

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 primary school class. 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 primary school children (7-10 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 primary school class, with children aged 7 - 10, 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 7-10

Tips for the instructor:

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

During the classes, we encourage children to think about how we create images of ourselves and other people, 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 something or even mastering something and may need help with certain tasks.

It is worth noting that a large proportion of the differences between people are due to the differences in their temperaments. We are born with certain features that give us tendencies to react and deal with difficulties in a different way. Whether or not we confront and accept our individuality 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 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
- 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 classroom, then its contents are read aloud (Appendix 1).

"Hi!

My name is Gregory. I am 9 years old and I love writing 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 to solve it?

Until recently, I used to be in a class in which I had many friends. We all knew each other from our preschool class and in some cases even from kindergarten! I was best friends with Jimmy. We used to meet often to play football, but we also liked to go to the pet shop to watch the fish. 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 when I said that I wanted to play alone. The rest of the class also knew that although I am usually quiet and calm, I am also a nice friend. I will tell you more - in the last year I was even one of the representatives of the class! The teacher explained that it is due to the fact that you can rely on me and that I help everyone around me.

A month ago, I moved to another city because my parents found new jobs.

Unfortunately, now my old school is too far away, so I had to move to another class. 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 class. I thought that we might be more courageous if we became acquainted with the rest of the class together. But you know what? It is not that easy. The children in my class have known each other for a very long time. The boys even have their own soccer team in which they play after school. Charlie joined them before me, and I ... I watch them playing for the moment, because I do not have enough courage to play with them all.

I thought it would be nice if the class 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 friends what I'm good at, but also to show them what I'm learning to do at present so that maybe they will see that I need some help. I just lack courage, a little. It would make it easier for me if you could also make similar drawings.

Regards,

Gregory"

The teacher asks the children questions about the letter:

- Who is the person who wrote the letter to us?
- What difficulty did he have to face?

- How did he feel in the old class?
- How does he feel in the new class?
- What may his new colleagues think about him?
- What might his classmates like about him?

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 the skill that he wants to improve (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 the 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 in order to give him courage. If the children agree, the teacher collects the drawings with the explanation that they will be sent to a friend.

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 while how much we have in common with someone else.

Risks and recommendations:

When presenting students' 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. Every student should be able to say what they meant in the course of this task.

Some students 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 student 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 – Chrapkiewicz, Sopot 2019.

Appendix 3

WHAT I AM GOOD AT

WHAT I CAN WORK ON FURTHER

Appendix 1

HÍ,

My name is Gregory. I am 9 years old and I love writing 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 to solve it?

Until recently, I used to be in a class in which I had many friends. We all knew each other from our preschool class and in some cases even from kindergarten! I was best friends with Jimmy. We used to meet often to play football, but we also liked to go to the pet shop to watch the fish. 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 when I said that I wanted to play alone. The rest of the class also knew that although I am usually quiet and calm, I am also a nice friend. I will tell you more - in the last year I was even one of the representatives of the class! The teacher explained that it is due to the fact that you can rely on me and that I help everyone around me.



A month ago, I moved to another city because my parents found new jobs.

Unfortunately, now my old school is too far away, so I had to move to another class. 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 class. I thought that we might be more courageous if we became acquainted with the rest of the class together. But you know what? It is not that easy. The children in my class have known each other for a very long time. The boys even have their own soccer team in which they play after school. Charlie joined them before me, and I ... I watch them playing for the moment, because I do not have enough courage to play with them all.

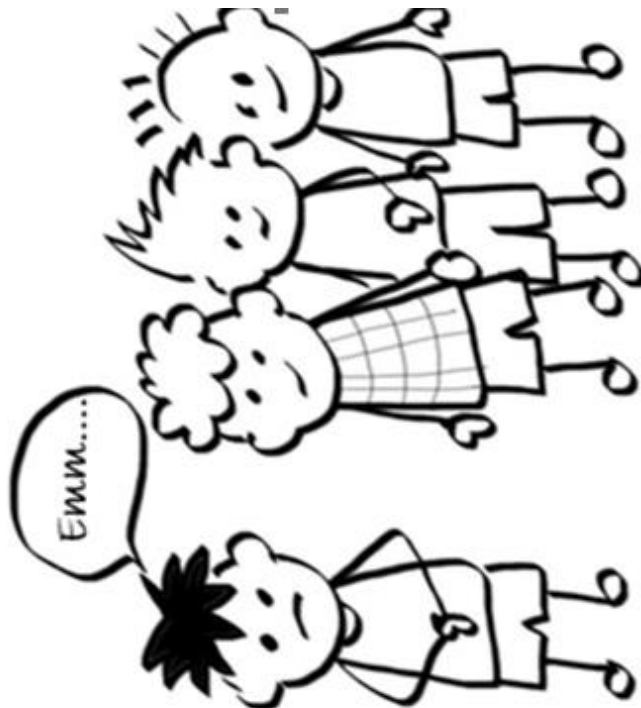
I thought it would be nice if the class found out a little bit more about me. Mom says that in order to like someone you need to get to know them a little. As you already know, I like to draw and I thought that I would make one drawing to show my friends what I'm good at, but also to show them what I'm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

regards,
Gregory



Appendix 2

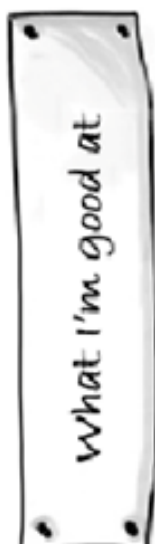
What else I can work on



What I'm good at



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 7-10

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 encourages children to confront their beliefs and hastily formed opinions about others and creates an opportunity to examine various unusual behaviours and ways of coping as a potential resource, which, in an appropriate situation, helps to deal with many different kinds of problems.

It is worth emphasizing that different behavioural traits and personal preferences for ways of spending time, requirements for interaction with peers, activity, 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 students 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- characteristics of the students
- Appendix 6 hardcopy - difficult situations

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 are the strengths and weaknesses that may be observed in this boy? What have we learned about ourselves and others during the last class?

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

"Hi!

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 as I do! My classmates have already seen my comics and read them during the breaks at school. 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.

You know, it's cool that each of us is different. Because of this, it is not too boring in our class! There is certainly no shortage of adventures.

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

Regards,

Gregory "

Exercise 2 (10 min.)

The teacher presents the characteristics of children from Gregory's class to the students (Appendix 5). They are told to listen carefully and remember something unique that may be said about each of them. For a better understanding and as a way to remember the information we can summarize each characteristic with questions at the end of the table. Also, a summary of the presentation of all of the characteristics may be presented in this way.

Characterizations of students

Anne - an invisible girl

Anne is a quiet little girl with blond hair. Sometimes you forget about her presence in the class. She usually stands aside and watches us having fun. 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 class. 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 doesn't score a goal, or when someone accidentally pushes by him in the corridor, when he fails to solve his maths task, 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 for nothing. The teacher says that sometimes he gets some sort of "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. He is just like other boys. He likes to run around with us on breaks, he knows how to play table football and he has a good sense of humour. Only he finds a lot of things disturbing. When we do tasks in books, I can't ask him about anything, because he says I distract him. Sometimes he tries to silence the class instead of the teacher. Needless to say, we don't like it. He doesn't eat his lunch in the canteen because he says it smells bad. When we make salads or sandwiches in class, 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 cut-outs instead. Do you understand what the problem is with his hands?

