercise 2 (10 min.)

With the aid of drawings (Appendix 5), the teacher presents some of the characteristics of the children from Gregory's nursery group to their class.

Some characteristics of the children

Anne - an invisible girl

Anne is a quiet little girl with blond hair. Sometimes you forget about her presence in the nursery. She usually sits to one side and watches us playing. When the teacher asks her a question, we have to wait and wait before she answers. It can be a bit annoying, especially when the teacher tries to silence us, so that she can hear what Anne will finally say. You know something, Anne usually gives correct answers, I am just wondering why it takes so long?

Toby – a temperamental boy

Toby is probably the tallest boy in the whole nursery. He's got such long legs that he occasionally trips over them. Toby likes dogs and plays football. Overall, he is a great guy, but he gets angry very often. You know, it's not that he gets angry like everyone else. He loses his temper over anything and then screams, or cries, or both at once. Sometimes it's hard to tolerate him, because he gets bad tempered when he fails to do something right, or when someone accidentally pushes by him or when someone makes fun of him. Toby has better days, then he laughs with us at a lost match, plays pushes and pulls with us and we can make fun of each other. But you just never know if this is one of his better days or not. And it is difficult to cope with, because you can get hit over nothing. The teacher says that sometimes he gets a "short circuit" in his head and there are sparks. Then he needs a moment to calm down.

Jeremy - a boy who gets disturbed by everything

Jeremy is difficult to describe. In some ways he is just like other boys. He likes to run around with us outside, he knows how to play board games and he has a good sense of humour. However, he finds a lot of things disturbing. When we work on tasks in books, I can't ask him about anything, because he says I distract him. Sometimes he tries to silence the group instead of the teacher. Needless to say, we don't like it. He doesn't eat his lunch in the nursery because he says that it smells bad. When we make salads or sandwiches in the classroom, we have to open the window because Jeremy can't stand the smell, and in the end he usually only tastes the food he made and chooses to eat only some of the ingredients from our salad. And the strangest thing is that he must always have clean hands. You may think that's great. But it's just strange that when everyone else paints with their fingers, he uses a brush. When we do some cutting and gluing work, he washes his hands over and over again, because he finds them too sticky. He won't even touch the salt dough so the teacher allows him to make some cutouts instead. Do you understand what the problem is with his hands?

Rose - guardian of order

Rose probably likes to come to the nursery more than the rest of us. I think she does, because she never misses a day and almost always arrives there first. From the very first day she memorizes the timetable, she even knows who goes to additional classes. On days when our teacher is unexpectedly not at the nursery, we already know that it will not be an easy day. When a substitute teacher wants us to do some other activities instead of painting, she must first convince Rose. She would always argue that everything must go ahead according to the timetable. Sometimes she gets so upset that she wants to leave the classroom. Rose does everything accurately and methodically. Sometimes she is so serious that I think she could be our teacher.

While discussing the individual characteristics of the children, the teacher asks the students some supporting questions, in order for them to understand and remember what was exceptional about each child.

Supporting questions:

- What positive features do these children have? What might people like about them?
- What are their difficulties?
- What are the features that others may find disturbing?
- In what way might these children be better than others?

Exercise 3 (15 min.)

The teacher reads the situations from Appendix 6 to the children one by one and asks them to try to guess which of Gregory's classmates could solve such problems. The instructor can ask the following additional questions:

- What is the difficulty faced by these children?
- Which skill/feature is required to solve this type of problem?
- Which of Gregory's classmates, in your opinion, have this skill/feature?

Difficult situations

On Monday, we were all talking about how we spent the weekend. We always start the week this way, the teacher says that she likes to know how we are doing. The children talked about what they did with their parents, where they were, what happened to them. All in all, it was fun. But when Toby talked about what happened when he was playing with his dog, Kate suddenly jumped up from her seat and escaped to the bathroom. Then she didn't want to return to us at all. Nobody knew what happened. We started to think that maybe she got sick in her stomach or something. The teacher was trying to help her, but Kate refused to speak. We thought that she would never leave the bathroom. Then one of the girls got up, she came up to the teacher and whispered something into her ear. It turned out that a few days ago Kate's beloved kitten had died. Nobody remembered it even though Kate had talked about it last week.

- Who was the girl who, unlike everyone else, remembered Kate's story?

Answer: Kate's story was remembered by Anne thanks to her observational and listening skills.

It was like this. A group of older boys joined our group. They teased us in the playground, pushed us, offended us by name-calling, sometimes they would take away someone's drink or hat and we had to run after them. It was awful because we couldn't do anything about it. They warned us that if we told the teacher they would get us. We agreed that we wouldn't say anything, we tried to avoid them and hoped that they would get bored, but somehow they always found us. And finally, one of us couldn't stand it any longer. When they took his hat away, he got angry and started screaming, he ran to tell the teacher about it. We thought that now we're just finished. But it was nothing like that. It turned out that the teacher made a fuss about it to the whole nursery. Then the bullying boys had to explain their behaviour and now they stay away from us. We know that they still don't like us, but at least we live in peace.

-Who was the boy who got angry and ran for help?

Answer: Toby ran for help - anger gave him the energy and courage he needed to act.

On Wednesday, we had a pet day in the nursery. Toby, the one who likes dogs, came to the nursery with his mongrel. We were delighted because Toby talked a lot about his dog. We all wanted to pet it and be close to it, but the dog hid under the desk and didn't want to come out even for Toby. We were all disappointed. The teacher told us to move away, but that didn't help either. However, there was one person who knew what was going on. One of us suggested that we get dressed and go out to the park next to the nursery. It turned out to be a great idea, because our classroom was not a good place for a dog. It was loud, there were too many people, lots of colours and new smells. It was the opposite in the park. It is a place which Toby and his dog visit every day and it was obvious that they both felt comfortable there. We watched the promised tricks and everyone had their moment to stroke the dog. It turned out that it wasn't us but the location that was the problem for the dog. I would never have thought of it myself.

- Who was the person who understood what was disturbing the dog and how to help out?

Answer: Jeremy guessed that the dog was disturbed by a new place, the presence of many people, new smells and noise. He is also sensitive to many similar factors.

This week the teacher divided us into groups and gave us assignments. Each group had to search for books on a particular topic in the library and prepare illustrations based on them so the other children might be able to choose a book that they find interesting. Luckily, we had a person who liked planning in our group and this was really helpful. Each of us had chosen one book and brought it to the nursery. Then we would make one drawing every day. Sometimes we would have preferred to play with our blocks, but we couldn't. We planned to do something else instead. By the end of the week we had everything prepared and it was great. Our work was rewarded by the teacher.

- Who was the person who set a good plan?

Answer: The person who was able to plan and help her group was Rose. Thanks to her willingness to work methodically everything was ready on time.

The children may simultaneously fill out their answers in their worksheets (Appendix 7). The teacher may present the right answers after having finished discussing all of the problematic situations or one by one, after presenting each individual situation.

Exercise 4 (10 min.)

The teacher asks the children to recall a situation in which they managed to solve a difficult problem or use their skill to help others. One may focus on situations from home, from the nursery or from the neighbourhood. We allow the children to talk about this topic in the group forum. If they have any difficulty in naming their characteristics or skills, we ask the rest of the group for help. We can also direct them to bring up such situations about other classmates. Each person who had their story revealed should be rewarded with a round of applause.

The teacher encourages the children to observe each other in the following days so they may notice other people's positive qualities and skills.

Summary of the class (5 min.):

When discussing the classes, it is worth emphasizing that what is annoying or incomprehensible to us in the behaviours of others, may be important and necessary in some situations. We want the children to know that each of us is an important part of the group and it is due to the fact that we are different that we can help each other.



Risks and recommendations:

While conducting the classes, the children should be reminded that we are discussing the characteristics of Gregory's classmates. This is not the time to look for people with similar difficulties in the group.

What should be emphasized most vigorously during the class is the fact that what seems to us to be a weakness or difficulty may prove to be useful and necessary. The fact that we are different means that we complement one another.

References related to the task:

Literature recommended for teachers:

- J. Steinke – Kalembka, *Dodaj mi skrzydeł! Jak rozwijać u dzieci motywację wewnętrzną* [Give wing to me! How to develop an intrinsic motivation in children], Warsaw 2017.
- E. Aron, *Wysoko wrażliwe dziecko* [orig. The Highly Sensitive Child] , translated by A. Sawicka - Chrapkowicz, Sopot 2019.

APPENDIX 5

ROSE, JEREMY, ANNE, TOBY

APPENDIX 6,7

FRIENDSHIP (napis na książce)

Appendix 4

Hí,

It is me again- Gregory. I would like to thank you very warmly for your drawings. I was delighted when I saw a big package from you in the letterbox. You create such great drawings! I went through your work with my mother. I hung my drawing in my bedroom on the wall just behind the bed to remind me of my strengths and weaknesses. Thanks to you, I realize that each of us is good at something and everyone has something they can still work on. Maybe I'm not as bold as Charlie, but he can't invent and draw such cool comics like I do. My classmates have already seen my comics and they have said that they really like them. John even asked me to make a comic about footballers for him. We are planning to meet at my house at the weekend and we are going to do some drawing together. I think that I might gain a new close friend.



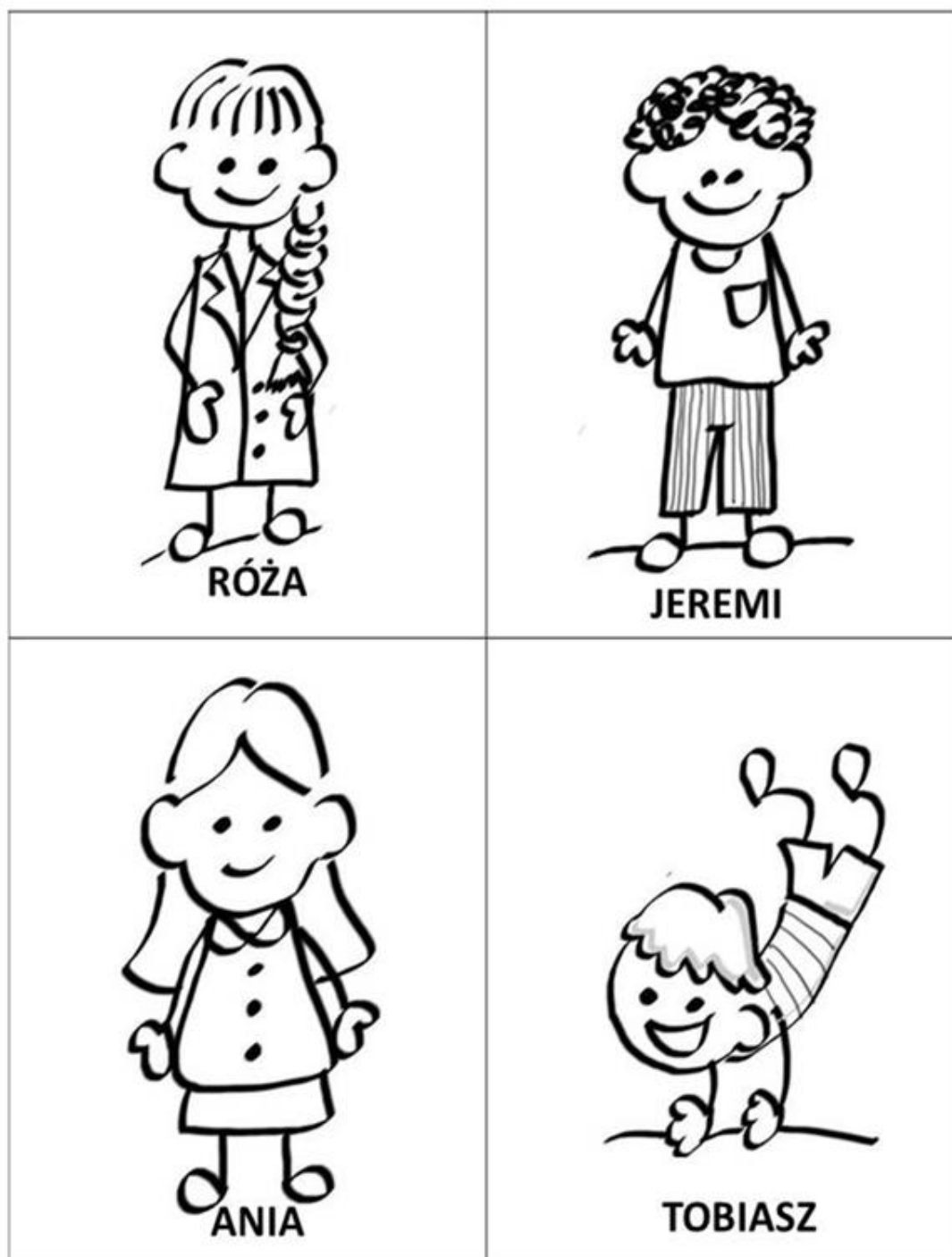
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A lot was going on in our group this week. We managed to solve several difficult problems. I am wondering if you can guess which of my classmates solved them.

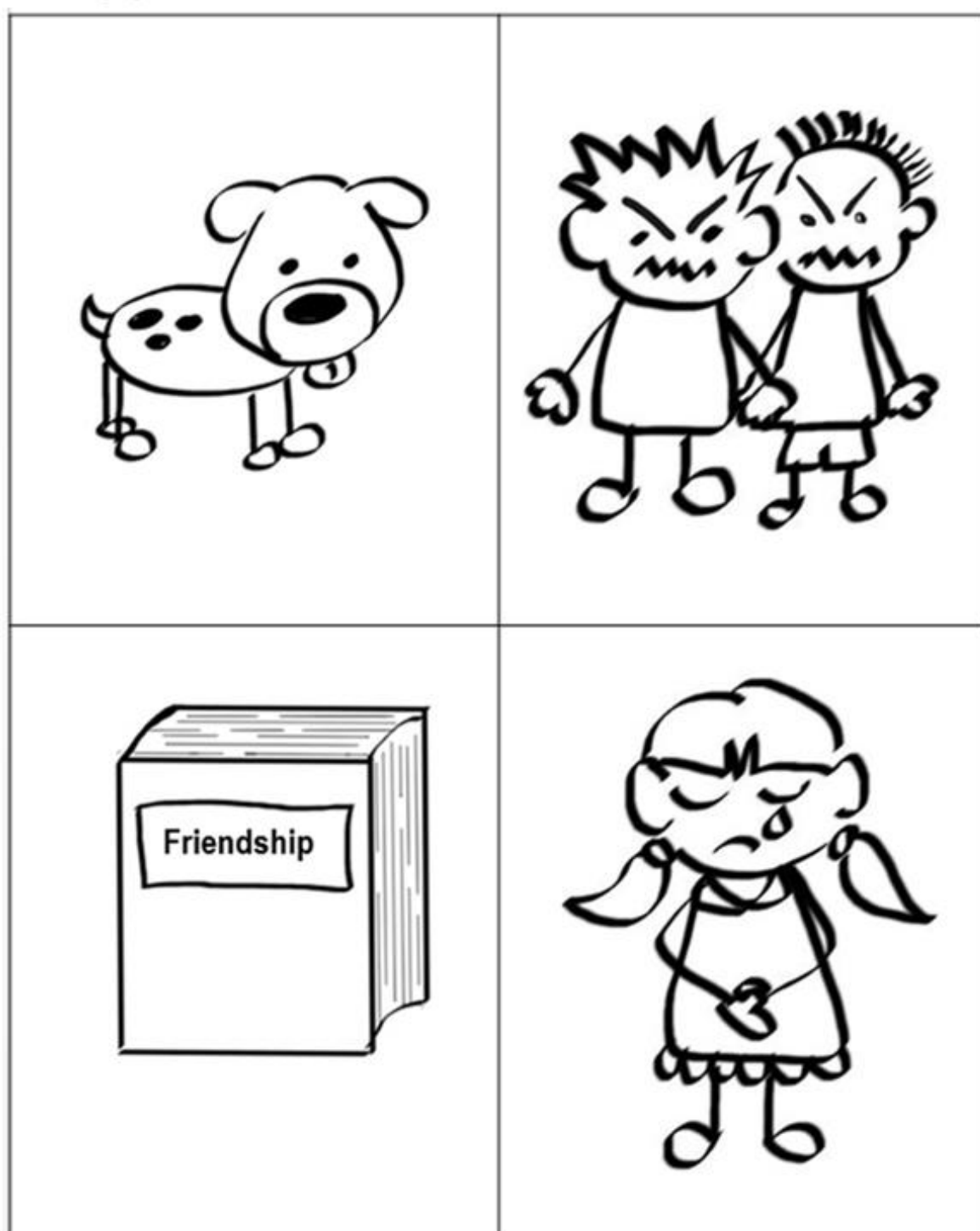
regards,
Gregory



Appendix 5



Appendix 6



Appendix 7



Lesson plan No. 3

Self-awareness

Area: self-awareness - building up mental resilience

Duration of the class: 45 min.

Target group: children aged 3-6

Tips for the instructor:

The aim of the course is to draw attention to the biological symptoms of experiencing emotions and to encourage children to examine their reactions to various situations. The subject of the class are basic emotions, experienced by people all around the world in a similar way: joy, anger, fear, sadness and disgust.

The instructor encourages children to practice recognizing their own emotions and those of others based on facial expressions and body language taking into account the signs characteristic of different emotions:

- Joy - a smile on the face, a relaxed body, having lots of energy, etc.
- Anger - fast heartbeat, muscle tension, flushing, frowning eyebrows, clenched fists and jaw, etc.
- Fear – eyes wide open, rapid breathing, rapid heartbeat, paleness of the face, stomach ache, dry mouth, clenched throat, body tremor, goosebumps, stuttering, etc.
- Sadness - lower energy, crying, frowning mouth, arms down, hunched posture, droopy eyes, sighing, etc.
- Disgust – grimace on the face, nausea, vomiting reflex, wrinkled nose, etc.

It is worth emphasizing that the intensity with which the emotions are experienced, the ways in which they are expressed, as well as the expressiveness of emotional reactions are all individual characteristics. Depending on their temperament, some people experience emotions more intensively, while others are more balanced. For some, their moods are immediately shown on their faces while for others in the same situation we may only observe the delicate manifestations of the emotions experienced.

The aim of the class:

- Developing an awareness of our own and other people's emotions
- Familiarizing children with the physiological symptoms of emotions
- Building an attitude of understanding and an acceptance of different ways of experiencing emotions

Outcomes of the class:

- The children know that every person experiences similar emotions, although the ways in which they experience and show them might be different.
- The children are able to recognize the physiological manifestations of basic emotions.
- The children experience the fact that they can find their position in the group regardless of their ways of experiencing emotions.

Materials and aids:

- Appendix 8 hardcopy – letter from Gregory
- Appendix 9 hardcopy - pictures of emotions in various situations
- Blank sheets of paper for drawing (two per child)
- Drawing materials: pencils, crayons, felt-tip pens (to be chosen by the students)

Exercise 1 (15 min.)

The instructor reads aloud from another letter by Gregory (Appendix 8).

THE CONTENT OF THE LETTER:	HELPFUL QUESTIONS FROM THE TEACHER:
<p><i>"Hi, my friends!</i></p> <p><i>I would like to tell you today about an interesting experience that I had this week. On Monday, our teacher gave everyone a mirror and said that we are going observe ourselves today. At first, I thought it was terribly silly, because I know what I look like: I have dark hair, green eyes and a round face. I see myself every day, even in the bathroom mirror. But it turned out that this is not the point. We had to keep the mirror and watch ourselves in different situations for a week. The teacher wanted us to see how our body changes when we are happy, sad, angry, scared or disgusted. We were supposed to look at the colour of our skin, the expressions of our faces or changes in the tension of our bodies. I thought that it would be an interesting experiment, so I even started to write things down in a notebook for this purpose. Here are my observations:</i></p>	<p>What happened at the class Gregory was talking about?</p> <p>What task did Gregory's group have to do after the class?</p>
<p><i><u>Monday:</u> Dad gave me a drawing course book with some fantastic new felt-tip pens. The corners of my mouth rose so much</i></p>	<p>What emotions in himself did Gregory observe? (It is advised to</p>

that I was able to see my teeth.

Tuesday: I was told that my grandmother's dog became ill. The corners of my lips were pointing downwards, I had little energy, and tears appeared in my eyes.

Wednesday: Toby put on a big, white scarf and jumped from behind the lockers in the cloakroom. I thought there was a ghost. My heart was pounding, I was pale and shaking, and my eyes were as big as plates.

Thursday: One of my classmates destroyed my block model. My body was tense, my eyebrows furrowed, my fists were clenched (I admit that I was also tempted to break my mirror in anger).

Friday: They served fish with spinach for lunch at the nursery. My face was strangely twisted, my forehead wrinkled and my tongue just wanted to spit the food out. I had the sensation of a stomach ache.

Saturday: I went to the trampoline centre with my parents. I had a lot of energy, my body wanted to move and my lips were smiling continuously.

Today is Sunday and I am just thinking about what I need all these emotions for? What do you think?

Regards,

Gregory"

ask this question after reading the description of each individual day.)

Exercise 2 (25 min.).

The teacher encourages the children to look at how they experience emotions. The children are randomly divided into four equally numbered groups and each group receives one card with representations of emotions (fear, anger, sadness and disgust) sketched by Gregory (Appendix 9), it must be emphasized that there is only one drawing per group.

Following this, the teacher gives a blank sheet of paper to each child, which they use to draw themselves in a similar situation - what do they look like when they experience anger/sadness/fear/disgust? what are the signs they show when experiencing a particular emotion?

After the children have completed their group work, the teacher shows them the drawing by Gregory representing joy (Appendix 9) and encourages them to make a drawing of themselves when they are happy.

After the drawings have been completed, the teacher asks the children to compare drawings of silhouettes representing the same emotions.

The teacher encourages the children to take part in a discussion by asking the following questions:

- Do we all experience the same emotions in the same way?
- Does everyone observe the same signs of emotions?
- How may the knowledge acquired in class be useful in everyday life?

Summary of classes (5 min.):

The basis for the acceptance and regulation of emotions is the ability to recognize and name them. By using the knowledge of what happens to the body under the influence of our experiences we gain the skills to recognize them in ourselves and others. By knowing what emotions we are dealing with, we can also react adequately in seeking support for ourselves or helping others to cope with difficult situations.

It is worth noting that every person experiences emotions in their own way. There is no one correct model. Some get angry quickly and in a spectacular fashion, others just clench their jaws. Someone who is sad may cry, or just move to one side and sigh. We only have a limited influence over this, but we can accept it and provide everyone with support tailored to their needs.

Risks and recommendations:

When discussing the worksheets filled out by the children, it is important to consider that each of us can perceive emotions in the body differently. We do not strive for everyone to complete the task in the same way. We would like the children to learn to notice and accept changes in the body that are signs of specific emotions.

This task may be difficult for children with whom adults rarely (or never) discuss emotions. However, that is also acceptable. We ask children to help themselves with the observations that Gregory has made. In the following days, we may also find some time during the day at the nursery to ask the children what emotions they are feeling at a given moment and what changes they are observing in their bodies. Practice makes perfect.

References related to the task:

Literature recommended for the teachers:

- E. Aron, *Wysoko wrażliwe dziecko* [The Highly Sensitive Child] , translated by A. Sawicka - Chrapkowicz, Sopot 2019.
- D. Goleman, *Inteligencja emocjonalna* [Emotional Intelligence], translated by A. Jankowski, Poznań 2015.
- I. Filliozat, *W sercu emocji dziecka* [Understanding Children's Emotions, orig. *Au coeur des émotions de l'enfant*], translated by R. Zajączkowski, 11th Edition, Kraków 2015.
- A. Świdzikowska, *Czego o emocjach warto uczyć dzieci?* [What to teach children about emotions?], <https://iweztusiedogadaj.blogspot.com/2019/07/czego-o-emocjach-warto-uczyc-dzieci.html>, (accessed: 02.01.2020).

Literature recommended for the children:

- S. Isern, *Uczuciometr inspektora krokodyla* [Inspector Croc's Emotion-O-Meter], translated by B. Bardadyn, Warszawa 2018.
- A. Llenas, *Kolorowy potwór* [The Colour Monster], translated by J. Maksymowicz - Hamann, Warszawa 2018.

APPENDIX 9

DISGUST

SADNESS

FEAR

ANGER

JOY



Appendix 8

Hi friends,



I would like to tell you today about an interesting experience that I had this week. On Monday, our teacher gave everyone a mirror and said that we are going to observe ourselves today. At first, I thought it was terribly silly, because I know what I look like: I have dark hair, green eyes and a round face. I see myself every day, even in the bathroom mirror. But it turned out that this is not the point. We had to keep the mirror and watch ourselves in different situations for a week.

The teacher wanted us to see how our body changes when we are happy, sad, angry, scared or disgusted. We were supposed to look at the colour of our skin, the expressions of our faces or changes in the tension of our bodies. I thought that it would be an interesting experiment, so I even started to write things down in a notebook for this purpose. Here are my observations:



Monday: Dad gave me a drawing course book with some fantastic new felt-tip pens. The corners of my mouth rose so much that I was able to see my teeth.

Tuesday: I was told that my grandmother's dog became ill. The corners of my lips were pointing downwards, I had little energy, and tears appeared in my eyes.



Appendix 8

Tuesday: I was told that my grandmother's dog became ill. The corners of my lips were pointing downwards, I had little energy, and tears appeared in my eyes.

Wednesday: Toby put on a big, white scarf and jumped from behind the lockers in the cloakroom. I thought there was a ghost. My heart was pounding, I was pale and shaking, and my eyes were as big as plates.

Thursday: One of my classmates destroyed my block model. My body was tense, my eyebrows furrowed, my fists were clenched (I admit that I was also tempted to break my mirror in anger).

Friday: They served fish with spinach for lunch at the nursery. My face was strangely twisted, my forehead wrinkled and my tongue just wanted to spit the food out. I had the sensation of a stomach ache.

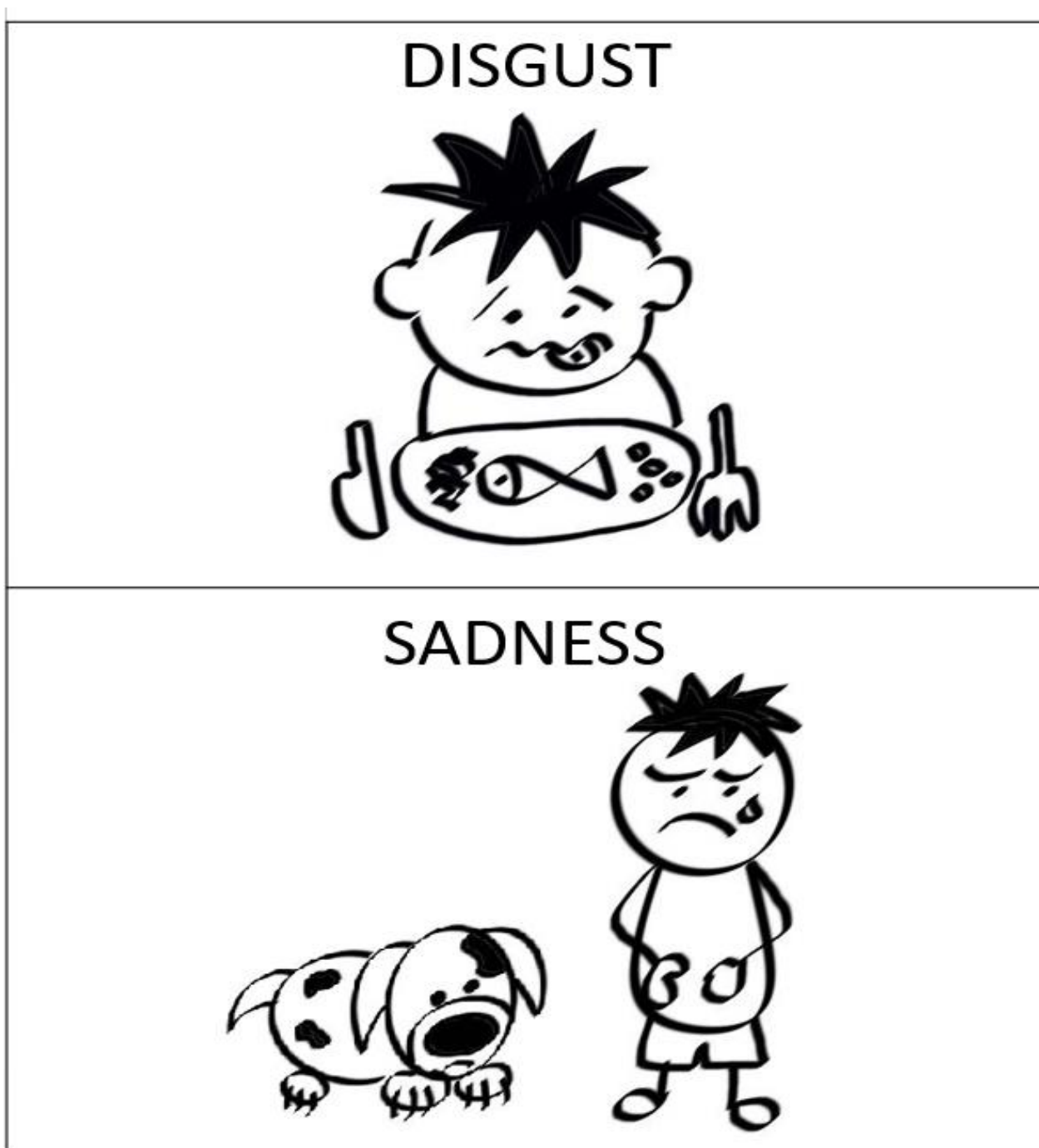
Saturday: I went to the trampoline centre with my parents. I had a lot of energy, my body wanted to move and my lips were smiling continuously.

Today is Sunday and I am just thinking about what I need all these emotions for? What do you think?



regards,
Gregory

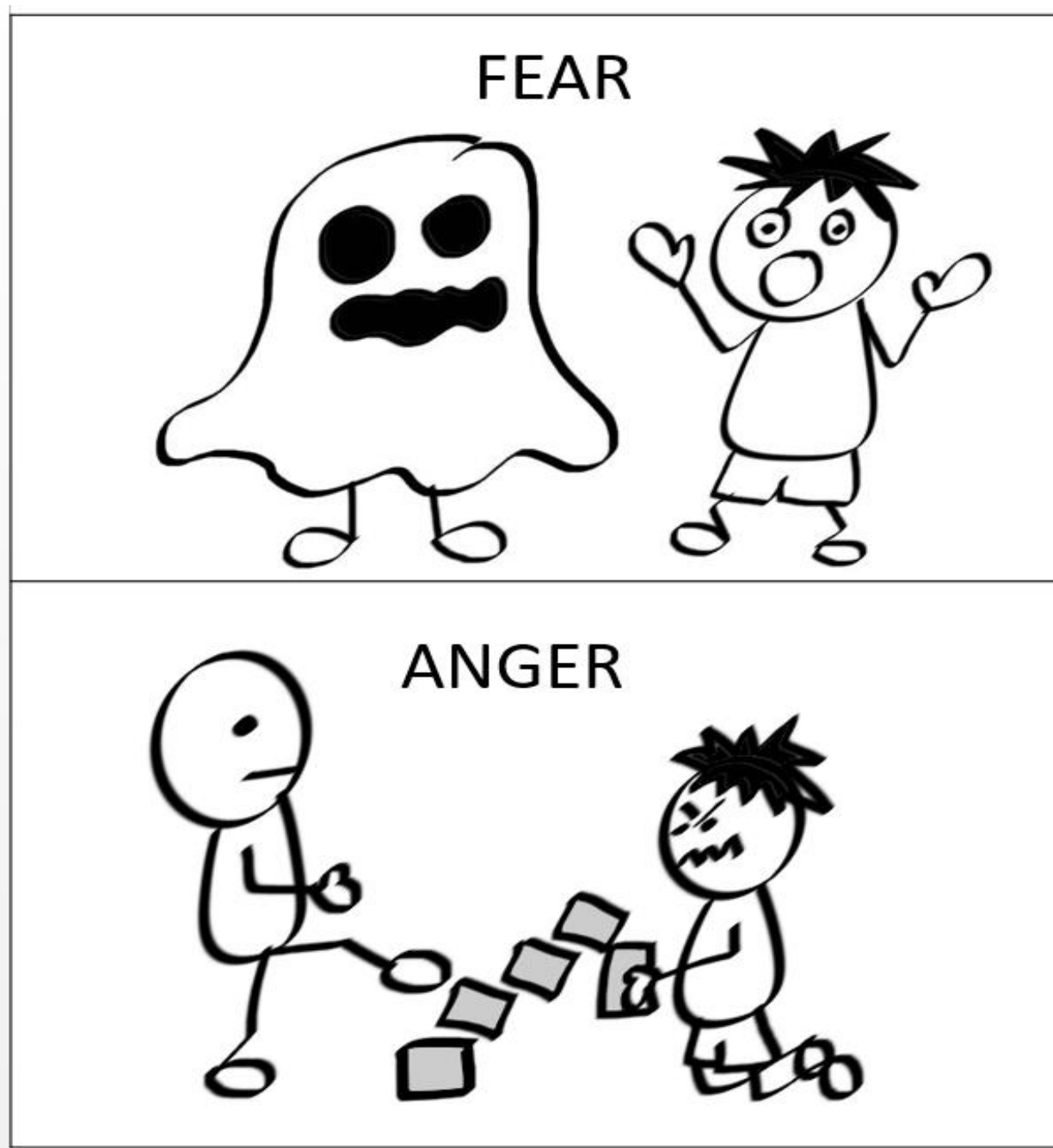
Appendix 9



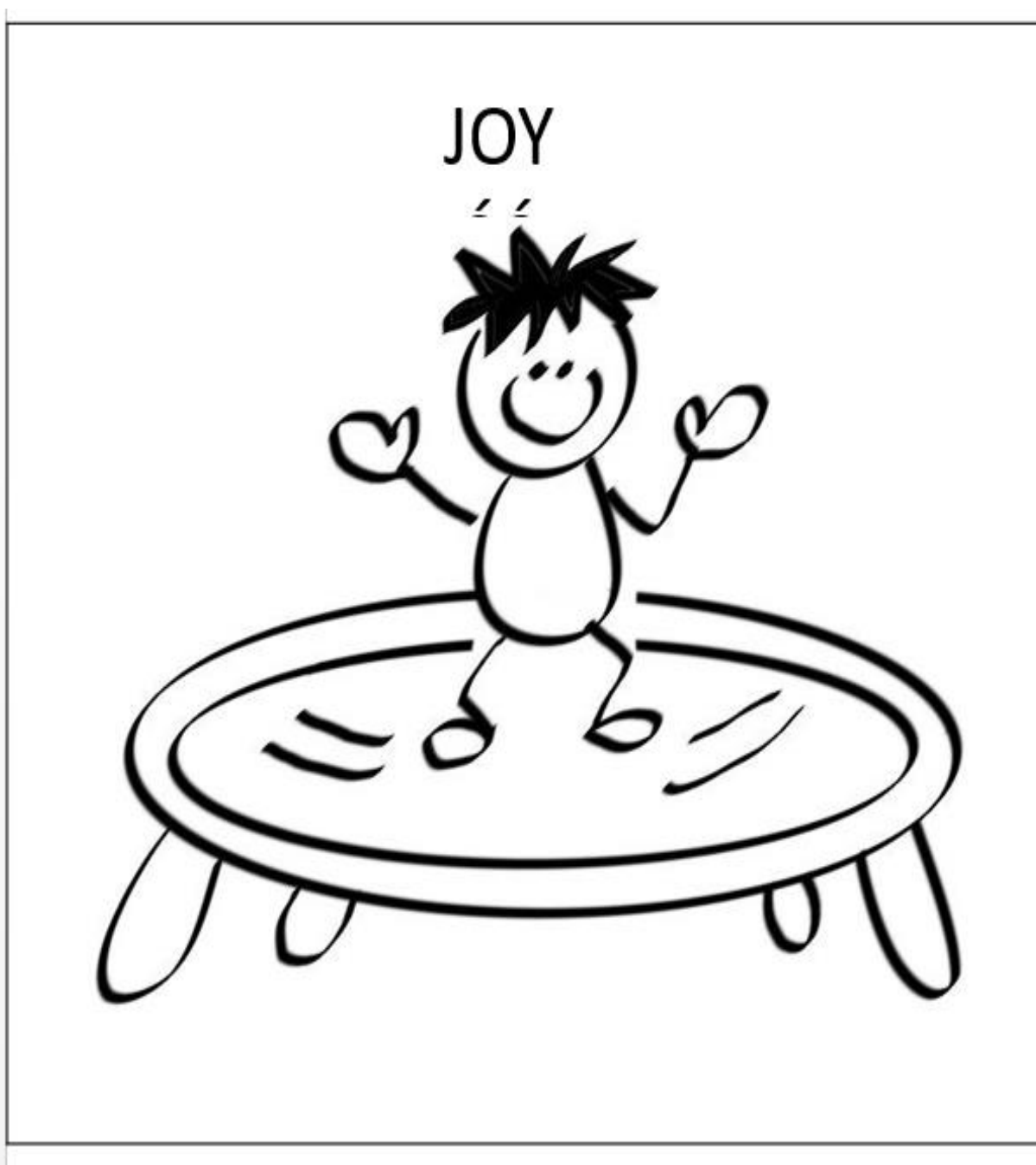
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Appendix 9



Appendix 9



Lesson plan no. 4

Emotions are required

Area: Reducing the feelings of shame

Duration of the class: 45 min.

Target group: children aged 3-6

Tips for the instructor:

The aim of the course is to familiarize children with the subject of emotions in the context of their function. The knowledge of emotions, the ability to name and recognize them are the first steps towards self-regulation. The awareness that all emotions are necessary (regardless of whether or not they are pleasant) allows us to be understanding about even their strong manifestations.

The instructor encourages the children to reflect upon why we need emotions. They show that emotions may be regarded as information about how to find our true selves in a given situation. They draw attention to the fact that emotions drive us to perform activities that allow us to take care of ourselves in a given moment, either through specific behaviour or withdrawing from a given situation.

It is worth emphasizing that there are no good or bad emotions. We need them all to deal with everyday challenges and to be able to take care of ourselves. Emotions are and will always be present in our lives.

We differ in the intensity and prevalence of experiencing emotions and also in how we manifest them and how we deal with them. The most important aspect is to remember that all emotions are good and necessary, even if experiencing them is difficult.

The aim of the class:

- Learning to name and recognize basic emotions
- Provide knowledge about the function of emotions in human life
- Developing an attitude of acceptance towards all emotions that the child experiences

The outcomes of the class:

- The children know that all emotions are good and necessary.
- The children are able to recognize and name basic emotions.
- The children understand that emotions may provide valuable information about them (about what is good/bad, pleasant/unpleasant, safe/dangerous for them).
- The children can indicate the functions of several basic emotions.

Materials and aids:

- Appendix 10 hardcopy - Gregory's letter
- Appendix 11 - printed and cut puzzles
- Scissors

Exercise 1 (10 min.)

The teacher reads another letter from Gregory (Appendix 10).

THE CONTENT OF THE LETTER:	HELPFUL QUESTIONS FROM THE TEACHER:
<p><i>"Hi!</i></p> <p><i>An extremely joyful Gregory is writing to you. First of all, I am feeling joyful because I am writing a letter to you. And secondly, because I have recently had an interesting adventure. I took part in an art competition organized by our teacher at the nursery. The topic of the competition was emotions. I came up with the idea that I would do what I do best – make comics. And because I have a rich imagination, I came up with a comic book about a boy who is always cheerful. Why do we need sadness, anger or fear? Wouldn't it be cool if they didn't exist? Everyone would be jolly and cheerful. I thought so until I started to draw. Everything was fine so long as my character only had to face pleasant things. However, I was in trouble when he smiled and expressed enjoyment when someone destroyed the model which he had been building for a long time, when he had to walk alone through a dark forest and heard the terrifying noises of animals or when his beloved dog died. You have to admit that joy does not really suit these situations! I understood that other emotions are also required by us.</i></p>	<p>What competition did Gregory participate in?</p> <p>What did he present in his comic book?</p> <p>What difficulty did he face during the creation of his comic book?</p>
<p><i>Unfortunately, my comic didn't win the competition, but I'm still very pleased with it. Even my teacher congratulated me on the idea. She said that it is a good idea to talk more at the nursery about why we experience different emotions. Do you know what they are for?</i></p> <p><i>You'll find out if you put together the puzzles that I have prepared for you. Good luck!</i></p> <p style="text-align: right;"><i>Regards,</i></p>	<p>What types of emotions do you know?</p> <p>Which emotions are pleasant and which are unpleasant?</p> <p>What would happen if we</p>

<p><i>Your extremely cheerful Gregory"</i></p>	<p>didn't experience emotions at all? What would happen if we experienced only one emotion (e.g. joy)?</p>
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Exercise 2 (30 min.)