Rose - guardian of order

Rose probably likes to go to school more than the rest of us. I think she does, because she never misses a day of school and almost always arrives there first. From the very first day she memorizes the timetable, she even knows who goes to additional classes. When it happens that our teacher is unexpectedly not at school, we already know that it will not be an easy day. When a substitute teacher wants to teach a different subject instead of mathematics, he must first convince Rose. She would always argue that the lessons must go ahead according to the timetable. Sometimes she gets so upset that she leaves the classroom or refuses to do anything in the class. The same thing happened when a theatre did not arrive at school as scheduled. Rose was anxious about it all day did not even like the fact that we went to the playground. When we want to postpone a test, she is never happy, because she is always prepared for it. She even has a special notebook in which she writes out everything that the teacher asks for and what needs to be done. Sometimes she is so serious that I think she could be our teacher.

After the presentation of characteristics, the teacher asks the students some supporting questions:

- How may the children from the descriptions disturb other students?
- What are their difficulties?
- What positive features do these children have?
- In what way might these children be better than others?
- Which one is the most liked in the class?

Exercise 3 (15 min.)

The teacher reads the situations from Appendix 6 to the children and asks them to try to guess which of Gregory's colleagues could solve difficult school matters. The instructor can ask 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 during the first lesson, 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 leave 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 we would never find out. Then one of the girls got up, she came up to the teacher and whispered something into her ear. It turned out that 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 remembered Kate's story?

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

2. It was like this. A group of older boys joined our class. They teased us during breaks, pushed us, offended us by name-calling, sometimes they stole a drink or a sandwich from one of us and we had to run after them. It was awful because we couldn't do anything about it. They warned that if we told the teacher they would get us in the cloakroom. We agreed that we wouldn't say anything, we try to avoid them and hoped that they would get bored, but somehow they always found us, even in the bathroom. And finally, one of us couldn't stand it. When they took his drink 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 school. She told the class teachers about those bullying boys. Then they had to explain their behaviour and now they stay away from us. We know that they still don't

like us, but we at least we live in peace.
-Who was the boy who finally ran for help?

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

On Wednesday, we had a pet day in the class. Toby, the one who likes dogs, came to school with his mongrel. We were delighted because Toby talked a lot about his dog and was supposed to show us various tricks. We all wanted to pet it and be close, 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 it also did not help. But 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 school. 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 happening to 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 school library and prepare a presentation so the student audience could choose the most interesting one. Our group consisted of five people, and our topic was friendship. We had four days to finish the task so we thought we would do it on time. But somehow it turned out that on the third day we still had nothing. We went to the school library and there we met another group who were already finishing their presentation. It turned out that they had planned everything as soon as the teacher gave out the topics. There was someone in that group who liked to plan, and this planning saved our group. Fortunately, we had an opportunity to see what they did step by step. Unfortunately, we didn't have that much time, but it was only their plan, which allowed us to start our work at all. It turned out that the presentation of that group was the most interesting one, because they managed to take pictures and find passages read by actors on the internet. It was very interesting to listen to. We did not manage to make such an interesting presentation, but thanks to the help of a friend who had a good plan, we avoided getting the lowest mark.

- Who helped the other children to plan their presentation?

Answer: the person who was able to plan and help Gregory's group was Rose. Thanks to her advice, the children knew what to do.

Exercise 4 (10 min.)

The teacher asks the students 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 school or from the neighbourhood. We allow the children to talk about this in the class 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 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 classes, it is worth emphasizing what is annoying or incomprehensible to us in the behaviours of others, this 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 classes, students should be reminded that we are discussing the characteristics of Gregory's colleagues. This is not the time to look for people with similar difficulties in the classroom.

What should be emphasized most vigorously during classes 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 6

FRIENDSHIP (napis na książce)

Appendix 4

Hi,

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Appendix 5

Anne - an invisible girl



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Toby – a temperamental boy



Toby is probably the tallest boy in the whole class. 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 doesn't score a goal, or when someone accidentally pushes by him in the corridor, when he fails to solve his maths task, 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 for nothing. The teacher says that sometimes he gets some sort of "short circuit" in his head and there are sparks. Then he needs a moment to calm down.

Appendix 5

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Jeremy is difficult to describe. He is just like other boys. He likes to run around with us on breaks, he knows how to play table football and he has a good sense of humour. Only he finds a lot of things disturbing. When we do tasks in books, I can't ask him about anything, because he says I distract him. Sometimes he tries to silence the class instead of the teacher. Needless to say, we don't like it. He doesn't eat his lunch in the canteen because he says it smells bad. When we make salads or sandwiches in class, 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 cut-outs instead. Do you understand what the problem is with his hands?

Rose - guardian of order



Rose probably likes to go to school more than the rest of us. I think she does, because she never misses a day of school and almost always arrives there first. From the very first day she memorizes the timetable, she even knows who goes to additional classes. When it happens that our teacher is unexpectedly not at school, we already know that it will not be an easy day. When a substitute teacher wants to teach a different subject instead of mathematics, he must first convince Rose. She would always argue that the lessons must go ahead according to the timetable. Sometimes she gets so upset that she leaves the classroom or refuses to do anything in the class. The same thing happened when a theatre did not arrive at school as scheduled. Rose was anxious about it all day and did not even like the fact that we went to the playground. When we want to postpone a test, she is never happy, because she is always prepared for it. She even has a special notebook in which she writes out everything that the teacher asks for and what needs to be done. Sometimes she is so serious that I think she could be our teacher.

Appendix 6



1. On Monday during the first lesson, 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 leave 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 we would never find out. Then one of the girls got up, she came up to the teacher and whispered something into her ear. It turned out that few days ago Kate's beloved kitten had died. Nobody remembered it even though Kate had talked about it last week.



1. It was like this. A group of older boys joined our class. They teased us during breaks, pushed us, offended us by name-calling, sometimes they stole a drink or a sandwich from one of us and we had to run after them. It was awful because we couldn't do anything about it. They warned that if we told the teacher they would get us in the cloakroom. We agreed that we wouldn't say anything, we try to avoid them and hoped that they would get bored, but somehow they always found us, even in the bathroom. And finally, one of us couldn't stand it. When they took his drink 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 school. She told the class teachers about those bullying boys. Then they had to explain their behaviour and now they stay away from us. We know that they still don't like us, but we at least we live in peace.

Appendix 6



On Wednesday, we had a pet day in the class. Toby, the one who likes dogs, came to school with his mongrel. We were delighted because Toby talked a lot about his dog and was supposed to show us various tricks. We all wanted to pet it and be close, 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 it also did not help. But 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 school. 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.



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 school library and prepare a presentation so the student audience could choose the most interesting one. Our group consisted of five people, and our topic was friendship. We had four days to finish the task so we thought we would do it on time. But somehow it turned out that on the third day we still had nothing. We went to the school library and there we met another group who were already finishing their presentation. It turned out that they had planned everything as soon as the teacher gave out the topics. There was someone in that group who liked to plan, and this planning saved our group. Fortunately, we had an opportunity to see what they did step by step. Unfortunately, we didn't have that much time, but it was only their plan, which allowed us to start our work at all. It turned out that the presentation of that group was the most interesting one, because they managed to take pictures and find passages read by actors on the internet. It was very interesting to listen to. We did not manage to make such an interesting presentation, but thanks to the help of a friend who had a good plan, we avoided getting the lowest mark.

- Who helped the other children to plan their presentation?

Lesson plan No. 3

Self-awareness

Area: self-awareness - building up mental resilience

Duration of the class: 45 min.

Target group: children aged 7-10

Tips for the instructor:

The aim of the course is to draw attention to the biological symptoms of experiencing emotions and to encourage students 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 symptoms 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 students with the physiological symptoms of emotions
- Building an attitude of understanding and acceptance of different ways of experiencing emotions

Outcomes of the class:

- The children know that every person experiences similar emotions, although the ways of experiencing and showing 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 7 hardcopy – letter from Gregory
- Appendix 8 hardcopy - symptoms of emotions (as many copies as required by the students)
- Appendix 9 hardcopy – body outline templates (as many copies as required by the students)
- Scissors and glue
- Drawing materials: pencils, crayons, felt-tip pens (to be chosen by the students)

Exercise 1 (15 min.)

The teacher refers to the topic of the last class and asks if any of the children had the opportunity in recent days to observe positive behaviour in their colleagues. The group listens to the statements and helps in naming the skills or traits that characterize people from the story. We reward with applause, both the person who had their story told, as well as the person who observed the event and told the class about it.

Then the teacher reads another letter from Gregory (Appendix 7).

"Hi, my friends!

I would like to tell you today about an interesting experience that I had this week.

On Monday, a school counsellor came to our class. She 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 counsellor 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 experience, 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-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 kitten had died. The corners of my lips were pointing downwards, I had little energy, and tears appeared in my eyes.

Wednesday: Toby was waiting for me in the cloakroom and hoping to scare me, he jumped at me from behind the locker. My heart was pounding, I was pale and shaking, and my eyes opened so widely.

Thursday: I forgot to bring the notebook with my homework to school, which resulted in a note being made in my school diary. 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 in the school canteen for lunch. 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 place 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 have a pile of homework to do. I have little energy, I'm pale and my body just wants to lie down. But I'm also very curious about what the counsellor will tell us tomorrow at the next class. Observing ourselves was an interesting experience but I wonder why we were supposed to do it? What do you think?

Regards,

Gregory"

The teacher asks the children questions about the letter:

- What happened at the lesson Gregory was talking about?
- What task did Gregory's class have to do after the lesson with the school counsellor?
- What were Gregory's observations during the whole week?

Exercise 2 (25 min.).

The teacher encourages children to look at how they experience emotions. The students are given illustrations of the signs of emotions (Appendix 8) and body outlines with the names of the relevant emotions (Appendix 9). The task of the children is to describe what happens to their bodies when they experience different emotions. They should cut out the "signs of emotions" and stick them around the figures below. In a situation when they have a sign of emotion when experiencing a particular emotion that is not included in the attachment, they can include it with the figures by drawing or writing down a description of their individual experiences.

After compiling the work by the children, the teacher encourages them to compare the figures representing the same emotions. Children should be encouraged to participate in a discussion by asking questions, e.g.:

- Do we all experience the same emotions in the same way?
- Does everyone observe the same 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 have 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 feel 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 students to support themselves with the observations that Gregory has made. In the following days, we may also find some time during the school day to ask children what emotions they are feeling at a given movement 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 - Chrapkiewicz, 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?* [Is it worth to teach the 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.

APPENDIX 8

Table:

DILATED PUPILS, PALENESS, FASTER HEARTBEAT,
RAPID BREATHING, BODY TREMBLING, SWEATING,
HAIR BRISTLING, RESTLESS LEGS, BLUSHING,
STOMACH ACHE, SCREAMING, LACKING ENERGY,
COVERING OF THE EYES, FACE GRIMACE, COMPRESSED LIPS,
STUTTERING, CRYING, BODY TENSION,

Appendix 7



Hi friends,

I would like to tell you today about an interesting experience that I had this week.

On Monday, a school counsellor came to our class. She 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 counsellor 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 experience, 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-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 kitten had died. The corners of my lips were pointing downwards, I had little energy, and tears appeared in my eyes.

Wednesday: Toby was waiting for me in the cloakroom and hoping to scare me, he jumped at me from behind the locker. My heart was pounding, I was pale and shaking, and my eyes opened so widely.

Thursday: I forgot to bring the notebook with my homework to school, which resulted in a note being made in my school diary. 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 in the school canteen for lunch. 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.










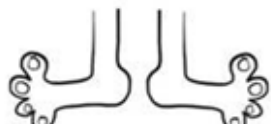










Appendix 7

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

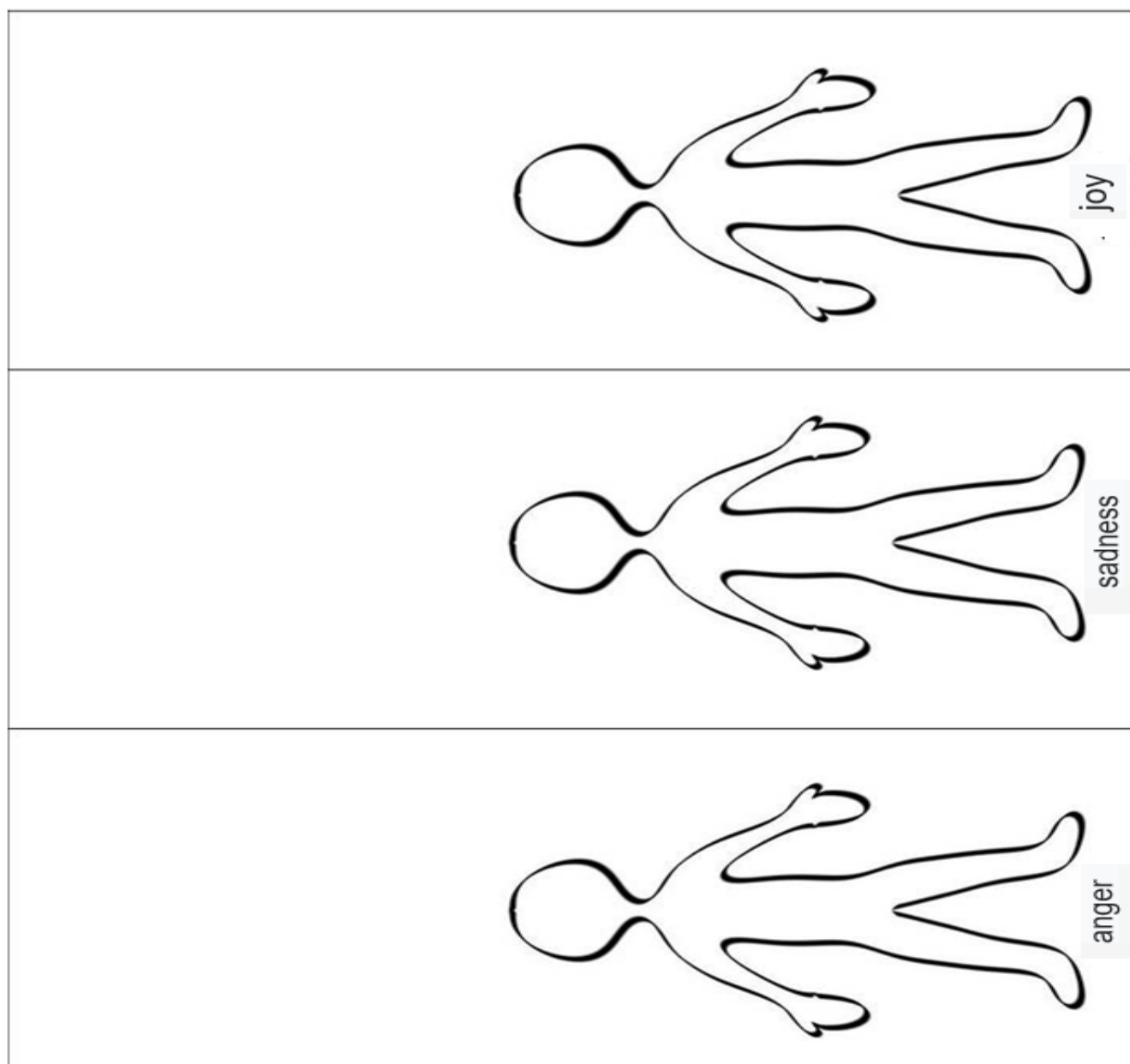
Today is Sunday and I have a pile of homework to do. I have little energy, I'm pale and my body just wants to lie down. But I'm also very curious about what the counsellor will tell us tomorrow at the next class. Observing ourselves was an interesting experience but I wonder why we were supposed to do it? What do you think?