The teacher divides the students into groups of 5-6 and provides each of them with a set of puzzles, previously cut out and mixed up (Appendix 11). Each group has the task of arranging the puzzles into pictures that present the situations related to the experience of emotions: joy, sadness, anger, fear and disgust. The teacher, depending on the children's abilities, may provide them with one picture to arrange or the whole set. Based on the obtained illustrations, the children, together with the instructor, reflect on the purpose of experiencing emotions.

The teacher may put some helpful questions to the children:

- What emotion can be recognized on the illustration?
- What has happened in order for this particular emotion to occur?
- Is this emotion pleasant or unpleasant for the character presented in the picture?
- What information do we gain from the appearance of this emotion?
- What might the picture character do to deal with this situation?

Here are some examples of the importance of emotions that may be discussed with the children:

- When you find a rotten apple, disgust prevents you from eating the gone-off food and getting food poisoning.
- When you get angry because water has been spilled on your drawing, next time you place the water cup further away from the drawing, so your work won't go to waste.
- When you are sad because someone you like departs, you realize that they were important to you. When someone notices your sadness they may comfort you.
- When you are afraid of something that is crawling in the grass, you can withdraw and avoid danger.
- When you feel joy from spending time with the family, you realize that this is what you like to do.

Summary of the class (5 min.):

In order to summarize the class, the teacher emphasizes that all emotions are important and necessary. They remind us that without them we would be helpless, and our fate would be a matter of indifference to us. Also, being a member of a group can be a source of emotions, e.g. facing the necessity of presenting ourselves to others may lead to feelings of shame. This is also necessary because it leads us to perceiving the opinions of others as important, therefore we try to look good in their eyes. However, it is not worth giving in to this emotion, because if it is too intensive, we may lose the courage necessary to face challenges. It is a similar case with anxiety. Sometimes our brain plays tricks on us and causes us to be afraid of things that are not really scary, e.g. darkness, meeting new people, sleeping in a strange place or performing on stage. It is worth asking the children what they can do when emotions become strong enough to prevent them from doing what they feel like doing.

Risks and recommendations:

The children may be divided into groups randomly. However, if they find it difficult to work in a group, the teacher may decide to give each child a separate set of puzzles.

References related to the task:

Literature recommended for teachers:

- E. Aron, *Wysoko wrażliwe dziecko* [orig. The Highly Sensitive Child] , translated by A. Sawicka - Chrapkowicz, Sopot 2019.
- A. Świdzikowska, *Docenić emocje...* [Appreciate the emotions],,
<https://iweztusiedogadaj.blogspot.com/2018/08/docenic-emocje.html> (accessed: 02.01.2020)

Literature recommended for children:

- S. Isern, *Uczuciometr inspektora krokodyla* [Inspector Croc's Emotion-O-Meter], translated by B. Bardadyn, Warszawa 2018.
- M. Potter, *Co się dzieje w mojej głowie?* [What's Going On Inside My Head?] , translated by W. Górnaś, Warszawa 2019.

Appendix 10

Hi,

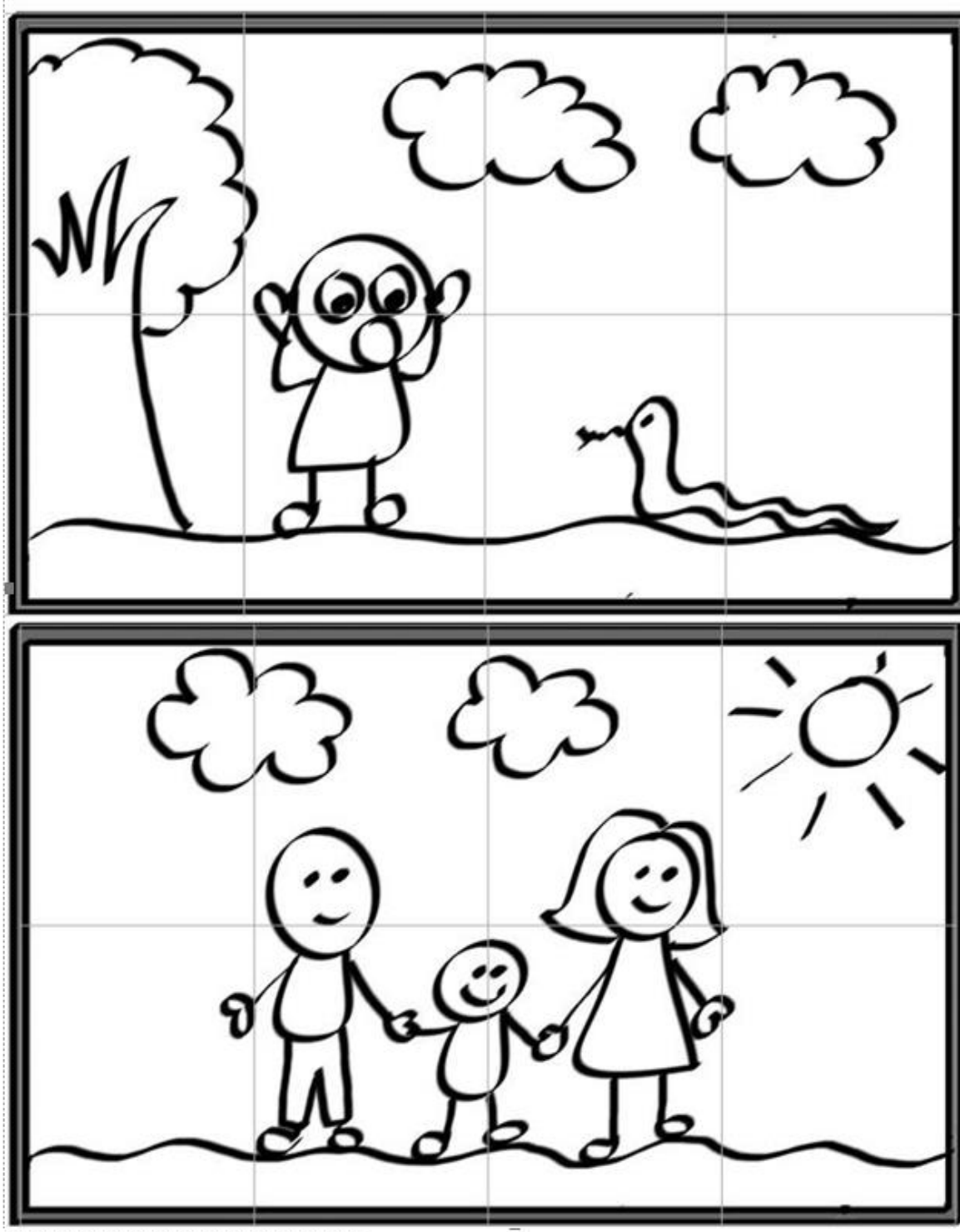
An extremely joyful Gregory is writing to you. First of all, I am feeling joyful because I am writing a letter to you. And secondly, because I have recently had an interesting adventure. I took part in an art competition organized by our teacher at the nursery. The topic of the competition was emotions. I came up with the idea that I would do what I do best – make comics. And because I have a rich imagination, I came up with a comic book about a boy who is always cheerful. Why do we need sadness, anger or fear? Wouldn't it be cool if they didn't exist? Everyone would be jolly and cheerful. I thought so until I started to draw. Everything was fine so long as my character only had to face pleasant things. However, I was in trouble when he smiled and expressed enjoyment when someone destroyed the model which he had been building for a long time, when he had to walk alone through a dark forest and heard the terrifying noises of animals or when his beloved dog died. You have to admit that joy does not really suit these situations! I understood that other emotions are also required by us.

Unfortunately, my comic didn't win the competition, but I'm still very pleased with it. Even my teacher congratulated me on the idea. She said that it is a good idea to talk more at the nursery about why we experience different emotions. Do you know what they are for?

You'll find out if you put together the puzzles that I have prepared for you. Good luck!

Extremely
happy Gregory

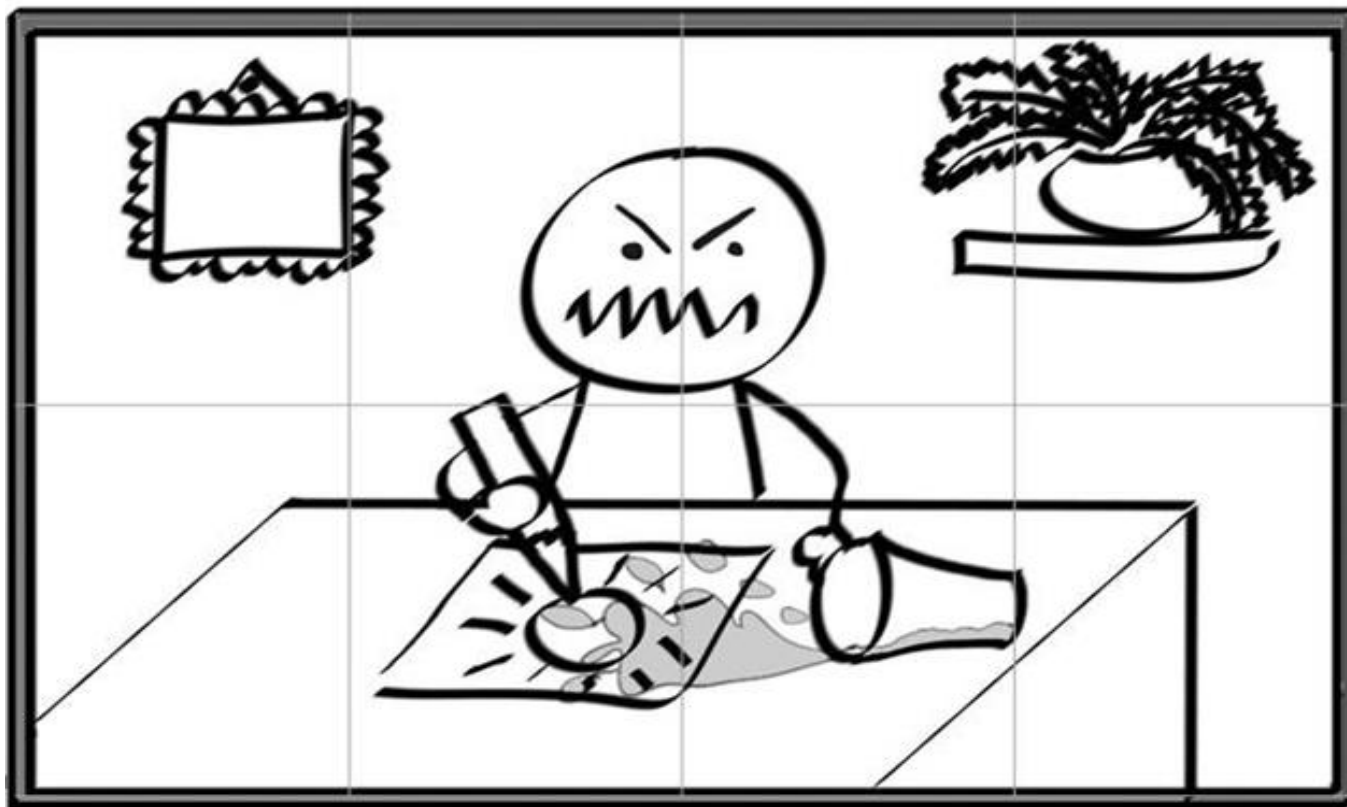
Appendix 11



Appendix 11



Appendix 11



Lesson plan no. 5

Everyone is different, everyone is important

Area: ability to talk about sensitivity

Duration of the class: 45 min.

Target group: children aged 3-6

Tips for the instructor:

The aim of the course is to draw attention to individual differences in terms of reactivity to stressors in different areas and the different strategies that people use to deal with them and also to show that individuals may require different levels of stimulation and challenges to be satisfied and develop.

The instructor encourages the children to look carefully and empathically at the behaviour of their peers in such a way as to be able to perceive their difficult behaviour from the perspective of sensitivity to certain stimuli and seeking strategies for dealing with tension.

When examining something that upsets us, it is important to look into different areas: biological (at the level of satisfying hunger and thirst, sleepiness, energy level, sensitivity to noise, touch, cold/hot, need for movement), emotional (speed and strength of response, the rate of recovery, the quantity and quality of strategies available for dealing with emotions), cognitive (the ability to cope with intellectual work, attention and memory abilities, readiness to acquire knowledge and skills, level of effort put into work, communication efficiency - self-expression and understanding of others) and social (demand for the company of other people, level of openness, ease of establishing relationships, ability to cooperate).

The aim of the class:

- Developing an attitude of empathy towards personal difficulties and those of other people
- To provide knowledge about individual differences in stress susceptibility and sensitivity to stressors
- Encouraging children to move away from the habit of being judgmental in favour of an attitude of trying to understand the behaviour of their peers

Outcomes of the class:

- The children realize that people differ in their vulnerability to stress and sensitivity to stressors.
- The children are informed about the factors that may upset them and others.
- The children understand that different people can react differently to the same situations and stimuli.

Materials and aids:

- Appendix 12 hardcopy – a letter from Gregory
- Appendix 13 hardcopy – characteristics and preferences
- Appendix 14 hardcopy
- Scissors
- String

Exercise 1 (10 min).

The teacher reads the letter aloud (Appendix 12):

THE CONTENT OF THE LETTER:	HELPFUL QUESTIONS FROM THE TEACHER:
<p><i>"Hi!</i> <i>This is Gregory. What mood are you in today? I am extremely excited! Lately, we prepared a performance at the nursery. We have been preparing for it for a whole month. We had rehearsals with our teacher. We had to memorize many lines, we made costumes and decorations. It involved a lot of work. Everything was going well until the dress rehearsal. I did some detective work and I observed my colleagues. Do you want to find out what I noticed?</i></p>	<p>What event does Gregory describe in his letter?</p>
<p><i>Kate, our narrator, got so stressed that she didn't want to go on the stage at all. And when she eventually did go, her voice was shaking so strangely, and her hands were trembling as if she was very cold. In turn, Natalia, who plays the main role in our performance, was not stressed at all and she presented her part beautifully. She even volunteered to hand flowers to the headmistress after the performance. Jeremy said that he wouldn't last long in his costume because it felt scratchy all over. Because of this, he made mistakes in his lines a few times and fidgeted throughout the entire rehearsal. Cornel, who was wearing the same kind of costume, said that it was so great that he could wear it every day. When the teacher turned on the music we were supposed to dance to, Julie and Patricia blocked their ears and quickly ran as far as possible, but Susy, Hanna and Kate were dancing right next to the speaker. In turn, Toby suddenly started screaming and crying and didn't want to talk to anyone at all, not even to the teacher. But I admit that I still don't know what it was all about because I was just busy putting my costume on.</i></p>	<p>What behaviours did Gregory notice among his friends?</p>

<p><i>Can you tell me what was going on here? Why did my classmates behave so differently?</i></p> <p><i>Or maybe you also want to play detective and guess how I was behaving during the rehearsal? I am wondering if you can guess.</i></p> <p><i>And how do you usually behave when you perform in front of an audience?</i></p> <p style="text-align: right;"><i>Regards, extremely excited Gregory"</i></p>	<p>How, in your opinion, did Gregory behave during the rehearsal?</p> <p>Why did the children from Gregory's group behave in such different ways during the rehearsal?</p> <p>How do you behave when you have to perform in front of other people?</p>
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Exercise 2 (15 min.)

Using the string, the teacher lays three large circles on the floor. Then the instructor explains to the children that a card with a description of a characteristic or preference (Appendix 13) will be placed in each circle. When asked by the teacher, the children stand closest to the circle and description that best characterizes them.

I like it when it is cold.	I like it when it is warm.	I like it when it is hot.
I like to get up very early before other household members.	I usually get up at the same time as other household members.	I like to sleep longer than other household members.
I don't like to cuddle.	I like it when someone hugs me gently.	I like it when someone hugs me tightly.
I like calm activities, which do not require much movement (playing at the table).	I like both table and movement activities.	I like activities, which require fast movement.
I like to play alone.	I like playing with 1-2 people.	I like playing in a large group.
I feel best in a quiet and clam place.	I like it when the sounds around me are not too loud.	I like it best when it is loud and there is a lot happening around me.

I like to work alone.	I like to work in pairs,	I like to work in a large group.
I frequently need to take breaks and to rest after working or playing.	I usually rest after a long and exhausting task.	I don't usually get tired.
I am very stressed when I have to perform in front of other people.	I have no problem performing in front of others.	I love to perform in front of other people.
I feel ashamed and stressed when I am becoming acquainted with new people.	I feel a little ashamed and stressed when I am becoming acquainted with new people.	I feel comfortable when I am becoming acquainted with new people.
Before I adopt a new idea, I like to think about it for a long time.	I usually have to think for a short while, before I get a new idea.	Before I start to think I already have a couple of ideas in my head.

At each change of the group configuration beside the circles, it is worth the teacher emphasizing the fact that differences between people are something natural. Each of us behaves differently in various situations and there is more than one correct way of reacting to a situation.

Exercise 3 (15 min.)

The instructor places new cards in the circles representing the following statements: "I like", "I don't like", "I neither like nor dislike" (Appendix 14). They ask the children who step forward, one at a time, to mention one thing they like or dislike (colour, meal, treat, type of play). Following this, the selected child invites all of the other children to visit the circle that matches their preference, for example, by using words: "Do you like...?"

Summary of the classes (5 min.):

The instructor emphasizes that the fact that we differ in our preferences and needs is natural. Depending on the situation, different people may feel better and others may feel worse. Similarly, different people handle the same tasks with more ease or more difficulty. It is important that we are able to find out what we need and understand that the needs of others may be different from our own.

Risks and recommendations:

It may occur that children are reluctant to admit that something is difficult or embarrassing for them, or that they think differently from their classmates. Often, children want to see what others are doing. It is natural. If the teacher notices such behaviour, it is worth emphasizing that the results of the exercise will be

4

more interesting when everyone focuses on their own behaviour. There are no better or worse answers in this exercise. Our preferences are simply the result of what we like and what we need to feel well.

The teacher may also model this task by choosing the circle according to own preferences together with the children. They do this each time only after all of the children have chosen their place at the appropriate circle

References related to the task:

Literature recommended for teachers

- S. Shanker, *Samoregulacja w szkole* [Calm, Alert and Learning: Classroom Strategies for Self-Regulation] translated by N.Fedan, A. Piskozub – Piwosz, Warszawa 2019.

Literature recommended for children:

- A. Desbordes, P. Martin, *Przyjaźń* [Mon ami], translated by P. Łapiński, Warszawa 2019.
- A. Stążka – Gawrysiak, *Self – Reg, Opowieści dla dzieci o tym, jak działać, gdy emocje biorą górę* [Self - Reg, Children's stories about how to act when emotions prevail] ,Kraków 2019.

APPENDIX 14

I LIKE

I NEITHER LIKE NOR DISLIKE

I DON'T LIKE

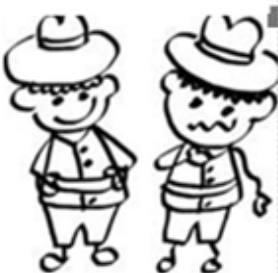
Appendix 12

Hi,

This is Gregory. What mood are you in today? I am extremely excited! Lately, we prepared a performance at the nursery. We have been preparing for it for a whole month. We had rehearsals with our teacher. We had to memorize many lines, we made costumes and decorations. It involved a lot of work. Everything was going well until the dress rehearsal. I did some detective work and I observed my colleagues. Do you want to find out what I noticed?



Kate, our narrator, got so stressed that she didn't want to go on the stage at all. And when she eventually did go, her voice was shaking so strangely, and her hands were trembling as if she was very cold. In turn, Natalia, who plays the main role in our performance, was not stressed at all and she presented her part beautifully. She even volunteered to hand flowers to the headmistress after the performance. Jeremy said that he wouldn't last long in his costume because it felt scratchy all over. Because of this, he made mistakes in his lines a few times and fidgeted throughout the entire rehearsal. Cornel, who was wearing the same kind of costume, said that it was so great that he could wear it every day. When the teacher turned on the music we were supposed to dance to, Julie and Patricia blocked their ears and quickly ran as far as possible, but Susy, Hanna and Kate were dancing right next to the speaker. In turn, Toby suddenly started screaming and crying and didn't want to talk to anyone at all, not even to the teacher. But I admit that I still don't know what it was all about because I was just busy putting my costume on.

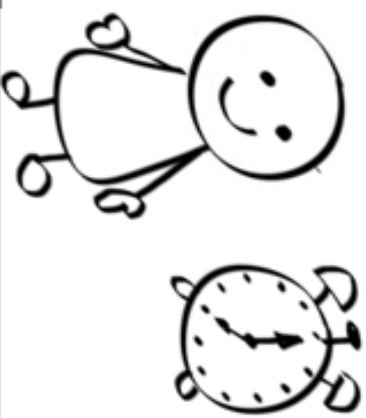

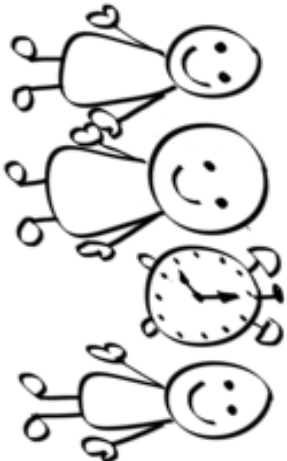





Can you tell me what was going on here? Why did my classmates behave so differently?


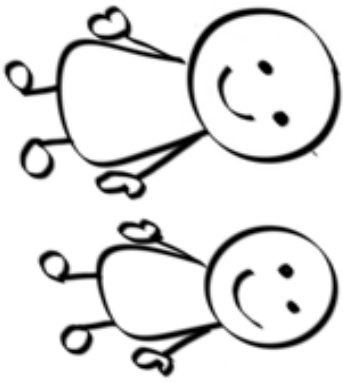



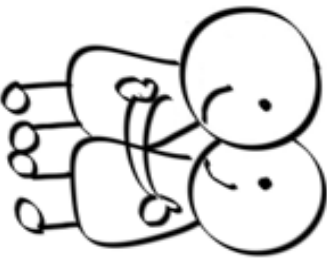
Or maybe you also want to play detective and guess how I was behaving during the rehearsal? I am wondering if you can guess. And how do you usually behave when you perform in front of an audience?

Extremely excited Gregory

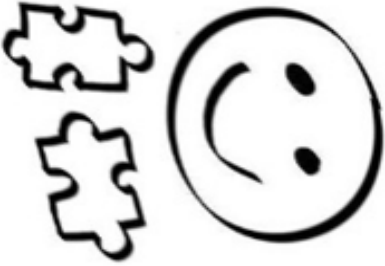

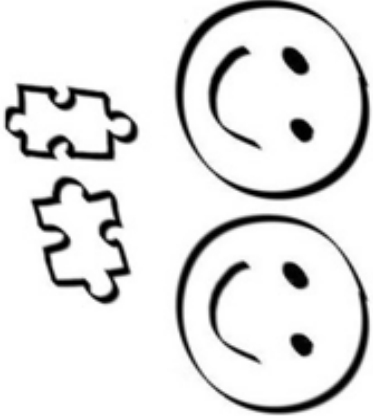
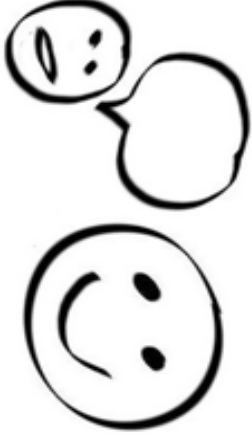
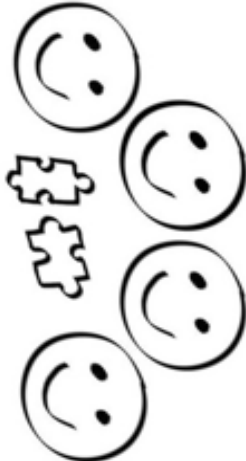
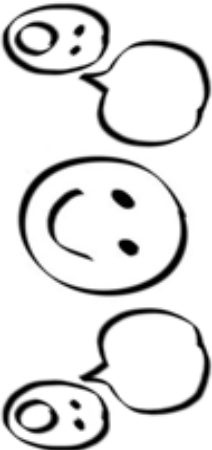
Appendix 13

 <p>I like to get up very early before other household members.</p>	 <p>I like it when it is cold</p>
 <p>I usually get up at the same time as other household members.</p>	 <p>I like it when it is warm.</p>
 <p>I like to sleep longer than other household members.</p>	 <p>I like it when it is hot.</p>


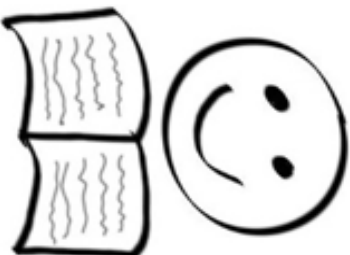


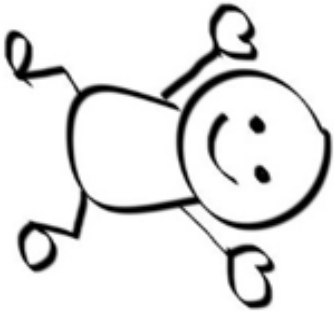

Appendix 13

 <p>I like calm activities, which do not require much movement (playing at the table).</p>	 <p>I don't like to cuddle.</p>
 <p>I like both table and movement activities.</p>	 <p>I like it when someone hugs me gently.</p>
 <p>I like activities, which require fast movement.</p>	 <p>I like it when someone hugs me tightly.</p>

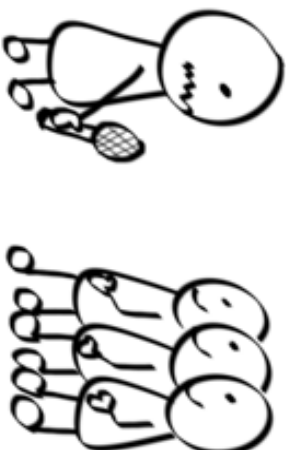
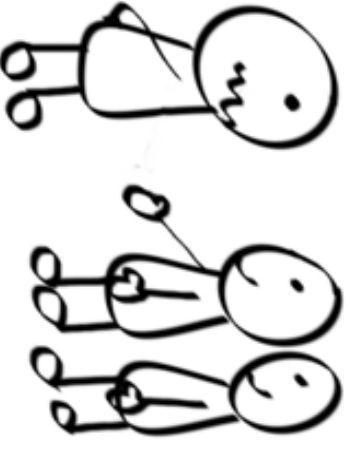
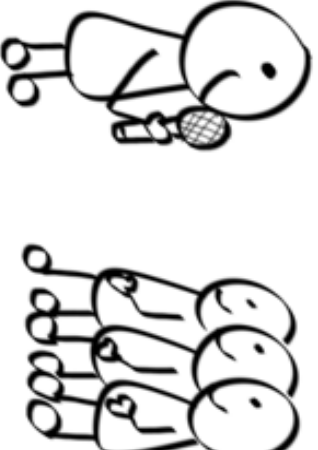
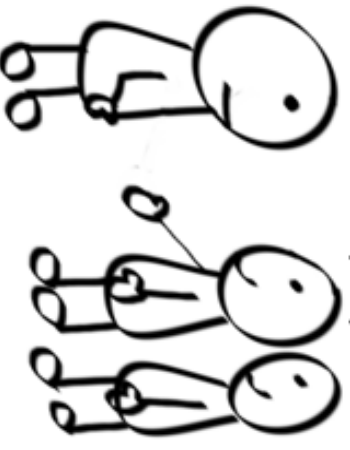
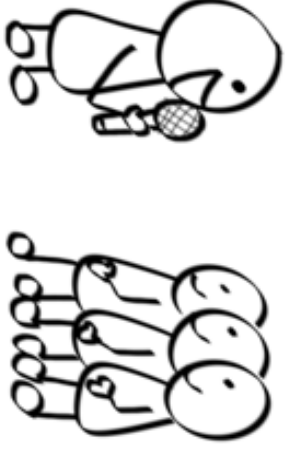
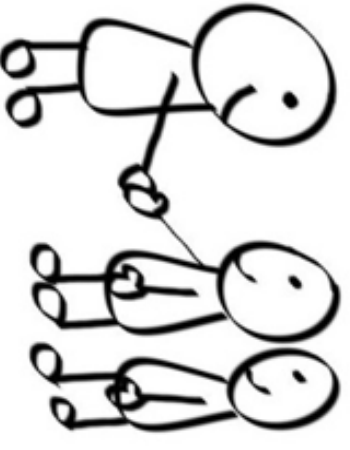
Appendix 13

<p>I like to play alone.</p> 	<p>I feel best in a quiet and clam place.</p> 
<p>I like playing with 1-2 people.</p> 	<p>I like it when the sounds around me are not too loud</p> 
<p>I like playing in a large group.</p> 	<p>I like it best when it is loud and there is a lot happening around me.</p> 




Appendix 13

 <p>I frequently need to take breaks and to rest after working or playing.</p>	<p>I like to work alone.</p> 
 <p>I usually rest after a long and exhausting task.</p>	<p>I like to work in pairs,</p> 
 <p>I don't usually get tired.</p>	<p>I like to work in a large group.</p> 

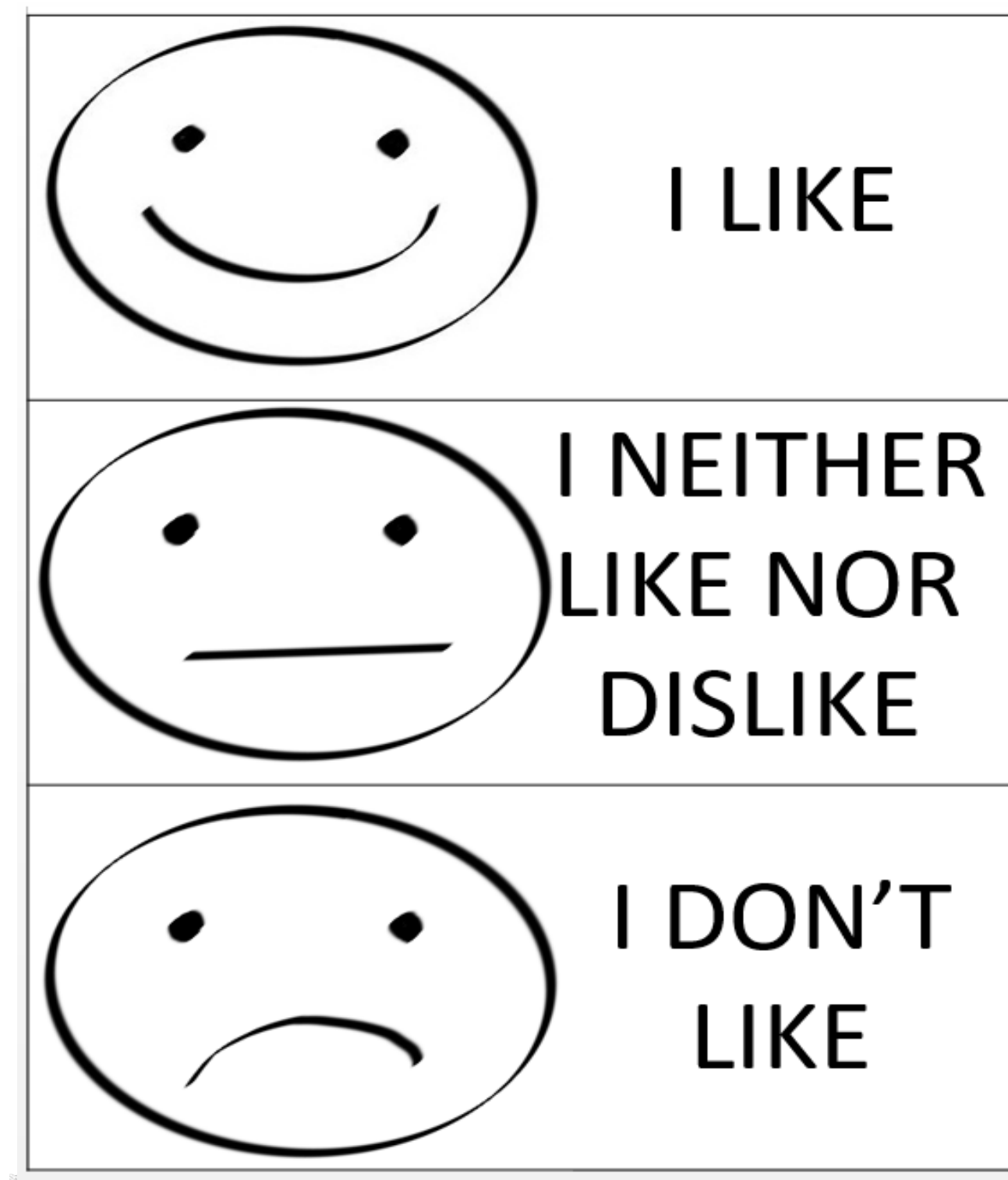
Appendix 13

<p>I am very stressed when I have to perform in front of other people.</p> 	<p>I feel ashamed and stressed when I am becoming acquainted with new people.</p> 
<p>I have no problem performing in front of others.</p> 	<p>I feel a little ashamed and stressed when I am becoming acquainted with new people.</p> 
<p>I love to perform in front of other people.</p> 	<p>I feel comfortable when I am becoming acquainted with new people.</p> 

Appendix 13

<p>Before I adopt a new idea, I like to think about it for a long time.</p> 	<p>I usually have to think for a short while, before I get a new idea.</p> 	<p>Before I start to think I already have a couple of ideas in my head</p> 
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Appendix 14



Lesson plan no. 6

A helping hand

Area: Reducing the feeling of shame

Duration of the class: 45 min.

Target group: Children aged 3-6

Tips for the instructor:

The aim of the course is to move away from an attitude of observing and understanding the behaviour of peers and to focus instead on seeking strategies that may help in a difficult situation.

The instructor encourages the children to think about what helps them when they find a situation difficult and what may help their colleagues.

It is worth noting that the nature of the help and support that we need, when we experience difficulties and strong emotions, depends on the way we are. Even if we have two people in the group who experience sadness, the nature of the support they might need (and the type that they would be able to accept) may be different. Some people may find it helpful if they are left alone for some time, others may need to talk to someone. It is a similar case with speaking in public. There are people who gain confidence and courage by perfecting their presentations, and those who benefit most from the encouragement of others. However, it is worth paying attention to whether our reaction to other people's emotions is supportive and mobilizing for them, or rather, if it might cause a sense of mounting tension. We encourage the children, in relation to themselves and others, to pose the question - what can I do for you? do you have any idea what I can do in this situation to help you?

The aim of the class:

- The development of an attitude of empathy towards the experiences of their peers
- Imparting knowledge concerning individual differences in preferred strategies for coping with difficulties and the need for cooperative help
- Broadening the scope of available strategies for handling stressful situations

The outcomes of the class:

- The children realize that people take different actions to cope with difficulties.
- The children understand that different people may handle their difficulties in different ways.
- The children are able to specify some strategies for coping with problems and supporting others.

Materials and aids:

- Appendix 15 hardcopy – a letter from Gregory
- Appendix 16 hardcopy – children's figures

- Appendix 17 hardcopy – uncle's advice
- Appendix 18 hardcopy – an image of a grey box
- Blank sheets of paper – for drawing
- Drawing materials: crayons, pencils, felt-tip pens (to be chosen by the students)

Exercise 1 (10 min.)

The teacher reads the letter (Appendix 15):

THE CONTENT OF THE LETTER:	HELPFUL QUESTIONS FROM THE INSTRUCTOR:
<p><i>"Hi!</i> <i>I am hurrying to give you the solutions to my puzzle. I really don't like to perform in front of an audience. At first, I wanted to give up and excuse myself from doing it at all, but then I reminded myself about your drawings from the first letter (remember those drawings on which you drew representations of your strengths and weaknesses). I decided to take up this challenge. I told the teacher about it and she was very understanding about the situation. She gave me a role which was to welcome guests at the start of the performance and then to introduce all of the performers. I was nervous, but I did very well. The teacher gave me an additional, equally important task: to help with all of the decorations that were on the stage. Although it really was a lot of work, everyone told me that it turned out beautifully!</i></p>	<p>What was Gregory's role in the performance?</p> <p>What was the difficulty Gregory overcame during the performance?</p>
<p><i>After the performance, the headmistress came to us and said that she would like for our play to be shown in other nurseries. At first, everyone was very happy, but then I thought that it was a really big challenge. Do you remember our behaviour during the dress rehearsal? What if it happens again? I thought that it would be good if I had some ideas on how to help myself and my classmates. I thought an adult could help me and I asked my uncle Thad what would be helpful for us. Only he probably wasn't quite serious enough. Help me to decide which of these ideas are good.</i></p> <p style="text-align: right;"><i>Regards, helpful Gregory"</i></p>	<p>What was the challenge the headmistress gave to Gregory's group?</p> <p>What did Gregory decide to do when he found out that there was going to be another performance?</p> <p>From whom did Gregory ask for advice?</p>

Exercise 2 (15 min.).

The teacher reminds the children about the characters who were actors in the play by reading their short characterizations (Appendix 16) and presents the uncle's ideas for supporting them before the next performance (Appendix 17 – cut so each advice is on a separate card), then asks the children which advice may work (the children place the card on the figure of a character mentioned) and which advice may only make the situation worse (the children place the card on the grey box image – Appendix 18).

The cards with children's figures and good advice may be then used to make a poster that is going to be a reminder of different strategies of coping with difficult situations for the children.

	Tips for the instructor
Advice for Kate who was trembling with fear:	
<ul style="list-style-type: none"> At least once a day imagine yourself doing the activities that you find stressful, e.g. performing on stage, take deep breaths when you do it 	This is good advice. Imagining something that makes us anxious and breathing deeply at the same time helps to lower the levels of anxiety. While discussing this advice, you can practice slow breathing with the children by taking three slow breaths with a prolonged exhalation phase.
<ul style="list-style-type: none"> When you have to do something you are afraid of, e.g. performing on stage, pretend you have a stomach ache. Stay at home and your trouble is over. 	This is a bad advice. Avoidance does not solve a problem. In addition, the next time the child is in pain, their parents may not believe them.
<ul style="list-style-type: none"> Tell your classmate about your fear. Ask them to stay near you and support you. 	This is good advice. Talking about your fears allows you to reduce them, and being next to a friendly person helps to boost courage.
<ul style="list-style-type: none"> Find people who have a similar fear to you and laugh at them together with your classmates, then everyone's attention will be diverted away from you. 	This is bad advice. Mocking others does not make us feel better. If there is someone who is afraid next to you, you may give each other encouragement.

Advice for Jeremy, who couldn't stand wearing a costume:	
<ul style="list-style-type: none"> Bin the costume and pretend you don't know what happened to it. 	This is not good advice. Perhaps Jeremy will get a similar replacement costume, because no one knew about his problem.
<ul style="list-style-type: none"> Tell an adult about what is uncomfortable about the costume, think about what may be changed to improve it. 	This is good advice. Adults often don't know that children are bothered by something. It's worth informing them about it calmly and asking for help.
<ul style="list-style-type: none"> Put on your costume every day for a short time. Keep it on for as long as possible. Eventually you will find it becomes less uncomfortable, because your body will get used to it. 	This is good advice. If we experience something frequently, in due course we stop noticing it. This may also happen in this case.
<ul style="list-style-type: none"> Give up on your role. 	This is not good advice. It is not worth giving up on challenges because of difficulties. It may be better to replace the costume or get used to it.
Advice for Julie and Patricia who couldn't stand the loud music:	
<ul style="list-style-type: none"> Tell the teacher that you can't last long in a noisy place. Ask the teacher to turn the volume down and if you can stand far away from the speaker. 	This is good advice. Adults often don't realize that children are bothered by something. It's worth informing them about the problem calmly and asking for help.
<ul style="list-style-type: none"> Shout very loudly together when it gets too loud. Our own noise is supposed to be easier to handle. 	This is bad advice. Most likely, no one would be able to figure out what all the shouting is about and additional noise will disturb others.
<ul style="list-style-type: none"> Ask the teacher if it is possible to use earplugs or noise-reducing earmuffs. So many people find them helpful. 	This is good advice. Using noise-reducing protection during rehearsals may help to avoid tiredness and help the child to handle noise better during the performance. It is natural that some people have a lower level of tolerance to noise.