regards, Gregory

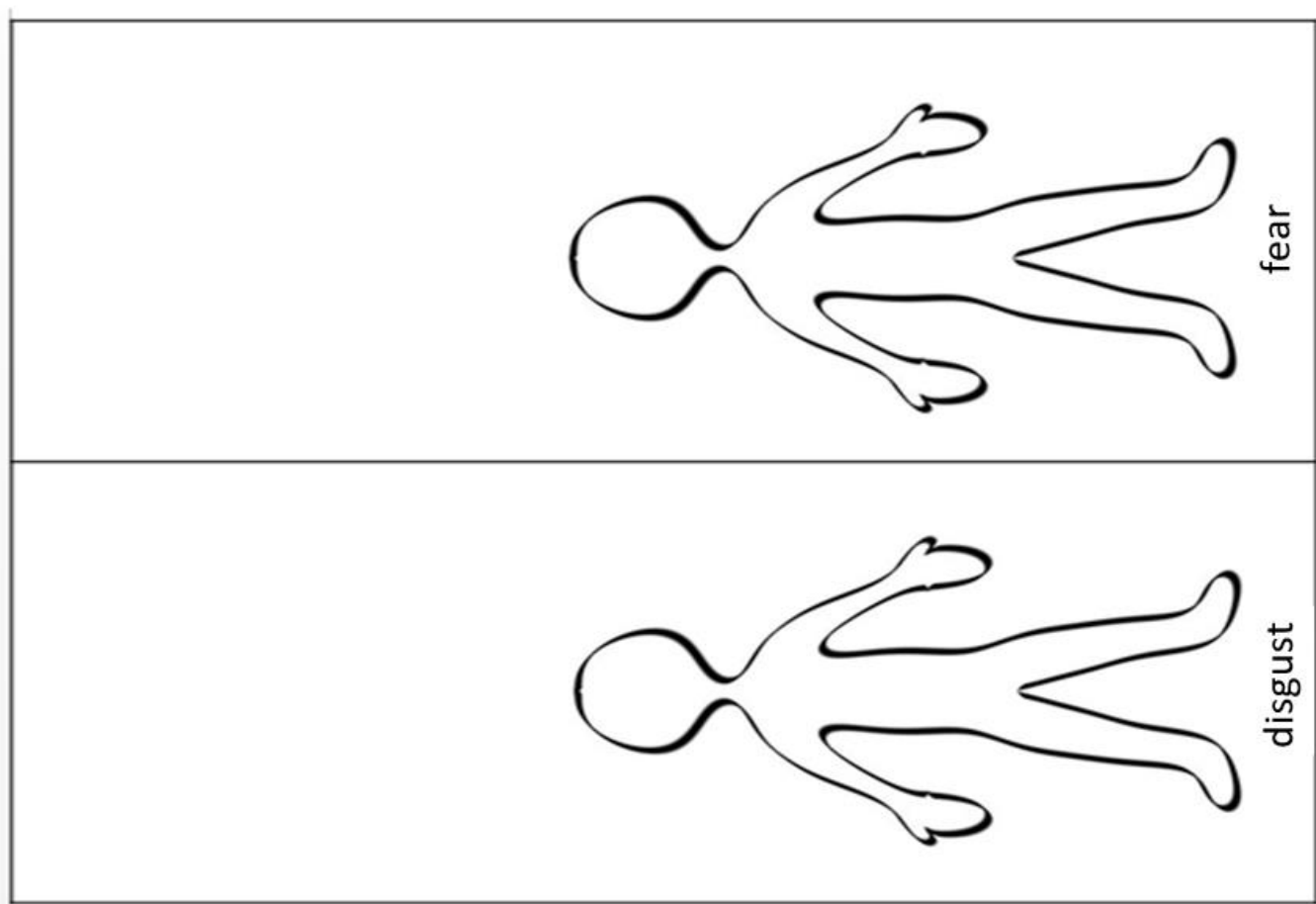
Appendix 8

DILATED PUPILS 	PALENESS 	FASTER HEARTBEAT 
RAPID BREATHING 	BODY TREMBLING 	SWEATING 
HAIR BRISTLING 	RESTLESS LEGS 	BLUSHING 
STOMACH ACHE 	SCREAMING 	LACKING ENERGY 
COVERING OF THE EYES 	FACE GRIMACE 	COMPRESSED LIPS 
STUTTERING 	CRYING 	BODY TENSION 

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 7-10

Tips for the instructor:

The aim of the course is to familiarize children with the subject of emotions in the context of their function. In the course of becoming familiar with emotions, the ability to name and recognize them is the first step towards self-regulation. The awareness that all emotions are necessary (regardless of whether or not they are pleasant) allows us to confront even their strong manifestations with a sense of perspective.

The instructor encourages the children to reflect upon why we need emotions. They show that emotion 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 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.

The intensity with which we experience them differs considerably, there are also variations in the types of emotions we are more prone to, 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 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 (as many as required by the students)
- Scissors

Exercise 1 (10 min)

The teacher reads another letter from Gregory (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 a school art competition organized by the school counsellor. The topic of the competition was emotions. I came up with the idea that I would do what I do best - 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? Would it not 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 structure which he had been building for a long time, when he had to walk alone through the 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 in the competition, but I'm still very pleased with it. Even the teacher came to me during the break and congratulated me on the idea. She said that she would come to my class and that we would talk in class 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!

Regards,
Your extremely cheerful Gregory"

The teacher asks the following questions of the students:

- What types of emotions do you know?
- Which emotions are pleasant and which are unpleasant?
- What would happen if we didn't experience emotions at all?
- What would happen if we experienced only one emotion (e.g. joy)?
- What do we need emotions for?

Exercise 2 (15 min.)

The teacher divides 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 so that each of the emotions are matched with the benefits that they may provide for us in everyday functioning.

Student's proposals are then discussed in the group forum in order to ensure that the task is executed correctly and in a timely manner and to make any necessary corrections. The instructor tries to ask the students as much as possible about examples of situations when we use the informational role of emotions.

For example:

- When you take a sandwich out of your backpack that has been there for a week, disgust prevents you from eating the rotten food.
- When you get angry because someone takes your possessions, you have the energy to protect them.
- When you are sad because your friend is seriously ill, you realize that they are important to you, you feel like comforting them.
- When you are afraid of a stranger who makes inappropriate approaches to you at the supermarket, you can withdraw and avoid danger.
- When you feel joy while riding a bike, you know that this is what you like to do.
- When you feel anxious about a test, you know that grades are important to you.

Exercise 3 (15 min.).

The teacher asks each group to present using scenes they invented, a situation in which the character experiences the emotion of their choice.

The rest of the class answer the teacher's questions:

- Which emotions does the character experience?
- What caused this emotion to appear?

- What does the appearance of this emotion tell us?
- How might the person deal with this situation?

We reward all of the actors participating in the scene with applause.

Summary of classes (5 min.):

In order to summarize, 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 be a source of shame. This is also necessary because it leads us to perceive the opinion 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 students what they can do when emotions become strong enough to prevent them from doing what they feel like doing?

Risks and recommendations:

When dividing the children into groups it is important to make sure that there are children who are able to read fluently in each group. This is especially important in the case of the youngest children.

References related to the task:

Literature recommended for teachers:

- E. Aron, *Wysoko wrażliwe dziecko* [orig. The Highly Sensitive Child] , translated by A. Sawicka - Chrapkiewicz, 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 11

FEAR

PROTECTS MY LIFE
REMINDS ME TO BE CAREFUL
PROTECTS ME FROM DANGER
PREVENTS INJURY

DISGUST

PROTECTS MY LIFE
PROTECTS ME FROM GETTING ILL
PROTECTS ME FROM POISONING
HELPS ME TO STAY HEALTHY

SADNESS

SHOWS ME WHAT I CARE ABOUT
LEADS TO REFLECTION
ALLOWS ME TO NOTICE WHAT IS TRULY VALUABLE
ALLOWS ME TO APPRECIATE WHAT I'VE LOST

JOY

TELLS ME WHAT I LIKE
TELLS ME WHAT I WANT
GIVES ME STRENGTH TO TAKE ACTION
GIVES ME ENERGY

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 a school art competition organized by the school counsellor. The topic of the competition was emotions. I came up with the idea that I would do what I do best - 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? Would it not 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 structure which he had been building for a long time, when he had to walk alone through the 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.

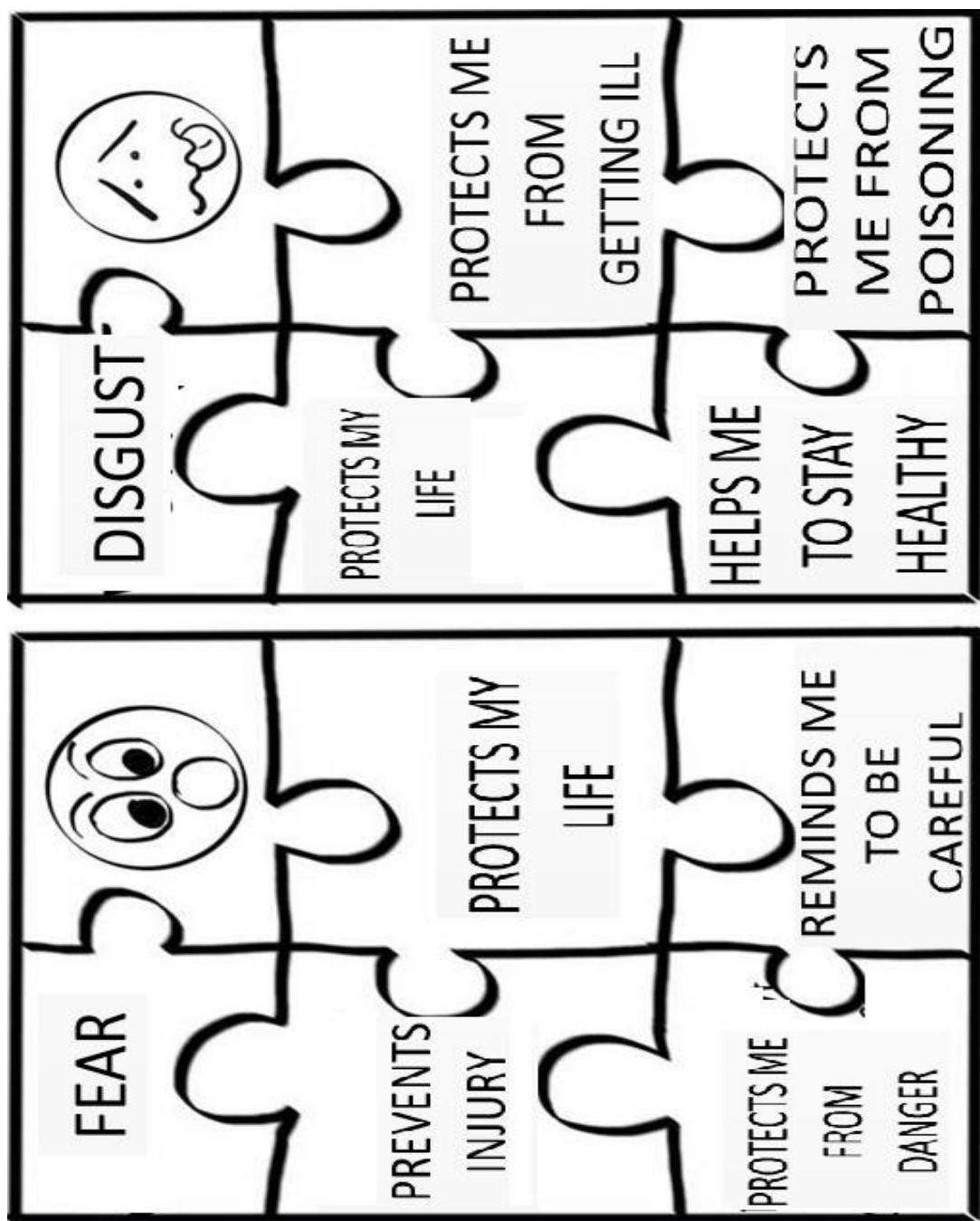
Unfortunately, my comic didn't win in the competition, but I'm still very pleased with it. Even the teacher came to me during the break and congratulated me on the idea. She said that she would come to my class and that we would talk in class about why we experience different emotions. Do you know what they are for?