<ul style="list-style-type: none"> Hide in the bathroom and wait until it is quiet. 	<p>This is bad advice. Avoiding problems makes it difficult to get help. It is hard to practice and perform while staying in the bathroom.</p>
Advice for Toby who started crying and screaming with emotion and then escaped:	
<ul style="list-style-type: none"> Think calmly about what makes you lose your temper. Think about how you are going to cope with the situation next time. 	<p>This is good advice. Imagining different solutions to a problem provides us with an instant answer when something difficult really happens.</p>
<ul style="list-style-type: none"> Tell a good friend of yours what calms you down when you scream and cry. Ask them to calm you in this manner next time. 	<p>This is good advice. Friends often want to help but they don't always know how.</p>
<ul style="list-style-type: none"> Think about the symptoms that tell you that you are about to explode. Next time, confide in a teacher or a classmate that you like. 	<p>This is good advice. When we notice the anger or fear before these emotions get too intense, the presence of a person we like may allow us to return to a state of balance.</p>
<ul style="list-style-type: none"> Tell everybody that if they annoy you, you will leave and won't come back. 	<p>This is bad advice. Rather, it is worth informing others about what makes us angry and how we may be helped.</p>
Advice for Natalia, who does everything perfectly:	
<ul style="list-style-type: none"> Point out the mistakes and flaws of others. Owing to your comments, they will learn faster. 	<p>This is bad advice. Pointing out mistakes makes people angry and ashamed. Then it becomes difficult for them to learn anything.</p>
<ul style="list-style-type: none"> Ask if anyone would like to practice their part with you. Tell them how you cope with stress. 	<p>This is good advice. By practicing the part together, it gets easier to memorize it.</p>
<ul style="list-style-type: none"> When the others hesitate to perform a task, sigh and make faces. 	<p>This is bad advice. This kind of behaviour may only cause additional stress to the others. It will only make things more difficult for them.</p>

<ul style="list-style-type: none"> Smile at the person who seems stressed. Ask them about what may help them or try to cheer them up. 	This is good advice. By feeling supported, it becomes easier to overcome our own difficulties
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Exercise 3 (15 min.).

The instructor encourages the children to make a drawing of themselves helping others, more specifically, by means of their choice, one of Gregory's classmates. These drawings may be used to create an exhibition.

A summary of the class (5 min.):

The instructor emphasizes that dealing with difficulties begins with understanding the real problem. The next step is to look for different solutions and check which ones might be the most helpful. We do not always know immediately what will help us or someone who is close to us. This is natural. It is important to jointly search for a way out of a difficult situation without accusing someone else of bad intentions.

Risks and recommendations:

Talking about difficulties may pose a risk that the children will start identifying their classmates who behave in a similar way. In such case, we say something like “everyone has a bad day sometimes and they cope the best way they can”, and then we remind the group that today's task is about Gregory's classmates. The teacher may also call attention to the fact that the good advice discussed during the class may be used by everyone facing a similar situation.

References related to the task:

Literature recommended for children:

- K. Yamada, M. Besom, *Co robisz z problemem?* [What Do You Do With a Problem?] translated by A. Kmiecik, Olsztyn 2018.
- K. Yamada, M. Besom, *Co robisz z pomysłem?* [What Do You Do With an Idea?] translated by A. Kmiecik, Olsztyn 2018.

Appendix 15

Hi,

I am hurrying to give you the solutions to my puzzle. I really don't like to perform in front of an audience. At first, I wanted to give up and excuse myself from doing it at all, but then I reminded myself about your drawings from the first letter (remember those drawings on which you drew representations of your strengths and weaknesses). I decided to take up this challenge. I told the teacher about it and she was very understanding about the situation. She gave me a role which was to welcome guests at the start of the performance and then to introduce all of the performers. I was nervous, but I did very well. The teacher gave me an additional, equally important task: to help with all of the decorations that were on the stage. Although it really was a lot of work, everyone told me that it turned out beautifully!

After the performance, the headmistress came to us and said that she would like for our play to be shown in other nurseries. At first, everyone was very happy, but then I thought that it was a really big challenge. Do you remember our behaviour during the dress rehearsal? What if it happens again? I thought that it would be good if I had some ideas on how to help myself and my classmates. I thought an adult could help me and I asked my uncle Thad what would be helpful for us. Only he probably wasn't quite serious enough. Help me to decide which of these ideas are good.

Regards, Gregory



Appendix 16



 <p>Jeremy, who couldn't stand wearing a costume</p>	 <p>Toby started crying screaming with emotion and then escaped</p>
 <p>Natalia, who does everything perfectly</p>	 <p>Julie and Patricia who couldn't stand the loud music</p>

∞





Kate who was trembling with fear


Appendix 17

<p>Advice for Jeremy , who couldn't stand wearing a costume :</p> 	Bin the costume and pretend you don't know what happened to it.
	Tell an adult about what is uncomfortable about the costume, think about what may be changed to improve it.
	Put on your costume every day for a short time. Keep it on for as long as possible. Eventually you will find it becomes less uncomfortable, because your body will get used to it.
	Give up on your role.
<p>Advice for Julie and Patricia who couldn't stand the loud music:</p> 	Tell the teacher that you can't last long in a noisy place. Ask the teacher to turn the volume down and if you can stand far away from the speaker.
	Shout very loudly together when it gets too loud. Our own noise is supposed to be easier to handle.
	Ask the teacher if it is possible to use earplugs or noise - reducing earmuffs. So many people find them helpful.
	Hide in the bathroom and wait until it is quiet.

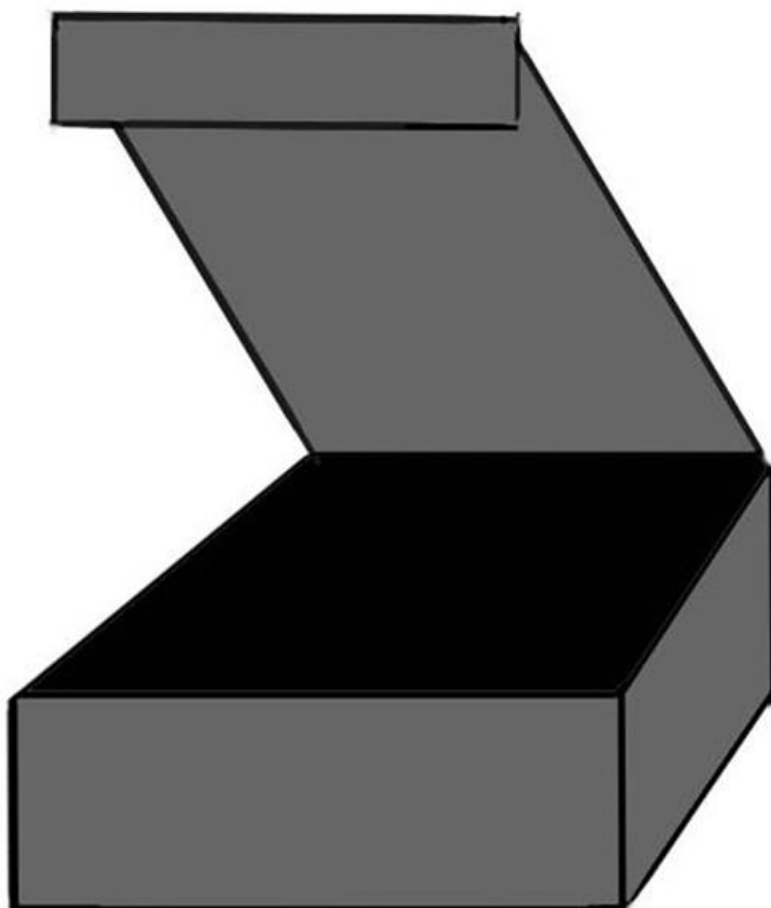
Appendix 17

<p>Advice for Toby who started crying and screaming with emotion and then escaped:</p> 	<p>Think calmly about what makes you lose your temper. Think about how you are going to cope with the situation next time.</p> <p>Tell a good friend of yours what calms you down when you scream and cry. Ask them to calm you in this manner next time.</p> <p>Think about the symptoms that tell you that you are about to explode. Next time, confide in a teacher or a classmate that you like.</p> <p>Tell everybody that if they annoy you, you will leave and won't come back.</p>
<p>Advice for Natalia, who does everything perfectly:</p> 	<p>Point out the mistakes and flaws of others. Owing to your comments, they will learn faster.</p> <p>Ask if anyone would like to practice their part with you. Tell them how you cope with stress.</p> <p>When the others hesitate to perform a task, sigh and make faces.</p> <p>Smile at the person who seems stressed. Ask them about what may help them or try to cheer them up.</p>

Appendix 17

<p>Advice for Kate who was trembling with fear:</p> 	<p>At least once a day imagine yourself doing the activities that you find stressful, e.g. performing on stage, take deep breaths when you do it</p>
	<p>When you have to do something you are afraid of, e.g. performing on stage, pretend you have a stomach ache. Stay at home and your trouble is over.</p>
	<p>Tell your classmate about your fear. Ask them to stay near you and support you.</p>
	<p>Find people who have a similar fear to you and laugh at them together with your classmates, then everyone's attention will be diverted away from you.</p>

Appendix 18



Lesson plan no. 7

A walk through the regulation zones

Area: Self-regulation

Duration of the class: 45 min.

Target group: Children aged 3-6

Tips for the instructor:

The aim of the class is to familiarize the children with the concept of self-regulation as a way to gain an awareness of their own well-being, this includes gaining the skills to distinguish between a balanced and an unbalanced state and mindfully managing their own resources (energy and positive emotions). The theoretical basis for this exercise is the concept of the three Zones of Regulation that a human can possibly be in:

- **Green Zone** – a zone of calmness and contentment. In the Green Zone, children (and adults) are able to control their emotions and their bodies in order to behave well and they focus on building social relationships and on their development (the brain is in a balanced state and all of their basic needs are met).
In a situation where the person experiences stress at a level that drains their resources, the brain stops working as an integral whole. The part responsible for regulating emotions and controlling behaviour and empathy is no longer fully functional, therefore the reptilian brain which is much older from an evolutionary point of view, takes control. Depending on the situation, energy level, past experiences and temperament, people behave differently in these situations – but they can all enter the Red or Blue Zone more easily.
- **Red Zone** - being out of balance due to experiencing strong emotions, basic needs not being met or overstimulation (the nervous system is in a state of strong response to stress). Typical manifestations of a child being in the Red Zone include screaming, screeching, physical and verbal aggression, sulking, hysteria attacks, crying, trembling, uncontrollable laughter, acting impulsively, difficulties with listening, striving to win at all costs, etc.
- **Blue Zone** - a state in which the child reacts to an excessive overload of emotions not with overexcitement, but rather with withdrawal (emotional or physical). This is a typical reaction in a situation where the child feels helpless, like they are losing control (being scared, embarrassed). A young individual may adopt an attitude of mocking indifference,

which may actually be an attempt to survive in adverse circumstances. Behaviours that are typical for the Blue Zone are: disaffection, despair, low mood, nausea, lacking energy, sleepiness, etc.

The instructor points out the fact that each of us moves between different regulation zones on a daily basis. The factors that lead us away from the balanced state may be different for each of us, as are the strategies that might help us to recover our sense of well-being. Also, at the same time, the instructor gives the children hints about where to look for factors that may affect our well-being, starting from biological stressors (hunger, thirst, an insufficient amount of sleep, a lack of exercise, excessively hot and cold temperatures, a shortness of breath, noise, illness), through to emotional (strong or unpleasant emotions) and cognitive stressors (tasks that are too difficult or boring and necessitate long-term focus, communication problems). The instructor should finish by drawing the attention of the children to social stressors (conflicts, social situations that are hard to understand, experiencing or witnessing violence, contact with people who experience strong, unpleasant emotions, feelings of injustice).

It is worth emphasizing that the skill of finding the factors that lead us away from a balanced state as well as those that help us to recover from the basis of self-regulation and the ability to maintain our sense of well-being regardless of changing circumstances.

The aim of the class:

- Delivering knowledge about the regulation zones
- Improving self-awareness in the area of individual reactivity to stress factors
- Broadening the scope of the available strategies for returning to a state of balance

The outcomes of the class:

- The children will realize that a person may, even over the course of one day, move between different regulation zones.
- Children are able to describe themselves as being in a balanced or unbalanced state.
- Children are able to discuss the situations and factors that drive them away from a state of balance.
- Children can emphasize selected strategies that may be helpful in returning to a state of mental balance.

Materials and aids:

- Appendix 19 hardcopy – letter from Gregory
- Appendix 20 hardcopy – Gregory's drawing (an example of a completed worksheet)
- Appendix 21 hardcopy – worksheet (as many as required by the students)
- Drawing materials: crayons, pencils, felt-tip pens (optional)

Exercise 1 (15 min.)

The teacher reads aloud from a letter (Appendix 19):

THE CONTENT OF THE LETTER:	HELPFUL QUESTIONS FROM THE TEACHER:
<p><i>"Dear friends,</i></p> <p><i>I need your help. I am so angry that I think I am about to explode! Today, in the afternoon, I was in our classroom waiting for my parents to collect me. At the end of the day, when there are fewer children in the nursery, our group shares a room with another group, which includes Frank. I would like to tell you that whenever I see him, I try to stay away. Frank is usually very loud and sometimes he harasses others. But what he did today, crossed the line. I was sitting at my table and drawing a comic. I heard Frank's group entering the room. I thought that Frank would stay away from me and play with his classmates as he usually does. Unfortunately, not this time.</i></p>	<p>What was Gregory doing (how did he feel) before Frank came to the classroom?</p>
<p><i>Frank took the seat next to mine. He was angry because the teacher told him to fill out a worksheet. Of course, he had no intention of working on the tasks assigned by the teacher. Instead, he started laughing at my comic. He said that I draw like a three-year-old and he also said that only girls draw. I tried to ignore him at first, but he began to fidget so much that he spilled his juice on my drawing. All of my work had been carried out in vain! When the teacher approached us, he lied that I had accosted him, made a mess and hadn't let him work! He also stuck his tongue out at me behind her back. It was all too much! I didn't have time to explain the whole situation to the teacher because my parents arrived to take me home. In the cloakroom, I tried to put on my shoes and jacket, but I was so angry that my shoe laces kept tangling and my arm was unable to aim for a</i></p>	<p>What caused Gregory to become upset?</p>

<i>sleeve. It was a total disaster. I arrived back home in an agitated state.</i>	
<p><i>I'm staying in my room for now. My parents asked me what had happened to me, but I don't want to talk to anyone yet. Is it only me who gets so nervous? Does that ever happen to you if someone throws you off balance? What do you do to return back to a normal state, I'm asking because nothing I've tried has helped me yet.</i></p> <p style="text-align: right;"><i>Regards, Gregory</i></p>	<p>What was the problem addressed to you by Gregory?</p> <p>What may help Gregory to deal with his nervousness?</p>

Exercise 2 (25 min.)

The teacher refers to the concept of the three regulation zones and tells the children that each of us has moments when we feel calm and full of energy and there are also times when we feel out of balance (angry, embarrassed, scared or exhausted, etc.). In order to explain this topic, a drawing prepared by Gregory may be presented (Appendix 20). This is supposed to encourage the children to participate in an activity that would allow them to move between the regulation zones with more awareness.

The children are given worksheets (Appendix 21). The teacher encourages them to remember situations in which they felt well and to draw themselves in these situations within a green frame and also to remember the situations when they were nervous, tired or stressed and to draw the relevant images of themselves in a red/blue frame.

After the worksheets have been completed, the teacher invites the children to make a presentation of their drawings and to have a discussion. Here are some helpful questions:

- What do you look and feel like, when you are in a state of balance?
- What do you look and feel like, when you are thrown off balance?
- What may cause you to lose your good mood (moving from the Green Zone to the Red or Blue Zone)?
- What helps you to retain your good mood (return from the Red or Blue Zone to the Green Zone)?
- Do we all get nervous as easily (lose our state of balance)?
- Can we all be helped in the same way?

Summary of the class (5 min.):

The instructor emphasizes that, in taking care of our own well-being, it is of crucial importance to find and name the factors that make us feel worse as well as those which allow us to improve our sense of well-being. Each of us has an individual level of resistance to everyday difficulties as well as their own strategies for retaining strength. This is normal and it should not be subjected to judgement.

Risks and recommendations:

When having a discussion with children about what distresses them, we should make sure that they talk about specific events, behaviours and conditions that affected them personally but avoid making remarks about particular classmates. If children make general statements, such as “it puts me in a bad mood, when someone teases me”, we should ask about what the person teasing specifically does that is so annoying, etc.

In a situation where children find it difficult to describe what is upsetting them, the teacher may refer to their experience with children by saying, for example: “I think you feel bad when your favourite friend is not at the kindergarten, then you get bored. Am I right?” or “I notice that it is difficult for you to pay attention when I read a book to you for a long time, at the end of the reading session you seem to be very angry.”

Similarly, the children may be helped by asking them what helps them to return to a sense of balance. The teacher might say: “I think that playing outside helps you, you seem to be very pleased after visiting the playground”, “when you are upset, you like to be hugged, then you smile immediately, am I, right?”

References related to the task:

Literature recommended for teachers:

- D.J. Siegel, T.P. Bryson, *Mózg na tak* [The Yes Brain] translated by M. Gruszczyńska, Warszawa 2019.
- A. Świdzikowska, *Jak rozmawiać z dziećmi o równowadze?* [How to talk to children about balance?] <https://iweztusiedogadaj.blogspot.com/2019/09/jak-rozmawiac-z-dziecmi-o-rownowadze.html> (accessed: 02.01.2020).

Appendix 20/21

PL	EN
STREFA RÓWNOWAGI	ZONE OF BALANCE
STREFA WALKI, UCIECZKI LUB ZAGROŻENIA	FIGHT ZONE, ESCAPE OR DANGER

Appendix 19

Hi,

I need your help. I am so angry that I think I am about to explode! Today, in the afternoon, I was in our classroom waiting for my parents to collect me. At the end of the day, when there are fewer children in the nursery, our group shares a room with another group, which includes Frank. I would like to tell you that whenever I see him, I try to stay away. Frank is usually very loud and sometimes he harasses others. But what he did today, crossed the line. I was sitting at my table and drawing a comic. I heard Frank's group entering the room. I thought that Frank would stay away from me and play with his classmates as he usually does. Unfortunately, not this time.

Frank took the seat next to mine. He was angry because the teacher told him to fill out a worksheet. Of course, he had no intention of working on the tasks assigned by the teacher. Instead, he started laughing at my comic. He said that I draw like a three-year-old and he also said that only girls draw. I tried to ignore him at first, but he began to fidget so much that he spilled his juice on my drawing. All of my work had been carried out in vain! When the teacher approached us, he lied that I had accosted him, made a mess and hadn't let him work! He also stuck his tongue out at me behind her back. It was all too much! I didn't have time to explain the whole situation to the teacher because my parents arrived to take me home. In the cloakroom, I tried to put on my shoes and jacket, but I was so angry that my shoe laces kept tangling and my arm was unable to aim for a sleeve. It was a total disaster. I arrived back home in an agitated state.

I'm staying in my room for now. My parents asked me what had happened to me, but I don't want to talk to anyone yet. Is it only me who gets so nervous? Does that ever happen to you if someone throws you off balance? What do you do to return back to a normal state, I'm asking because nothing I've tried has helped me yet.