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

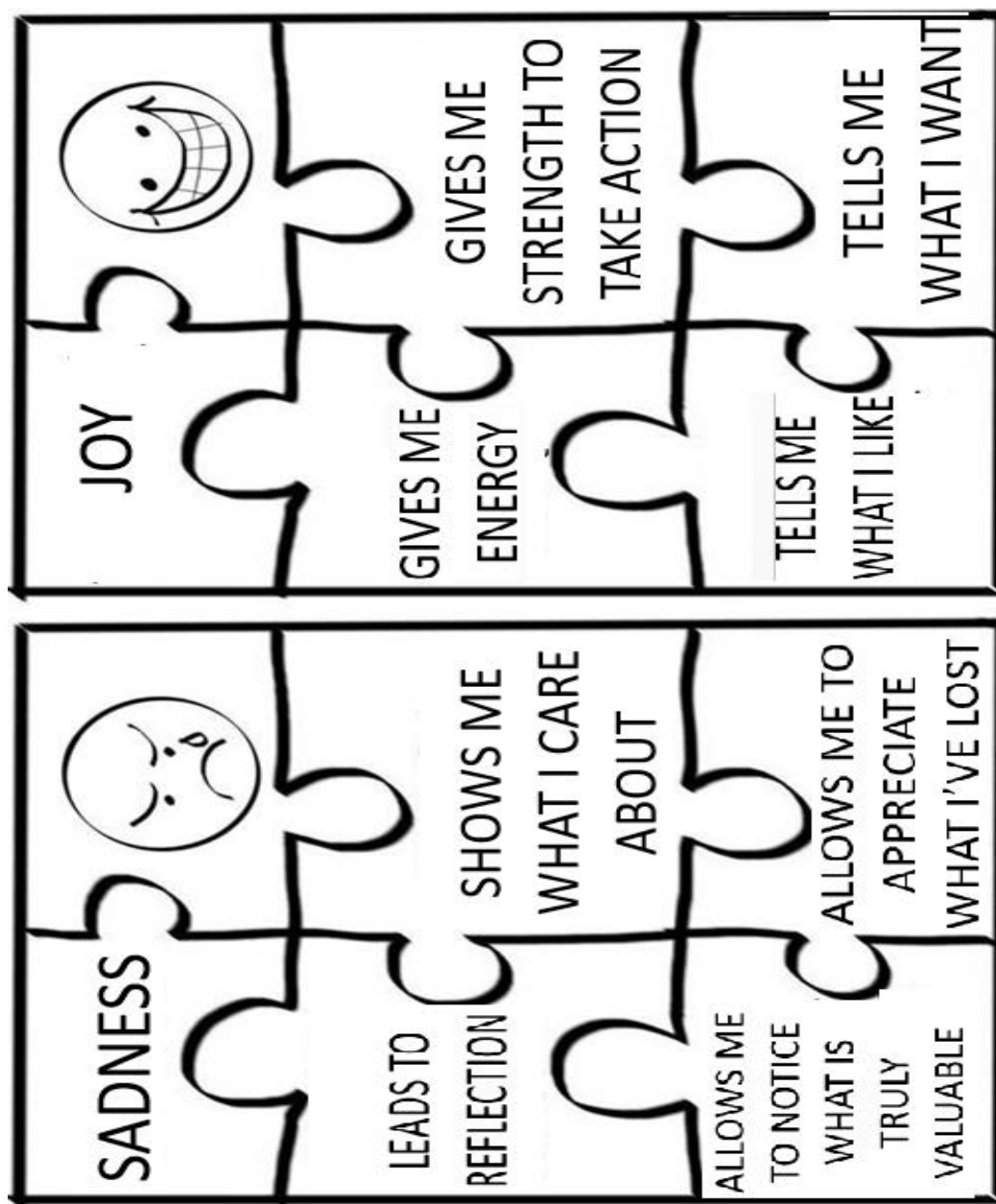
Extremely
happy Gregory



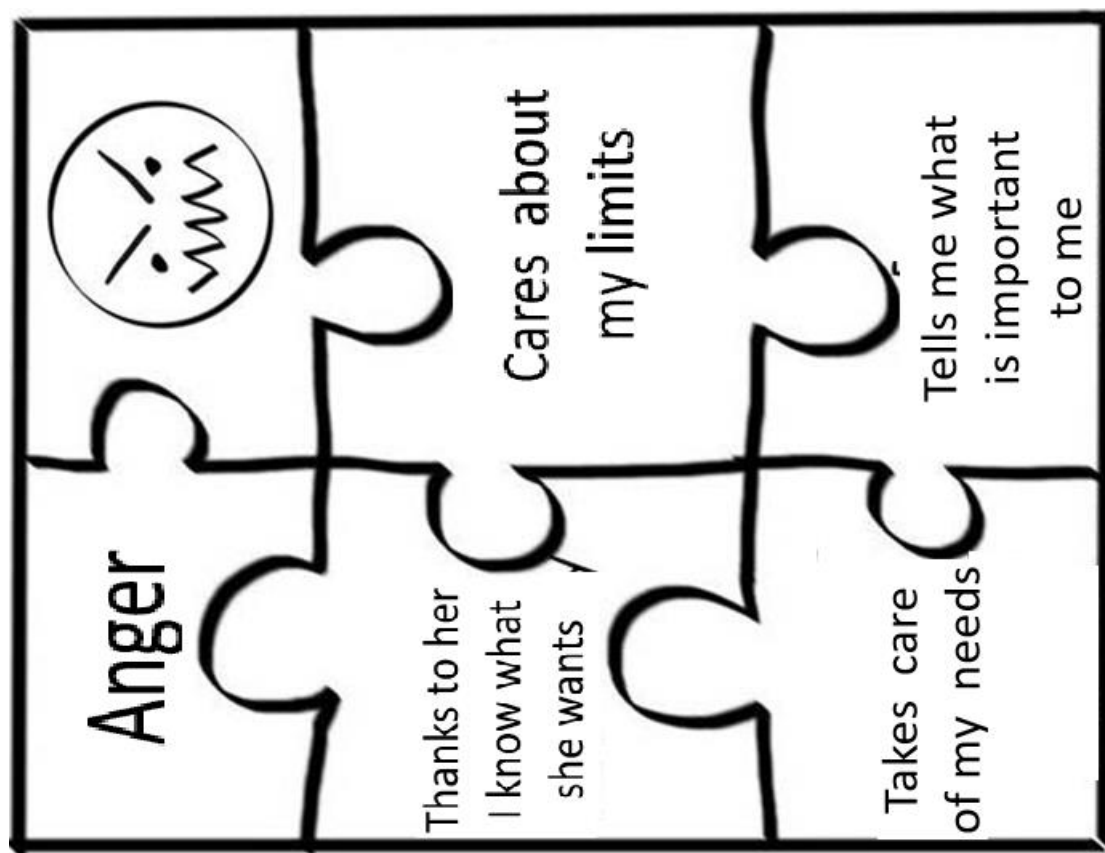
Appendix 11



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 7-10

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 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 (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 available strategies for dealing with emotions), cognitive (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 the personal difficulties and 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 – a human body outline (as many as required by the students)
- Appendix 14 hardcopy – preferences (as many as required by the students)
- Scissors and glue
- Drawing materials: crayons, pencils, felt-tip pens (to be chosen by the students)

Exercise 1 (15 min).

The teacher reads the letter aloud (Appendix 12):

Hi!

This is Gregory. What mood are you in today? I am extremely excited! Lately, with our class, we prepared a performance at school. We have been preparing for it for a whole month. We had rehearsals with our class 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 school 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 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 colleagues 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?

Regards,
extremely excited Gregory"

The teacher puts the following questions to the children:

- How, in your opinion, did Gregory behave during the rehearsal?

- Why did the children from Gregory's class behave so differently during the rehearsal? What do you think?

- How do you behave when you have to perform in front of other people?

Exercise 2 (25 min.)

Each child receives a worksheet (Appendix 13) depicting the outline of a human body, which they may colour to resemble their own. In addition, they receive a table (Appendix 14) containing various statements that describe people. Their task is to cut out those sections of the table that they most agree with and which characterize them most and stick them around their own body representation.

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 when someone hugs me gently.	I like 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 feel 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 get 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.

The teacher encourages children to find someone:

- Who reacts most like you?
- Who differs from you the most?

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 colleagues. 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 most interesting when everyone focuses on their own behaviour, and there would be some time later for comparison to be made between different points of view. There are no better or worse answers in this exercise. Our preferences simply result from what we are like and what we need to feel well.

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 12

Hí,



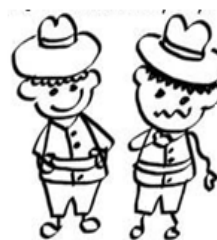
This is Gregory. What mood are you in today? I am extremely excited! Lately, with our class, we prepared a performance at school. We have been preparing for it for a whole month. We had rehearsals with our class teacher. We had to memorize many lines, we made costumes and decorations. It involved a lot 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 school 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 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 colleagues 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.

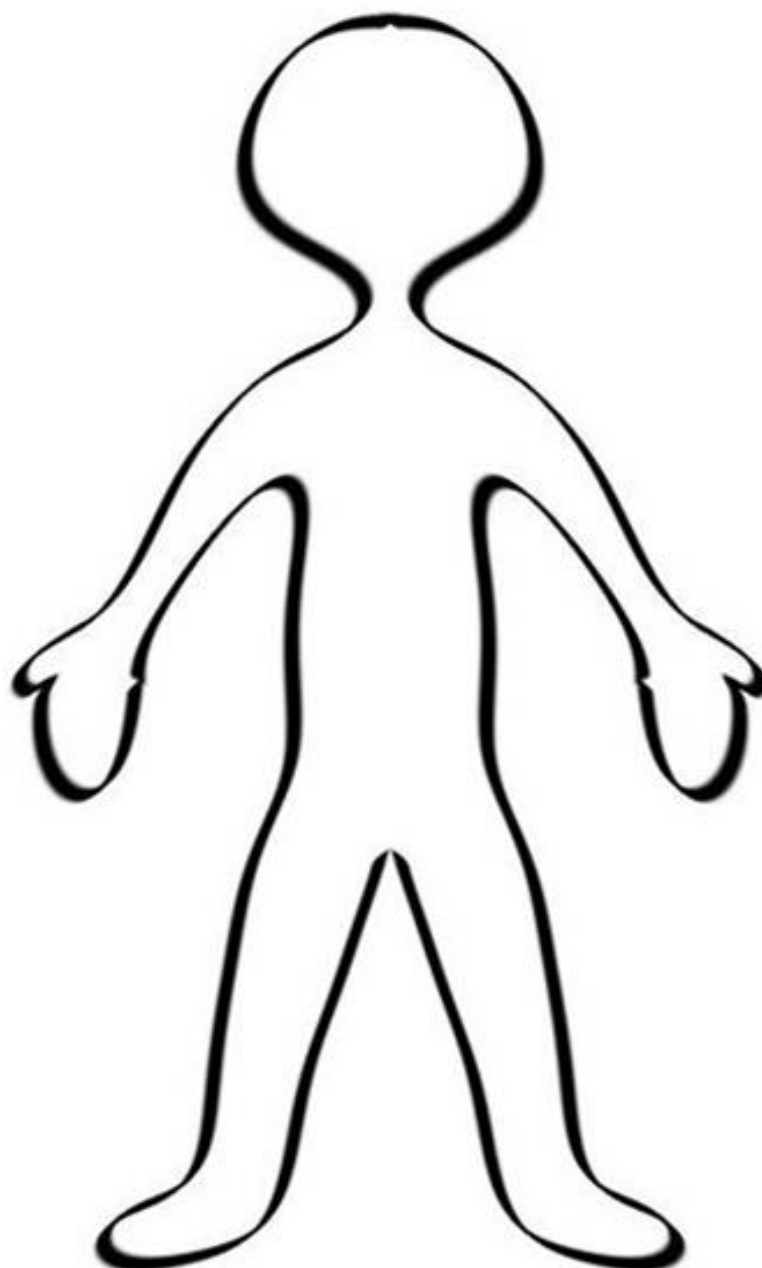
And how do you usually behave when you perform in front of an audience?






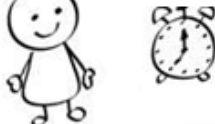









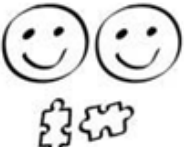
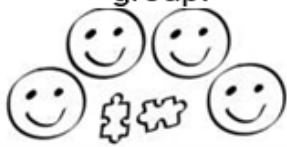
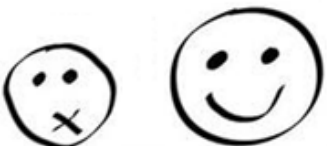


Extremely excited

Gregory







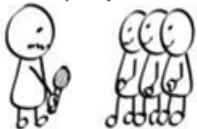

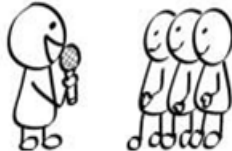
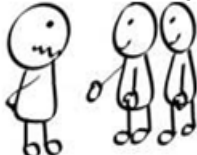
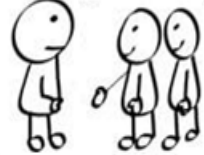
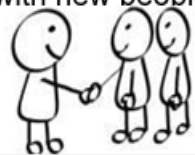



Appendix 13



Appendix 14

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

Appendix 14

<p>I like to work alone.</p> 	<p>I like to work in pairs,</p> 	<p>I like to work in a large group.</p> 
<p>I frequently need to take breaks and to rest after working or playing.</p> 	<p>I usually rest after a long and exhausting task.</p> 	<p>I don't usually get tired.</p> 
<p>I am very stressed when I have to perform in front of other people.</p> 	<p>I have no problem performing in front of others,</p> 	<p>I love 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 feel a little ashamed and stressed when I am becoming acquainted with new people.</p> 	<p>I feel comfortable when I am becoming acquainted with new people.</p> 
<p>Before I get 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> 

Lesson plan no. 6

A helping hand

Area: Reducing the feeling of shame

Duration of the class: 45 min.