Regards, Gregory

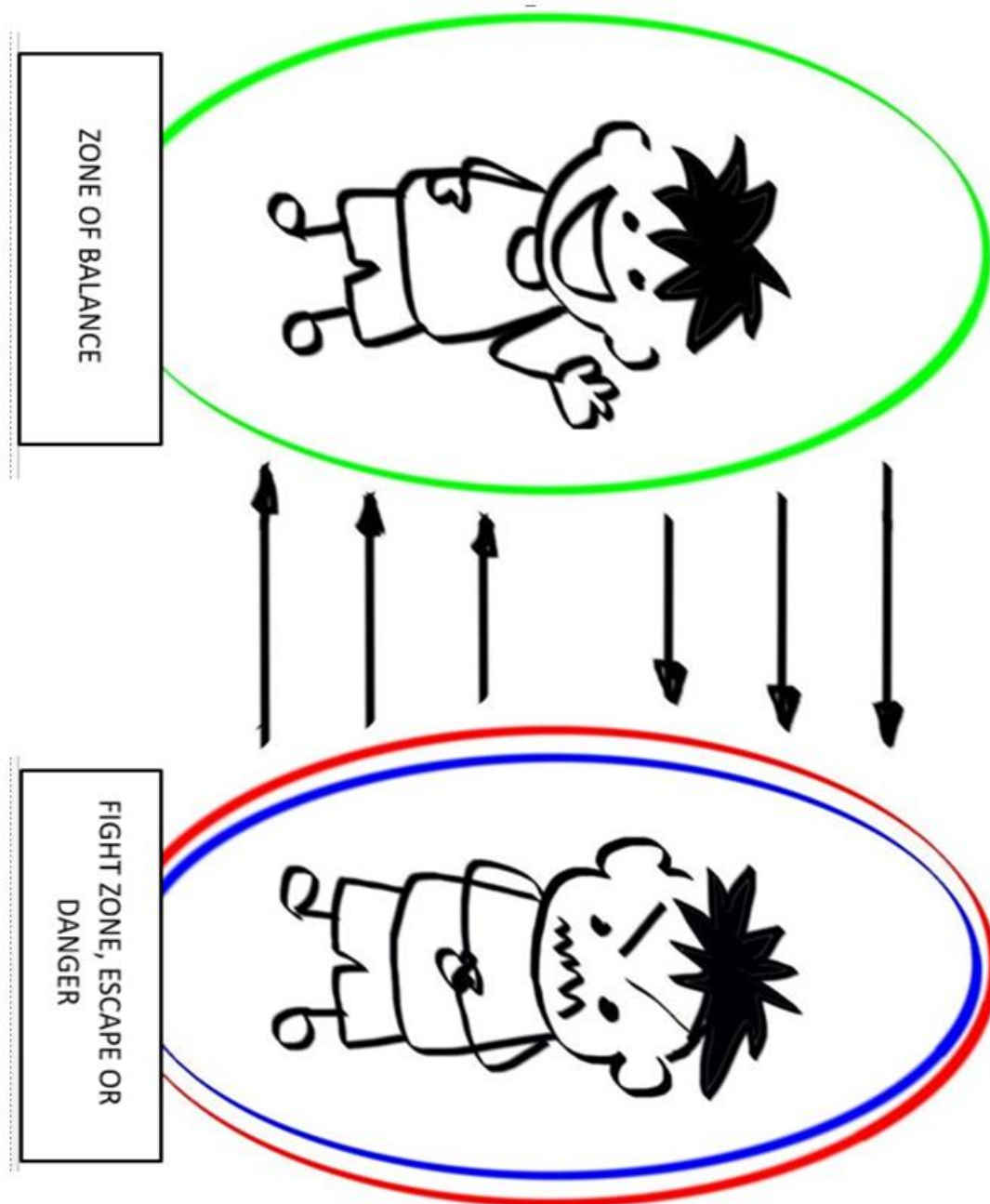




Erasmus+



Appendix 20



WYŻSZA SZKOŁA
EKONOMII I INNOWACJI
W LUBLINIE

EXPERT PSY
we specjalizacji psychologii



Universitat d'Alacant
Universidad de Alicante

ULL | Universidad
de La Laguna



Città metropolitana
di Roma Capitale



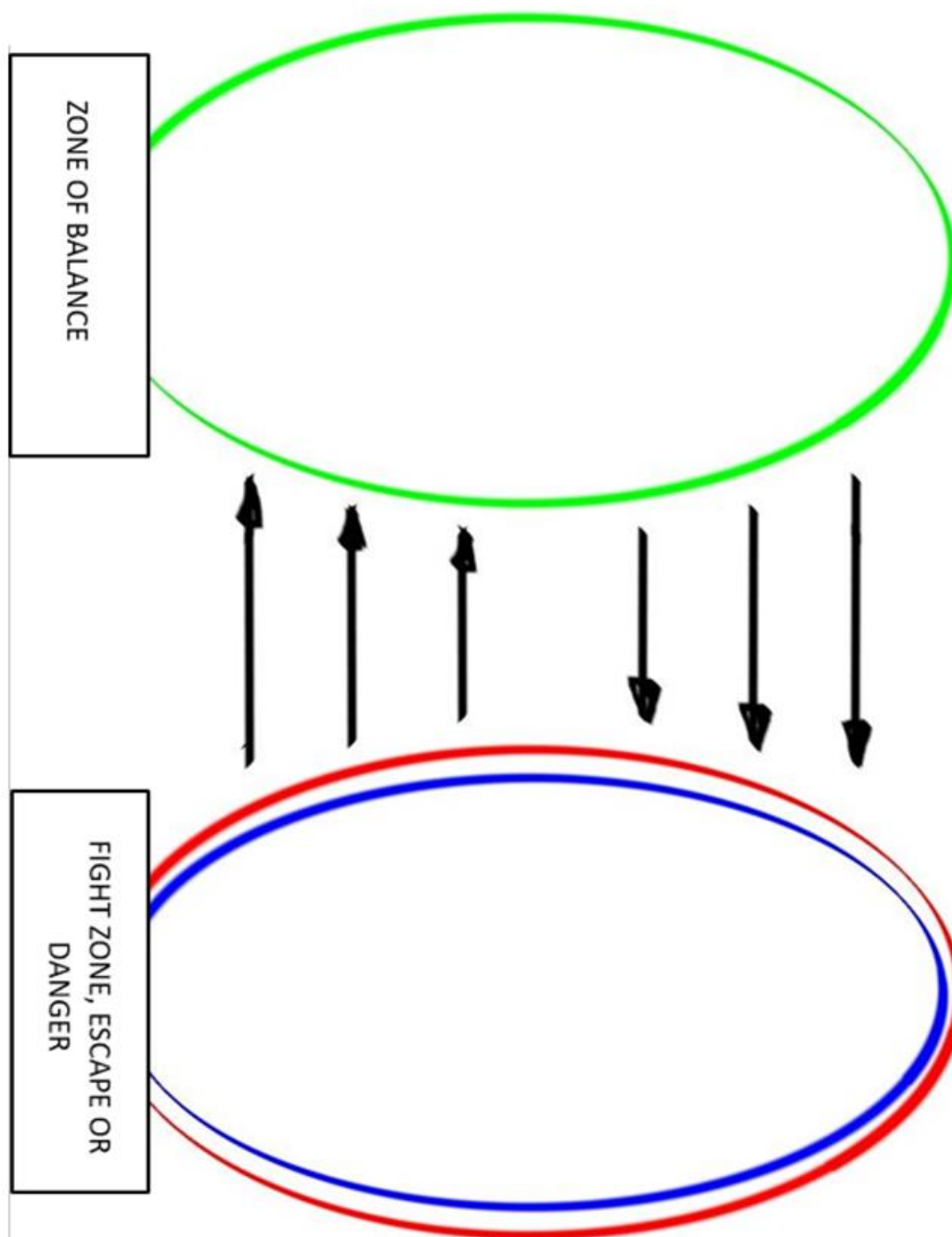
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Appendix 21



WYŻSZA SZKOŁA
EKONOMII I INNOWACJI
W LUBLINIE

EXPERT PSY
we oparciu o psychologię



Universitat d'Alacant
Universidad de Alicante

ULL | Universidad
de La Laguna



Città metropolitana
di Roma Capitale



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Lesson plan no. 8

Charging the internal batteries

Area: Self-regulation

Duration of the class: 45 min.

Target group: Children aged 3-6

Tips for the instructor:

The aim of the class is to provide the children with the knowledge of how important it is to get a proper rest – to charge their internal batteries. When we look after ourselves we have more energy, our overall mood is better and we learn faster. Then it becomes more difficult to throw us off balance.

For the sake of our well-being, it is important to balance different activities during the day:

- Sleeping time (recommended duration of sleep for children aged 3-6 is 10-13 hours per day)
- Time for learning and perfecting skills already gained
- Time for play and recreation (free time dedicated to spontaneous activities performed only for pleasure, time for doing nothing, non-purpose-driven activities)
- Time for physical activity (intensive exercise that boosts respiratory efficiency)
- Time for relationship building (contact with peers and family)
- Time for reflection (pausing to reflect on feelings, emotions, and needs: How do I feel now? What do I experience? What do I need?)

Charging the internal batteries is also about time management as a way to find time for all of the activities above (or at least most of them).

The instructor encourages the children to think about how they rest, gain strength, take care of themselves and also emphasizes that each of us manages our time differently. For some children a favourite physical activity may be riding a bike, someone else may prefer to play touch and go or walk briskly with a dog. Similarly, the time spent on building relationships with others may involve having dinner together, chatting with a parent before bedtime or clearing away toys together.

It is worth emphasizing that for our well-being, healthy eating habits, proper hydration and access to fresh air are crucial. Individual differences with regard to requirements for relaxation are not without importance. There are people who need more time to relax and those who can work without a break for a long period of time. To a large extent, these are innate differences. Therefore, it is important to be aware of them and to be able to take care of oneself.

The aim of the class:

- Providing knowledge concerning the factors that affect one's well-being.

- Increasing self-awareness with regard to individual differences concerning the optimal way to look after oneself and rest.
- Broadening the scope of the available strategies for recharging one's batteries.

The outcomes of the class:

- Children know that everybody requires some time to rest – time to charge the internal batteries.
- Children know that a good rest allows one to maintain their sense of balance for a longer time.
- Children can indicate selected strategies for looking after oneself.

Materials and aids:

- Appendix 22 hardcopy – Gregory's letter
- Appendix 23 hardcopy – a representation of a battery (as many copies as required by the students)
- Appendix 24 hardcopy – means of looking after oneself (as many copies as required by the students)
- Scissors, glue
- Drawing materials: crayons, pencils, felt-tip pens (optional)

Exercise 1 (10 min.)

The teacher reads aloud from a letter (Appendix 22):

THE CONTENT OF THE LETTER:	SOME HELPFUL QUESTIONS FROM THE TEACHER:
<p><i>"Hello, my friends!</i></p> <p><i>I am writing to you today in an extraordinary hurry because I have had very little time for anything lately! You are probably wondering what happened. Well, very soon you will have an answer. Of course, I go to the nursery every day. We have classes every day with our teacher, but also music and movement classes, English, sports and art classes. After all this, I am quite tired, but I am not finished for the day. When my parents pick me up, we walk home. They say that everyone should get some exercise during the day and breathe fresh air, so we cross the park on the way home. My legs are sore after the walk, but I am glad to have an opportunity to chat with my parents. Then, I usually meet up with John. Do you remember him? He's the boy who asked me to create a comic about footballers - we got very deeply into the project. Every day I help with household chores: I dump the rubbish and tidy up my room. So much is happening that sometimes I am ready to drop.</i></p>	<p>How does Gregory feel?</p> <p>What has made him tired?</p>
<p><i>My dad says that my battery is low. At first I laughed when I heard that. I'm</i></p>	<p>Who did Gregory tell</p>

not a battery-operated toy. What is he talking about? But he soon explained this to me. Dad claims that each of us has a kind of battery inside, which runs out a little when we do something. It gives us energy to play, learn, run, draw or even fool around. When it runs out - we have no strength and we often get angry or irritated. Dad says that we have to take care of our batteries by recharging them from time to time. I thought that I was a champion in resting, like nobody else! After all, I like to sleep for a long time and when I lie in bed, I even find time to play computer games before going to sleep. Do you know what the strangest thing is? Dad says that it's not really resting! Can you tell me what he means? How should I rest in order for my battery to recharge? Please help me!

*Regards,
Gregory"*

about his tiredness?
What do we need energy for?

What are we like when we have little energy?

What does Gregory usually do to rest and gain more strength?

Exercise 2 (30 min.)

The teacher refers to the essential ability to manage one's own time in order to find the time for our duties, as well as for leisure activities and resting. They have a discussion with the children about which activities are worth allocating time to each day in order to feel good.

The teacher encourages the children to complete a task (Appendix 23 and 24). The children fill out their worksheet by sticking in those activities that will allow them to rest and retain their sense of balance and strength. It should be remembered that the children may choose different activities depending on their temperaments or preferences.

After the children have completed their work, the teacher encourages them to present their drawings and take part in a discussion.

Some helpful questions:

- What is your favourite means of relaxation after spending all day at the nursery?
- What should you remember to do in order to feel good?
- Is relaxing in front of a phone/tablet/computer/TV a good strategy for resting?
- Do we all need the same amount of time to rest?

An important part of the task is to describe the routines associated with healthy sleeping habits and adequate nutrition. We encourage the children, especially those who mentioned sleep, food or drink on their worksheets to comment on what they think is good for health - how much time should be dedicated to sleeping? what helps people to fall asleep more easily? what kinds of foods are considered healthy? what drinks should be chosen?

Summary of the class (5 min.):

The teacher emphasizes the fact that taking a proper rest is a skill that can be improved. It is worth finding a moment every day to reflect upon the factors that drain our internal batteries and those that help

to recharge them. It is important to find the time to be active or study and also the time for relaxation. When this is achieved, our lives may become more stable and we will be able to maintain our good humour and health more easily, and cope better with difficulties.

Risks and recommendations:

We encourage the teacher to fill out the worksheet at the same time as the students or earlier if the group requires more attention. If we present our own drawing this may encourage the children to focus more carefully on the task and treat it more seriously.

References related to the task:

Literature recommended for teachers:

- S. Shanker, *Samoregulacja w szkole* [Calm, Alert and Learning: Classroom Strategies for Self-Regulation] translated by N.Fedan, A. Piskozub – Piwosz, Warszawa 2019.
- D.J. Siegel, T.P. Bryson, *Mózg na tak* [The Yes Brain] translated by M. Gruszczyńska, Warszawa 2019.

Literature recommended for children:

- A. Stążka – Gawrysiak, *Self – Reg, Opowieści dla dzieci o tym, jak działać, gdy emocje biorą górę* [Self - Reg, Children's stories about how to act when emotions prevail] ,Kraków 2019.
- M. Potter, *Co się dzieje w mojej głowie?* [What's Going On Inside My Head?] , translated by W. Górnaś, Warszawa 2019.

Appendix 24

LYING DOWN, SLEEPING, EXERCISING, PLAYING,
DRINK, FOOD, DRAWING, DANCING
SINGING, DEEP BREATHING, LISTENING TO MUSIC, PLAYING WITH A PET,
WALKING, PRACTISING YOGA, READING, HAVING A BATH,
TALKING, CUDDLING, PLAYING A MUSICAL INSTRUMENT, SMELLING FLOWERS

Appendix 22

Hi friends,

I am writing to you today in an extraordinary hurry because I have had very little time for anything lately! You are probably wondering what happened. Well, very soon you will have an answer. Of course, I go to the nursery every day. We have classes every day with our teacher, but also music and movement classes, English, sports and art classes. After all this, I am quite tired, but I am not finished for the day. When my parents pick me up, we walk home. They say that everyone should get some exercise during the day and breathe fresh air, so we cross the park on the way home. My legs are sore after the walk, but I am glad to have an opportunity to chat with my parents. Then, I usually meet up with John. Do you remember him? He's the boy who asked me to create a comic about footballers - we got very deeply into the project. Every day I help with household chores: I dump the rubbish and tidy up my room. So much is happening that sometimes I am ready to drop.

My dad says that my battery is low. At first I laughed when I heard that. I'm not a battery-operated toy. What is he talking about? But he soon explained this to me. Dad claims that each of us has a kind of battery inside, which runs out a little when we do something. It gives us energy to play, learn, run, draw or even fool around. When it runs out - we have no strength and we often get angry or irritated. Dad says that we have to take care of our batteries by recharging them from time to time. I thought that I was a champion in resting, like nobody else! After all, I like to sleep for a long time and when I lie in bed, I even find time to play computer games before going to sleep. Do you know what the strangest thing is? Dad says that it's not really resting! Can you tell me what he means? How should I rest in order for my battery to recharge? Please help me!

Regards, Gregory



Appendix 23



Appendix 24

<p>LYING DOWN</p> 	<p>SLEEPING</p> 	<p>EXERCISING</p> 	<p>PLAYING</p> 
<p>DRINK,</p> 	<p>FOOD</p> 	<p>DRAWING</p> 	<p>DANCING</p> 
<p>SINGING</p> 	<p>DEEP BREATHING</p> 	<p>LISTENING TO MUSIC</p> 	<p>PLAYING WITH A PET</p> 
<p>WALKING</p> 	<p>PRACTISING YOGA</p> 	<p>READING</p> 	<p>HAVING A BATH</p> 
<p>TALKING</p> 	<p>CUDDLING</p> 	<p>PLAYING A INSTRUMENT</p> 	<p>SMELLING FLOWERS</p> 

Lesson plan no. 9

I experience, feel, need

Area: Ability to talk about sensitivity

Duration of the class: 45 min.

Target group: Children aged 3-6

Tips for the instructor:

The aim of the course is to divert children's attention away from judging others and towards naming their own emotions and needs as well as skilfully articulating their requests to other people. The basic skill that children should get out of this class is to communicate what is important to them without accusing and insulting each other.

The instructor encourages children to examine the way they speak to their peers and what they hear from them on a daily basis. They point out that instead of judging and labelling others, we can talk about ourselves, what we experience in a given situation, what we need and what we should ask for. Through the use of this strategy, we increase the chance that our voice will be heard, and avoid many potential conflicts.

The teacher introduces the children to the "ME" communication scheme that contains the following elements:

1. My emotions, feelings
2. A description of the situation
3. My needs
4. Personal appeal, e.g. *"I feel angry when I hear someone say that my drawing is ugly, I would like to be able draw in peace, please leave the side of my table."*

It is worth emphasizing that the purpose of the class is not to learn a specific pattern of formulating messages, but to draw the children's attention to the fact that the ways in which we express ourselves, the choice of words and our intentions have an impact on whether we are understood correctly or not, and on whether we make friends or create opponents. It is about developing a constructive approach to communication, which in turn is based on talking about oneself instead of judging others and their behaviour. When we hear someone talking about themselves, we are more eager to listen because we do not feel threatened.

The aim of the class:

- Providing knowledge about the general rules of formulating "ME" messages
- Increasing self-awareness in the area of our emotions and needs in different situations
- Expanding the scope of the available communication strategies

The outcomes of the class:

- Children know that a “ME” message is a method of formulating requests that contains information about personal feelings/needs/preferences or a personal plea.
- Children are aware of the fact that their approach to communication has an impact on the perception that others have of them.
- Children can name their emotions and needs in different situations.
- Children are able to have a discussion about what is going on in a non-judgemental manner.

Material and aids:

- Appendix 25 hardcopy – letter from Gregory
- Appendix 26 hardcopy– examples of messages
- Appendix 27 hardcopy – symbols (a content face and a box)
- Scissors

Exercise 1(10 min.)

The teacher reads aloud from a letter (Appendix 25):

THE CONTENT OF THE LETTER:	HELPFUL QUESTIONS FROM THE TEACHER:
<p><i>“Hi kids!</i> <i>Please tell me, how are your internal batteries? Are they fully charged? Do you have a lot of energy? I’m asking because I have to charge mine, just a little! It was such an exciting day! I was a bit like a guardian of good behaviour today during a very demanding day of work. Now I have the chance to tell you what’s going on.</i></p> <p><i>You already know that today I was at the birthday of my favourite classmate - John. Like the rest of my class, I was invited to the play centre.</i></p> <p><i>Even at the beginning, when John was unwrapping his presents, I had my first mission. Toby, who was standing next to me spotted the game that John had just received. He said that it is hopeless, because you can finish this game in just one day. I quickly told him to remain silent, because I didn’t want John to hear that.</i></p> <p><i>When we were eating cake, Marcella accidentally soiled Natalia’s blouse with her piece. When Natalia noticed this, she called Marcella stupid and ran up to the bathroom crying, she refused to speak to anyone until the end of the party. Fortunately, she brightened up a little when I brought her favourite sweets.</i></p> <p><i>In the end, Jeremy, who was very tired from the noise in the room, said</i></p>	<p>What special event was Gregory talking about?</p> <p>How did Gregory’s friends behave?</p> <p>How might John have felt if he had found out about his friends’ behaviour?</p>

<p><i>that it was a stupid party. He wanted to ring his parents to collect him. Fortunately, I was able to bring him to a quieter place where he was able to get some rest.</i></p>	
<p><i>And you know what, I was also tired from the noise. I would have become angry too if someone had soiled my clothes with cake. I also think that the game John got wasn't great. But I think that my friend crossed a line by talking about such things. If John had heard all of that he would have felt upset. What, in your opinion, would be a better way of expressing these things? Have you ever said something too harsh or heard words that are too harsh from someone else?</i></p> <p style="text-align: right;"><i>Regards, Gregory</i></p>	

Exercise 2 (10 min.)

The instructor tells the children that today they are going to learn how to change unpleasant remarks into kind words. In order to facilitate this exercise, the following examples may be used:

- Sometimes, just like Toby (one of the characters mentioned in the letter) we think that something is hopeless. But in order not to upset anyone, instead of expressing judgement we could talk about our preferences: *"I see you like this game, but I prefer some other ones."*
- Sometimes, we become very angry with someone, because they did something which upset us, but instead of calling them names like "stupid" we could point out what we do not like: *"I get awfully angry when someone soils my clothes, please be careful when you pass by me carrying food"* (in this way you can offer someone guidance about what they should do in the future).

The teacher asks the children if someone, on a regular basis, talks to them in a way they do not like or does something that they do not like. The instructor encourages the children to recall specific situations, with example phrases, but without mutual accusations. This is in order for the class to think together about alternative ways to address these situations clearly, but politely. If the children have no ideas, they can be helped by quoting the statements that the teacher is aware of from the children's conversations (the teacher may prepare some examples before class), e.g.:

- Sometimes I hear you say that someone's drawing is ugly. How can you say that? You should talk about yourself, for example, "I would do it differently" or look for one thing in the drawing that you like and only comment about that, for example "this red colour really works well here". We don't really have to say everything that comes to mind.

Exercise 3 (10 min.)

The eager children draw cards from Appendix 26 (the cards should be cut out and mixed up, before being placed into a bag or box). The teacher reads the content from the card, after which the child has the task of deciding whether the statement is polite or not and, at the same time, if it mentions our emotions and needs. The children place the cards that meet these criteria on the drawing of a smiley face, while those that may hurt others – are placed on the drawing of a grey box (Appendix 27).

You are so clumsy! You got my dress dirty!	I get awfully angry when someone soils my clothes, please be careful when you pass by me carrying food.
What a hopeless game!	I see that you like your game, I prefer some other ones.
What an awful smell!	It feels airless in here. Can we please open the window to let some fresh air into the room?
Yuck! What awful soup!	It is not my favourite soup. But you make the best pancakes in the world!
Can you stop yelling like that?	I am afraid I might get a headache in a minute. Can you sing a little bit quieter, please?
I am not lending you my game! You are clumsy and you'll break it!	Last time when you returned a broken game to me, it made me a bit angry. Please be more careful this time.
Move faster!	I get nervous when we walk so slowly. I really would like you to go faster. I wouldn't like to be late.
You talk nonsense! You are a liar!	If what you said is true, one may envy you your adventures.

Exercise 3 (10 min.)

The teacher then invites the children to recall the words or behaviours of their classmates that make them feel good or pleased and to share these experiences with others. For example, they can thank someone for their help. If time permits, it is recommended that the children create illustrations of the events that they cite.

To facilitate this exercise, the following example may be used:

- Toby was grateful to Gregory for stopping him from uttering critical remarks about the game of their friend, he decided to thank him for the prompt reaction: "I am glad that you stopped me from saying that

this game is stupid, I would still like to be John's friend and my sharp tongue may have caused an argument between us."

- Natalia may express her appreciation towards Gregory for the support he showed her with the following words: "I am pleased that you thought about me and brought me sweets. You are a good friend."

Summary of the class (5 min.):

The instructor calls attention to the fact that emotions often make us say things that we will always regret later. It sometimes happens that we offend others, laugh at them and call them names. This does not change anything for the better. It just causes additional anger and tension to build up. Talking about ourselves and our own needs and feelings is not easy and requires practice. We are often afraid to express our feelings, we are ashamed or we fear rejection. In a group, each person has an influence over the atmosphere of the group and whether or not it promotes openness. For someone to be ready to speak, the others should be ready to listen with compassion and acceptance.

Risks and recommendations:

This class requires from the children the courage to speak out about their feelings and needs as well as the ability to rely on personal experience. This may not be an easy task for them. If the children have difficulty with recalling their own experiences, we could start with the examples prepared by the teacher.

References related to the task:

Literature recommended for the teachers:

- M. B. Rosenberg, *Porozumienie Bez Przemocy* [Nonviolent communication], translated by M. Markocka-Pepol, 3rd Ed., Warszawa, 2017.
- A. Świdzikowska, *Sygnalizator emocji i potrzeb* [Signalling emotions and needs], <https://iweztusiedogadaj.blogspot.com/2019/11/sygnalizator-emocji-i-potrzeb-karta.html> (accessed: 02.01.2020)

11

Appendix 25

Hí kids,

Please tell me, how are your internal batteries? Are they fully charged? Do you have a lot of energy? I'm asking because I have to charge mine, just a little! It was such an exciting day! I was a bit like a guardian of good behaviour today during a very demanding day of work. Now I have the chance to tell you what's going on.

You already know that today I was at the birthday of my favourite classmate - John. Like the rest of my class, I was invited to the play centre.

Even at the beginning, when John was unwrapping his presents, I had my first mission. Toby, who was standing next to me spotted the game that John had just received. He said that it is hopeless, because you can finish this game in just one day. I quickly told him to remain silent, because I didn't want John to hear that.

When we were eating cake, Marcella accidentally soiled Natalia's blouse with her piece. When Natalia noticed this, she called Marcella stupid and ran up to the bathroom crying, she refused to speak to anyone until the end of the party. Fortunately, she brightened up a little when I brought her favourite sweets.

In the end, Jeremy, who was very tired from the noise in the room, said that it was a stupid party. He wanted to ring his parents to collect him. Fortunately, I was able to bring him to a quieter place where he was able to get some rest.



And you know what, I was also tired from the noise. I would have become angry too if someone had soiled my clothes with cake. I also think that the game John got wasn't great. But I think that my friend crossed a line by talking about such things. If John had heard all of that he would have felt upset. What, in your opinion, would be a better way of expressing these things? Have you ever said something too harsh or heard words that are too harsh from someone else?

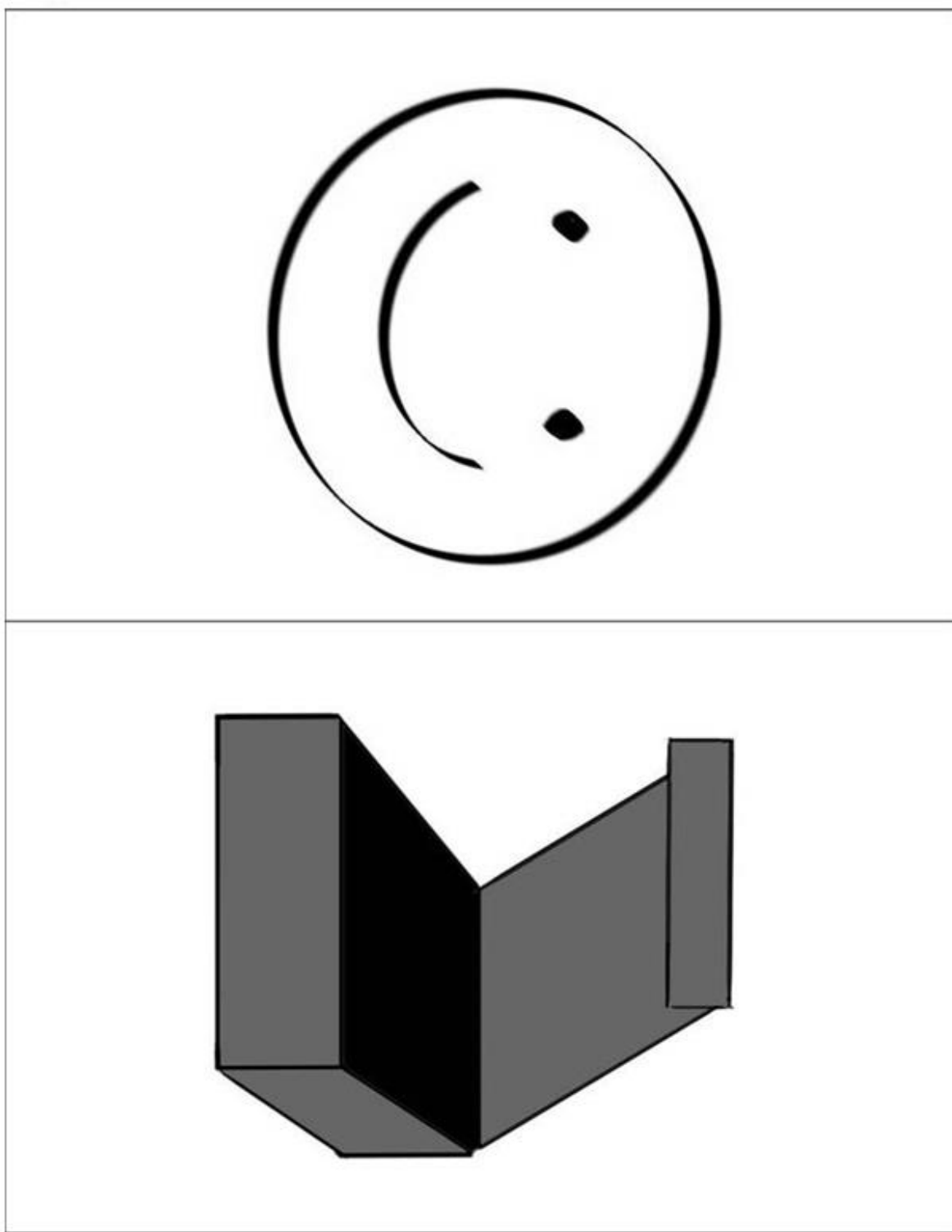
regards,
Gregory



Appendix 26

You are so clumsy! You got my dress dirty!	I get awfully angry when someone soils my clothes, please be careful when you pass by me carrying food.
What a hopeless game!	I see that you like your game, I prefer some other ones.
What an awful smell!	It feels airless in here. Can we please open the window to let some fresh air into the room?
Yuck! What awful soup!	It is not my favourite soup. But you make the best pancakes in the world!
Can you stop yelling like that?	I am afraid I might get a headache in a minute. Can you sing a little bit quieter, please?
I am not lending you my game! You are clumsy and you'll break it!	Last time when you returned a broken game to me, it made me a bit angry. Please be more careful this time.
Move faster!	I get nervous when we walk so slowly. I really would like you to go faster. I wouldn't like to be late.
You talk nonsense! You are a liar!	If what you said is true, one may envy you your adventures.

Appendix 27



Lesson plan no. 10

Myself in a group

Area: wise discipline (functioning in a group, protecting personal boundaries)

Duration of the class: 45 min.

Target group: Children aged 3-6.

Tips for the instructor:

The aim of the class is to familiarize students with the concept of personal boundaries which may be understood as an awareness of our own preferences, needs and desires as well as our ability to take care of them by actively striving for well-being, it also includes the ability to react when someone does something that we find unpleasant, difficult or unwelcome. The simplest signal that tells us that our borders have been violated are emotions. Those that are considered to be unpleasant (anger, irritation, anxiety, fear, wrath, tension) tell us that what is happening is a threat to our sense of emotional balance and that our borders have probably been violated.

Our boundaries may be violated by other people who do things that we do not agree with. This is not always intentional. Other people do not often realize that something may be unpleasant for us. They exhibit behaviours that are driven by emotions, but without reflection. Our task is to clearly demonstrate what we like and dislike. One of the tools that may prove helpful in mutually comprehensible communication concerning our boundaries is clearly the “ME” message, which is already familiar to the children.

The instructor invites the children to reflect on which behaviours of other people they find difficult to accept, what makes them feel bad and how they can clearly communicate about how they feel and what they need and in what situations they might need the support of others.

It is worth emphasizing that it is not only the violation of our boundaries that may cause unpleasant emotions in us. It is also the case that we may find ourselves feeling uncomfortable in a situation where another person experiences difficulties and/or violence. This is how empathy works. Due to empathy, we have an awareness of what other people feel and we can support them in protecting their boundaries by adjusting our behaviour or defending them.

The aim of the class:

- Providing knowledge concerning personal boundaries and their importance
- Increasing self-awareness in the area of our own emotions and needs in various situations
- Extending the scope of the available strategies for the protection of our personal boundaries
- Developing the skills of recognizing and respecting other people's boundaries

The outcomes of the class:

- Children know that each person should be aware of and protect their personal boundaries.

- Children have an understanding of the fact that unpleasant emotions are signs of the violation of boundaries.
- Children are able to handle the situation of personal boundaries being broken.
- Children understand that other people have their own borders that should not be crossed.

Materials and aids:

- Appendix 28 hardcopy – Gregory's letter
- Appendix 29 hardcopy – Situations
- Scissors

Exercise 1 (15 min.).

The teacher reads aloud from the letter (Appendix 28):

THE CONTENT OF THE LETTER:	HELPFUL QUESTIONS FROM THE TEACHER:
<p><i>"Hi!</i> <i>I have just returned from a nursery excursion and decided to write to you immediately. Today we went to the theatre to see a play called "Hansel and Gretel". Everyone from my group was looking forward to this trip, mainly because we were planning to go by coach. In the morning I packed my backpack and, being full of energy, I went with my dad to the pick-up location outside our nursery. I was dumbstruck when I noticed that Frank's group were also gathering beside our bus. Frank is a boy who often harasses other children and is very noisy. Do you remember how he got me into trouble in the nursery recently? Since that time, I haven't had a very good opinion of him.</i></p>	<p>Which of his adventures is Gregory writing about?</p> <p>What surprised and scared Gregory at the beginning of the trip?</p>
<p><i>As I expected, from the very beginning Frank caused a lot of trouble. One time, he kept pushing others while queuing for the cloakroom and then he made the excuse that it was only an accident. Another time, he took someone's seat on the bus and claimed that it had been his seat from the start. Also, he hid the girl's hats as a joke which made them cry and they wanted to call their parents to take them back home.</i></p>	<p>What was Frank's behaviour like during the excursion?</p>
<p><i>While observing all of this, I recalled what I learned from you. When we are disturbed by something, it is worth identifying what is happening and talking about what we feel, and also, about what we need from the other person. So, I told Frank straight away: "I get angry when you hide the girl's hats. I would like</i></p>	<p>What did Gregory do to stop the boy's bad behaviour?</p>

you to give them back to them.” Initially, Frank wasn’t bothered by what I said. But I have to admit that I was so stressed that I spoke very quietly and with a trembling voice. However, after a moment, I repeated the same sentence louder and with more confidence. Frank reacted by freezing in surprise and only stared at me. I was very surprised, because after a short while, my friends John and Toby joined me. And they also firmly told him what they thought about the situation. After that, Frank didn’t have a choice so he returned to the girls the property that he had stolen earlier. I was trembling like a leaf from fear, but I was so proud of myself and, of course, of my classmates too!

Obviously, that doesn’t mean that Frank was behaving like an angel until the end of the excursion. He harassed and disturbed others a couple of times. He even kicked my chair during the performance, but I didn’t have any problem expressing an opinion about his behaviour. And you know what? He stopped doing it. Somehow, words can have great power.

*Regards,
Gregory”*

What was John and Toby’s reaction to what Gregory did?

How did Gregory feel after reproaching the other boy?

Exercise 2 (25 min.)

The teacher arranges the chairs in rows, with two chairs per row (like bus seats) and asks the children to fill these seats, before telling them: “Imagine you are going on a trip today. We get on the bus and go. During the journey various difficult situations may occur. Let’s practice what you may say in these cases. Please remember to talk about your feelings and about what you would like to be changed.

Then the teacher approaches the children who are willing to participate and asks them to draw cards with a description of a difficult situation (Appendix 29 – previously cut and shuffled). The child’s task is to react to the situation firmly, but at the same time, express respect for the other person.

Someone sitting behind you is kicking your seat.	You see that a person sitting behind your friend is kicking his seat.
The person sitting behind you took your hat away and is not willing to return it.	You see that a person sitting behind your friend took his hat away and is not willing to return it
The person sitting beside you took your seat and said that they were going to sit there from now on.	Someone took your friend’s seat and said that they are going to sit there from now on.

The person behind you is making so much noise that it gives you a headache.	Your friend says that he is getting a headache, because someone sitting behind him is making so much noise.
The person sitting behind you dropped crumbs when eating and said that it was you who made the mess.	The person sitting behind your friend dropped crumbs when eating and said that it was your friend who made the mess.

When summarizing the scenes staged by the children, some additional questions may be asked:

- How did you feel when you reproached someone?
- How did you feel when someone reproached you?
- How did you feel when you helped somebody?

Summary of the class (5 min.):

The instructor emphasizes that while being a member of a group, it is worth paying attention not only to our own needs, but also to the needs of other people. Although we all differ from each other, everyone can find their place in the group, although sometimes we may only need a little bit more understanding, kindness and support.

Risks and recommendations:

It is worth making sure that as many children as possible are involved in the task. If someone has trouble finding the right words, we can encourage them to ask someone for help.

It should be pointed out that we do not encourage children to copy the behaviours mentioned in the descriptions of the scenes. That is not the aim of this class.

References related to the task:

Literature recommended for children

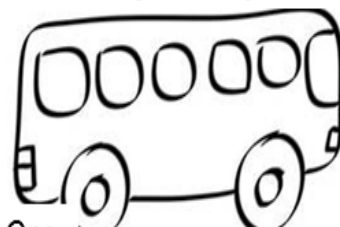
- J. Sell, E. Mierzyńska – Iwanowska, A. Belter (red.), *12 ważnych praw. Polscy autorzy o prawach dzieci* [12 Important Laws, Polish Authors on Children's Rights] , Poznań 2017.



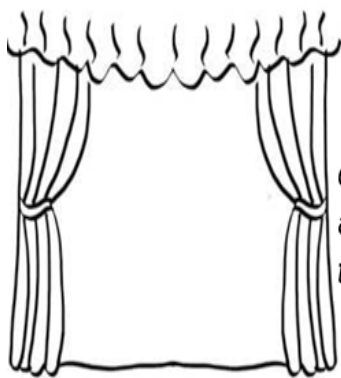
Appendix 28

Hi,

I have just returned from a nursery excursion and decided to write to you immediately. Today we went to the theatre to see a play called "Hansel and Gretel". Everyone from my group was looking forward to this trip, mainly because we were planning to go by coach. In the morning I packed my backpack and, being full of energy, I went with my dad to the pick-up location outside our nursery. I was dumbstruck when I noticed that Frank's group were also gathering beside our bus. Frank is a boy who often harasses other children and is very noisy. Do you remember how he got me into trouble in the nursery recently? Since that time, I haven't had a very good opinion of him.



As I expected, from the very beginning Frank caused a lot of trouble. One time, he kept pushing others while queuing for the cloakroom and then he made the excuse that it was only an accident. Another time, he took someone's seat on the bus and claimed that it had been his seat from the start. Also, he hid the girl's hats as a joke which made them cry and they wanted to call their parents to take them back home.



While observing all of this, I recalled what I learned from you. When we are disturbed by something, it is worth identifying what is happening and talking about what we feel, and also, about what we need from the other person. So, I told Frank straight away: "I get angry when you hide the girl's hats. I would like

Appendix 28

you to give them back to them.” Initially, Frank wasn’t bothered by what I said. But I have to admit that I was so stressed that I spoke very quietly and with a trembling voice. However, after a moment, I repeated the same sentence louder and with more confidence. Frank reacted by freezing in surprise and only stared at me. I was very surprised, because after a short while, my friends John and Toby joined me. And they also firmly told him what they thought about the situation. After that, Frank didn’t have a choice so he returned to the girls the property that he had stolen earlier. I was trembling like a leaf from fear, but I was so proud of myself and, of course, of my classmates too!

Obviously, that doesn’t mean that Frank was behaving like an angel until the end of the excursion. He harassed and disturbed others a couple of times. He even kicked my chair during the performance, but I didn’t have any problem expressing an opinion about his behaviour. And you know what? He stopped doing it. Somehow, words can have great power.

regards, Gregory



Appendix 29

Someone sitting behind you is kicking your seat.	You see that a person sitting behind your friend is kicking his seat.
The person sitting behind you took your hat away and is not willing to return it.	You see that a person sitting behind your friend took his hat away and is not willing to return it
The person sitting beside you took your seat and said that they were going to sit there from now on.	Someone took your friend's seat and said that they are going to sit there from now on.
The person behind you is making so much noise that it gives you a headache.	Your friend says that he is getting a headache, because someone sitting behind him is making so much noise.
The person sitting behind you dropped crumbs when eating and said that it was you who made the mess.	The person sitting behind your friend dropped crumbs when eating and said that it was your friend who made the mess.

Lesson plan no. 11

Myself in the world

Area: wise disciplining (functioning in a group, protection of personal borders)

Duration of the class: 45 min.

Target group: Children aged 3-6

Tips for the instructor:

The aim of the class is to present the topic of the protection of personal boundaries in a wider social context and to divert the attention of the children from their relationships with their peers to their relationships with adults. Another objective is to provide information concerning the possibility of expressing disapproval of those behaviours of adults that children may find embarrassing, unpleasant or unjust.

The instructor encourages children to recall the concept of personal boundaries in the context of forming an awareness of our own preferences, needs and desires and the ability to take care of them by actively striving for well-being, but also through the ability to react when someone does things that we find unpleasant, difficult or unwelcome. The teacher reminds the children that they have a right to protect their personal boundaries not only in their relationships with their peers, but also with adults. It is up to children to decide how close of a relationship they would like to have with family members, friends and neighbours, they have the right to intimacy, protection against harm, and to have their own opinions.

It is worth emphasizing that children are brought up in families with different traditions and parenting styles. Traditionally, in our culture, children are encouraged to be nice and polite to older people even if they try to enter into a relationship with children in a manner that is difficult for them.

The aim of the class is to encourage children to take care of their boundaries in relationships with adults with respect to their feelings and intentions (which are often good).

The aim of the class:

- Providing knowledge concerning the topic of personal boundaries and their protection in the context of the children's relationships with adults
- Increasing self-awareness in the area of own emotions and needs in various situations
- Extending the scope of the available strategies for the protection of personal boundaries with regard to forming relationships with adults
- Developing the skills of recognizing and respecting the boundaries of adults

Outcomes of the class:

- Children know that each person should be aware of and protect their personal boundaries
- Children can handle situations where their personal borders are being crossed by adults.
- Children know who they can depend on in a situation where their personal borders are being violated.
- Children understand that others, including adults, have their own borders that should not be crossed

Materials and aids:

- Appendix 30 hardcopy – Gregory's letter
- Appendix 31 hardcopy– situations
- Scissors

Exercise 1 (10 min.)

The teacher reads aloud from the letter (Appendix no. 30).

THE CONTENT OF THE LETTER:	HELPFUL QUESTIONS FROM THE TEACHER:
<p><i>"Hi!</i> <i>Aunt Barbara and uncle Thad stayed over. You should remember him, uncle Thad is a joker who gave me some advice when I wanted to help my classmates who had to do a performance. My uncle and aunt travelled from Krakow and stayed with us in our place for the weekend. I really enjoy it when guests visit. Maybe I am not a social butterfly (but you already knew that I am not one at all!), but I like to sit with everyone else and listen to what they are talking about.</i></p>	<p>Who visited Gregory at home?</p>
<p><i>This visit was unusual and I must admit that it was quite tiring. The moment my uncle walked through the door, just as a joke, he gave me a very firm handshake. My aunt, in turn, demanded that I kiss her on the cheek, which I wasn't keen to do. Then she insisted that I sit on her lap. She mentioned that when I was little, I always used to do that. The only thing is, I'm not that small anymore! When my parents mentioned that I do very well in my nursery, my uncle wanted me to recite a poem in front of everybody, and you know how much I dislike performing in front of an audience when everyone looks at me. Somehow I managed to excuse myself from doing it and slipped out into my room. Eventually, when I was in the bathroom, my aunt entered the room by accident. She wasn't bothered about me changing. She said that when I was little, she used to change my nappies, so I have</i></p>	<p>What were the behaviours of the uncle and aunt that Gregory found to be difficult for him?</p>

<i>nothing to be ashamed of. Luckily, my dad heard the conversation and asked my aunt to wait for me to leave the bathroom.</i>	
<p><i>You know what, I like it when my uncle tells jokes, I like to fool around with him and listen to his funny adventures. In turn, my aunt always helps my mum and she can explain difficult nursery homework like nobody else. She also makes the most delicious doughnuts in the whole world! But unfortunately my uncle and aunt sometimes cross the line. I don't know how to react. Please tell me, what do you do in such situations?</i></p> <p style="text-align: right;"><i>Regards, Gregory</i></p>	<p>What does Gregory like about his aunt and uncle?</p>

Exercise 2 (15 min.)

The teacher discusses with the children the topic of defending personal boundaries in relationships with adults and tells them that everyone has the right to object when an adult does something that may be unpleasant, embarrassing or damaging to them. It frequently occurs that adults do not realize that not all children like to exchange greetings or play in the same way and that they may have different needs concerning a relationship. Through gaining an awareness of this, we should be able to clearly express our discontent.

The teacher may put the following questions to the children:

-What can you say when an adult does something you don't want?

If the children need some hints we could ask for example - what can you say when your uncle starts tickling you too much?

After listening to the answers, the teacher together with the children try to figure out if the proposals were right by asking the following questions:

- Will the adults, from what you say, realize that there is something you dislike?
- Will we offend anybody by expressing our discontent in this way?

It is important for the children to draw up proposals of reactions that are clearly defined, such as "don't do this me", "I wouldn't like you to do it this way." If the children do not give such answers, the teacher may suggest similar answers and ask them what they think.

Exercise 3 (15 min.)

The children draw descriptions of short situations (Appendix 31 cut and shuffled). The teacher reads the description and the child proposes how to react in a particular situation (what words to use). The teacher gives hints to the children in relation to the phrases proposed in the previous exercise.

You are walking with an adult who is holding your hand. They pull your hand so strongly that it is painful.	An adult would like you to sit on their lap, but you don't like the idea.
An adult greets you with a very strong handshake.	An adult catches you and throws you high up, which makes you feel sick.
An adult would like you to greet them with a kiss, but you don't feel like it.	An adult wants to read your secret notebook, which you use to write down your secrets.
Some adults would like you to recite a poem, but you don't feel like it at this time.	An adult would like to do some drawing with you, but they do not listen and stubbornly correct your drawing.
An adult eats the sweet treats you got as a present.	Each time they see you, an adult tugs your hair as a joke, which you don't like.

Summary of the class (5 min.):

The instructor emphasizes that, in relationships with adults, it may be difficult to defend our boundaries. In these cases, it is worthwhile asking for help from close adults (parents, grandparents, aunts, older siblings, etc.) who are aware of our difficulties and may provide support to us in difficult situations when needed. It is also advisable to ask the children who in their surroundings can support them, who they can trust with their problems. It is important for everyone to be aware of the fact that there may be situations in which the support of a close adult may be necessary and that it may also be the case that a particular person we request help from may not treat us seriously. In that case, the child should try to find someone else.

Risks and recommendations:

Because the lesson is aimed at motivating the children to speak about difficulties involving relationships with adults, there might be a risk of revealing abusive situations. This cannot be dealt with in a classroom environment however, the children should not be left without guidance either, something like the following sentence may resolve the situation: "What you are saying is important, let's talk about it after class", and then the teacher should continue with the lesson. After the class, the instructor should talk to the child about what he/she said.

Recommended literature related to the task:

- M. Potter, *Co się dzieje w mojej głowie?* [What's Going On Inside My Head?] , translated by W. Górnaś, Warszawa 2019.
- J. Sell, E. Mierzyńska – Iwanowska, A. Belter (red.), *12 ważnych praw. Polscy autorzy o prawach dzieci* [12 Important Laws, Polish Authors on Children's Rights] , Poznań 2017.

- Appendix 30

Hi,

Aunt Barbara and uncle Thad stayed over. You should remember him, uncle Thad is a joker who gave me some advice when I wanted to help my classmates who had to do a performance. My uncle and aunt travelled from Krakow and stayed with us in our place for the weekend. I really enjoy it when guests visit. Maybe I am not a social butterfly (but you already knew that I am not one at all!), but I like to sit with everyone else and listen to what they are talking about.

This visit was unusual and I must admit that it was quite tiring. The moment my uncle walked through the door, just as a joke, he gave me a very firm handshake. My aunt, in turn, demanded that I kiss her on the cheek, which I wasn't keen to do. Then she insisted that I sit on her lap. She mentioned that when I was little, I always used to do that. The only thing is, I'm not that small anymore! When my parents mentioned that I do very well in my nursery, my uncle wanted me to recite a poem in front of everybody, and you know how much I dislike performing in front of an audience when everyone looks at me. Somehow I managed to excuse myself from doing it and slipped out into my room. Eventually, when I was in the bathroom, my aunt entered the room by accident. She wasn't bothered about me changing. She said that when I was little, she used to change my nappies, so I have



nothing to be ashamed of. Luckily, my dad heard the conversation and asked my aunt to wait for me to leave the bathroom.

You know what, I like it when my uncle tells jokes, I like to fool around with him and listen to his funny adventures. In turn, my aunt always helps my mum and she can explain difficult nursery homework like nobody else. She also makes the most delicious doughnuts in the whole world! But unfortunately my uncle and aunt sometimes cross the line. I don't know how to react. Please tell me, what do you do in such situations?

regards, Gregory

6

Appendix 31

You are walking with an adult who is holding your hand. They pull your hand so strongly that it is painful.	An adult would like you to sit on their lap, but you don't like the idea.
An adult greets you with a very strong handshake.	An adult catches you and throws you high up, which makes you feel sick.
An adult would like you to greet them with a kiss, but you don't feel like it.	An adult wants to read your secret notebook, which you use to write down your secrets.
Some adults would like you to recite a poem, but you don't feel like it at this time.	An adult would like to do some drawing with you, but they do not listen and stubbornly correct your drawing.
An adult eats the sweet treats you got as a present.	Each time they see you, an adult tugs your hair as a joke, which you don't like.

100

Lesson plan no. 12

The positive brain

Area: Awareness – building mental resilience

Duration of the class: 45 min.

Target group: Children aged 3-6

Tips for the instructor:

The aim of the class is to encourage the students to practice the expression of gratitude and to actively seek positive features in their peers within a group. The ability to notice what is good, beautiful and valuable in other people, the appreciation of their efforts and positive features shapes a positive attitude towards the world and other people and is one of the key elements of mental resilience.

The instructor encourages the children to mutually exchange positive information about each other, words of appreciation and gratitude.

It is worth emphasizing that positive feedback, more so than criticism, motivates other people to work on themselves and build more successful relationships with people. What we may appreciate in our colleagues are, among other factors, skills they have recently developed, special abilities, persistence in their goals, and their general way of being which has a positive impact on the atmosphere of the group. We can also thank our peer group for some positive words and helpful gestures, emphasizing how important they are to us.

It is worth ensuring that gratitude and positive feedback is the everyday practice within the group. This gives the children a chance to change their perspective from formulating judgments and mutual accusations to an attitude of noticing positive changes, small successes and the individual effort of each person to form a good atmosphere in the classroom.

The aim of the class:

- Providing knowledge concerning the meaning of positive feedback in building successful relationships
- Boosting self-esteem
- Summarizing the work that the group has completed, commenting on any notable positive changes

The outcomes of the class:

- Children know that there is something worth appreciating in everyone.
- Children are able to communicate positive feedback to their peer group.
- Children are able to receive positive feedback from their peer group.
- Children understand that what we say and how we say something about others and to others has an impact on the atmosphere of our mutual relationships.

Materials and aids:

- Appendix 32 hardcopy– Gregory's letter
- Appendix 33 hardcopy– Gregory's notes (example of a filled in worksheet)
- Appendix 34 hardcopy– notes of gratification (as many copies as required by the students)
- Scissors
- Drawing materials: crayons, pencils, felt-tip pens (optional)

Exercise 1 (15 min.).

The instructor reads aloud from a letter (Appendix 32):

THE CONTENT OF THE LETTER:	HELPFUL QUESTIONS FROM THE TEACHER:
<p><i>"Hi, my friends!</i> <i>I am extremely happy because many positive things have happened lately. First of all, last Saturday was my birthday! Just like everyone else probably, I love this day, and not just because I can eat as many sweet treats as I like, or because I get fantastic presents. Most of all, it is because I can invite all of the people close to me to my birthday party. Of course, my parents were present. I also invited uncle Thad (you remember, the joker who gave me advice on how to support my friends who had to do a performance) and aunt Barbara (the one who always wants me to kiss her on the cheek when I greet her). And of course, my classmates were there as well - I invited everyone! I even invited Toby, although I do not like him very much, because he is very loud and harasses everyone. But you won't guess who else turned up - my friend from the old nursery - Jimmy. I almost fell off the chair when I saw him!</i></p>	<p>What event did Gregory describe in his letter?</p> <p>Who did he decide to invite for his birthday party?</p> <p>What was most important for him during his birthday party?</p>
<p><i>The birthday party was great. You know that I don't like being the centre of attention and I don't like noisy places. Still, I tried to manage my emotions. I thought about everything before the party and I came up with games that would suit everyone equally and which were accompanied by relaxing music. But, I must admit that I was quite tired after the party anyway.</i> <i>Even today, I am still in a great mood. And when I think about all this, I think that it is great to get presents, but giving them to others is even better. I am a good observer, so I saw how happy everyone looked when I</i></p>	<p>What did Gregory decide to do after his birthday party?</p> <p>Who did he prepare presents for?</p> <p>What were the difficulties with the preparation of the presents and how did he</p>

opened presents from them. I have decided to make some gifts for them right now. For each person who was at my birthday party, I created a little note with a message expressing what I like about them or what I would like to thank them for. Making a note for Mum, Dad, John or Jimmy was very easy! I had to think for a longer time about what to draw for aunt Barbara or Toby. But, because of this, I realized that even if I see only annoying features in someone's behaviour, despite that, one may still find some positive features in them.

Finally, I have created a note for you. Would you like to take a look?

*Regards,
Gregory"*

manage to solve them?

The teacher presents the notes prepared by Gregory to the students (Appendix 33). Together, children try to guess the meaning of each message and what compliments Gregory wanted to give to each individual. Examples:

- Gregory had a great time with his uncle, he likes when his uncle jokes with him.
- Gregory wants to show John that he is his best friend.
- He likes to cuddle his mother, it always makes him feel better
- He likes playing with his dad, e.g. building with blocks.
- Gregory thanked Toby for being able to defend him.
- Gregory is thanking you for your letters with drawings and for the help in dealing with his problems.

Exercise 2 (25 min.)

The teacher randomly divides the students into groups of six and asks them to sit together at the table. Each student receives a worksheet (Appendix 34). Their task is to make a note for each member of their group telling them what they are grateful for, or what they like or admire in them. After the completion of the task, the children cut the notes and give them to the recipients. A sixth note may be given to a chosen person from the class or it may be spared for somebody else to whom they would like to express their appreciation (a family member, someone from outside the nursery group).

The teacher asks the following questions:

- What were the feelings which accompanied the writing and giving of the notes?
- What were the feelings which accompanied the reading of the notes received?

Summary of the class (5 min.):

The instructor emphasizes that in the same way as it is nice to receive gifts or to listen to positive words about oneself, it is also nice to give the same treat to others. We make others happy by saying nice

things to them, by thanking them for something or by giving them a small gift. Everyday kind gestures are what builds a good atmosphere, thereby promoting close relationships and mutual trust.

Risks and recommendations:

While the students are working on the task, the teacher moves between them and notes whether or not all students are focusing on the positive qualities and skills of their classmates. It is important to indicate that every message should be nice. Before writing down the message, every child should think about whether they would like to receive such a note - would it be nice for them?

The exercises proposed in this plan should be practiced many times and repeated so that everyone, from time to time, is appreciated for something. It is also worthwhile that the teacher engages in the practice of expressing gratitude, noting what is best in each student, appreciating their efforts and progress. Let us remember that examples come from above.

References related to the task:

Literature recommended for teachers:

- D.J. Siegel, T.P. Bryson, *Mózg na tak* [The Yes Brain] translated by M. Gruszczyńska, Warszawa 2019.

Appendix 33

FOR UNCLE	FOR JOHN
FOR MUM	FOR DAD
FOR TOBY	FOR YOU



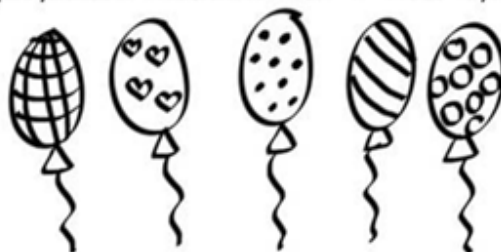
Appendix 32

Hi friends,



I am extremely happy because many positive things have happened lately. First of all, last Saturday was my birthday! Just like everyone else probably, I love this day, and not just because I can eat as many sweet treats as I like, or because I get fantastic presents. Most of all, it is because I can invite all of the people close to me to my birthday party. Of course, my parents were present. I also invited uncle Thad (you remember, the joker who gave me advice on how to support my friends who had to do a performance) and aunt Barbara (the one who always wants me to kiss her on the cheek when I greet her). And of course, my classmates were there as well - I invited everyone! I even invited Toby, although I do not like him very much, because he is very loud and harasses everyone. But you won't guess who else turned up - my friend from the old nursery - Jimmy. I almost fell off the chair when I saw him!

The birthday party was great. You know that I don't like being the centre of attention and I don't like noisy places. Still, I tried to manage my emotions. I thought about everything before the party and I came up with games that would suit everyone equally and which were accompanied by relaxing music. But, I must admit that I was quite tired after the party anyway.



Appendix 32



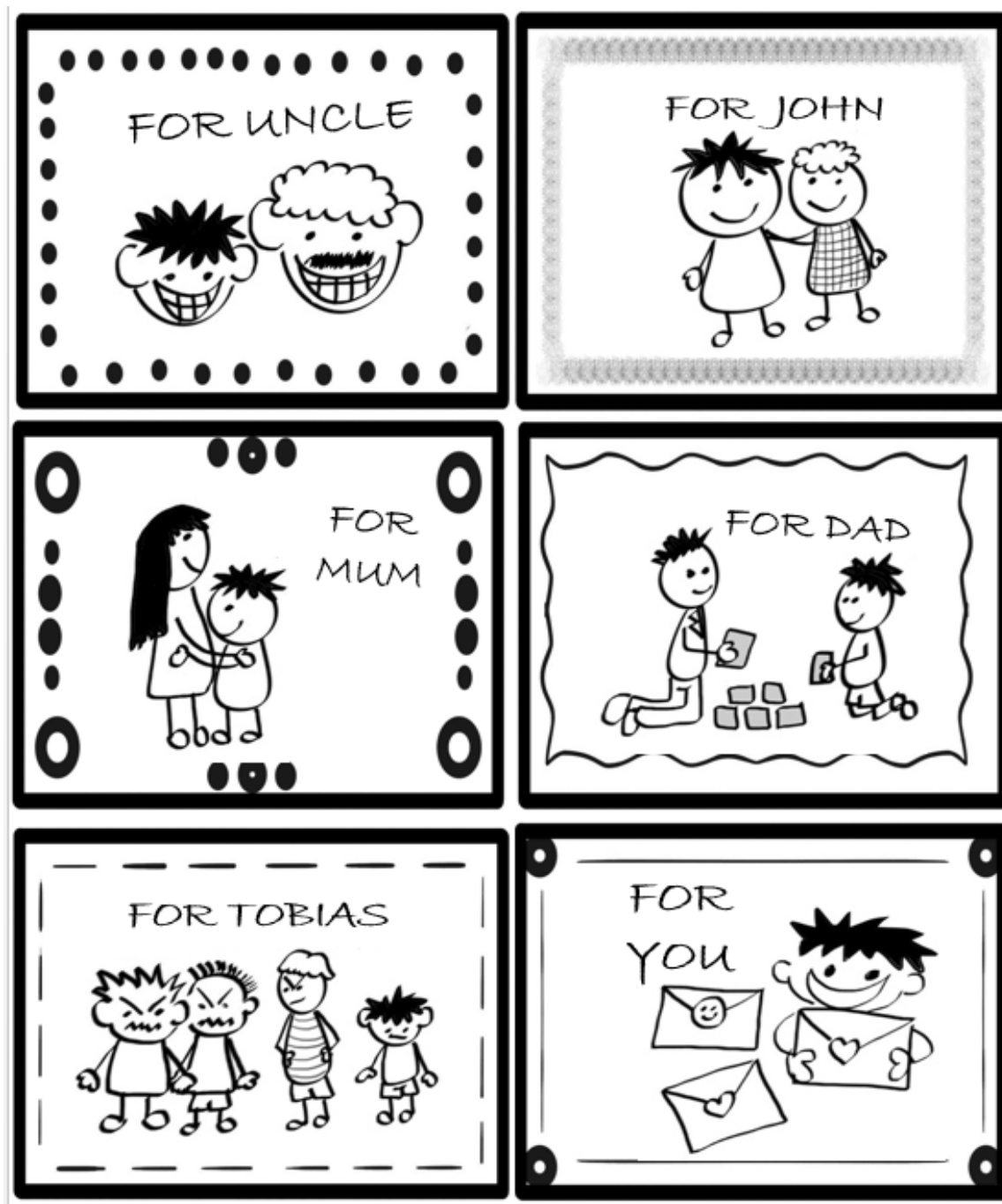
Even today, I am still in a great mood. And when I think about all this, I think that it is great to get presents, but giving them to others is even better. I am a good observer, so I saw how happy everyone looked when I opened presents from them. I have decided to make some gifts for them right now. For each person who was at my birthday party, I created a little note with a message expressing what I like about them or what I would like to thank them for. Making a note for Mum, Dad, John or Jimmy was very easy! I had to think for a longer time about what to draw for aunt Barbara or Toby. But, because of this, I realized that even if I see only annoying features in someone's behaviour, despite that, one may still find some positive features in them.

Finally, I have created a note for you. Would you like to take a look?



regards, Gregory

Appendix 33



Appendix 34