Target group: Children aged 7-10

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 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 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 one 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 building up of 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
- Delivering 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 and supporting others.

Materials and aids:

- Appendix 15 hardcopy – a letter from Gregory
- Appendix 16 hardcopy – table (as many as required by the students)

- Drawing materials: coloured pencils (green and red)

Exercise 1 (10 min.)

The teacher reads the letter (Appendix 15):

"Hi!

I am hurrying to give you the solutions to my puzzle. I really don't like performing in front of an audience. At first, I wanted to give up and excuse myself from doing it at all, but I reminded myself about your drawing from the first letter (remember those drawings on which you drew your strengths and weaknesses). I decided to take 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 the performers. I was nervous, but I did very well. The teacher gave me an additional, equally important task: to create all of the decorations that were on the stage. Although it really was a lot of work, everyone told me that it came out beautifully!

After the performance, the school headmistress came to us and said that she would like for our play to be shown in other schools. 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 it would be good if I had some ideas on how to help myself and my colleagues. 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. Help me to decide which of these ideas are good.

Regards,
helpful Gregory"

The teacher asks the children questions about the letter:

- What was the difficulty Gregory has overcome during the school performance?
- What was the challenge the school headmistress gave to Gregory's class?
- From whom did Gregory ask for advice in order to help his colleagues in staging their performance?

Exercise 2 (30 min.)

The teacher reminds the children about the characters who were actors in the play and presents the uncle's ideas for supporting them before the next performance (Appendix 16). The students' task is to divide the list of advice into those items that may prove effective and those that can only make things worse. Students receive a worksheet and colour good ideas green and bad ideas red.

Advice for Kate who was trembling with fear:

- At least once a day imagine yourself doing the activities you find stressful, e.g. performing on stage, take deep breaths when you do it
- 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.
- Tell your colleague about your fear. Ask them to stay near you and support you.
- Find people who have a similar fear to you and laugh at them together with your colleagues, then everyone's attention will be diverted from you.

Advice for Jeremy, who couldn't stand wearing a costume.

- Bin the costume and pretend you don't know what happened to it.
- Tell an adult 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 less uncomfortable, because your body will get used to it.
- Give up on your role.

Advice for Julie and Patricia who couldn't stand the loud music

- 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 headphones. So many people find them helpful.
- Hide in the bathroom and wait until it is quiet.

Advice for Toby who started crying and screaming with emotion and then escaped:

- Think calmly about what makes you lose your temper. Think about how you are going to cope with it next time.

<ul style="list-style-type: none"> • Tell a good friend of yours what calms you down when you scream and cry. Ask them to do it for you next time.
<ul style="list-style-type: none"> • Think about the symptoms that tell you that you are about to explode. Next time, approach the teacher or a colleague that you like.
<ul style="list-style-type: none"> • Tell everybody that if they annoy you, you will leave and won't come back.
Advice for Natalie, 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.
<ul style="list-style-type: none"> • Ask if anyone would like to practice their part with you. Tell them how you cope with stress.
<ul style="list-style-type: none"> • When the others hesitate to perform a task, sigh and make faces.
<ul style="list-style-type: none"> • Smile at a person who seems stressed. Ask them about what may help them or try to cheer them up.

The teacher has a discussion with the children about their choices.

The questions that they may ask about the green ones:

- In what way may this advice help?
- In what other situations might this advice be effective?

About the red ones:

- Why is this not a good idea?

The 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:

If the teacher finds that the task is too difficult for students to complete individually, they can divide them into groups of 3-4 people, so that there is a student in each group who is able to read fluently. You can also use the simplified version of the exercise for preschool children.

References related to the task:

Literature recommended for children:

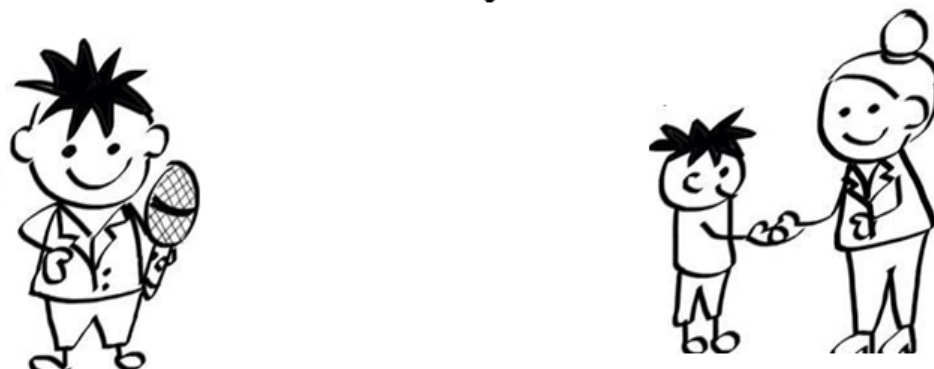
K. Yamada, M. Besom, *Co robisz z problemem?* [What Do You Do With a Problem?] translated by A. Kmiecik, Olsztyn 2018.

Appendix 15

Dear friends,



I am hurrying to give you the solutions to my puzzle. I really don't like performing in front of an audience. At first, I wanted to give up and excuse myself from doing it at all, but I reminded myself about your drawing from the first letter (remember those drawings on which you drew your strengths and weaknesses). I decided to take 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 the performers. I was nervous, but I did very well. The teacher gave me an additional, equally important task: to create all of the decorations that were on the stage. Although it really was a lot of work, everyone told me that it came out beautifully!

After the performance, the school headmistress came to us and said that she would like for our play to be shown in other schools. 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 it would be good if I had some ideas on how to help myself and my colleagues. 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. Help me to decide which of these ideas are good.





Regards, Gregory


Appendix 16

<p>Advice for Jeremy , who couldn't stand wearing a costume :</p> 	<p>Bin the costume and pretend you don't know what happened to it.</p> <p>Tell an adult about what is uncomfortable about the costume, think about what may be changed to improve it.</p> <p>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.</p> <p>Give up on your role.</p>
<p>Advice for Julie and Patricia who couldn't stand the loud music:</p> 	<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.</p> <p>Shout very loudly together when it gets too loud. Our own noise is supposed to be easier to handle.</p> <p>Ask the teacher if it is possible to use earplugs or noise - reducing earmuffs. So many people find them helpful.</p> <p>Hide in the bathroom and wait until it is quiet.</p>

Appendix 16

<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 16

<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>

Lesson plan no. 7

A walk through the regulation zones

Area: Self-regulation

Duration of the class: 45 min.

Target group: Children aged 7 – 10

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 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 development (the brain is in a balanced state and all of their basic needs are met).

In a situation when 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 well-being. Also, at the same time, the instructor gives the

1

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 form 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 balance

The outcomes of the class:

- 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 and unbalanced state.
- Children are able to discuss the situations and factors that drive them away from the state of balance.
- Children can emphasize selected strategies that may be helpful in returning to a state of mental balance.

Materials and aids:

- Appendix 17 hardcopy – letter from Gregory
- Appendix 18 hardcopy – Gregory's drawing (an example of a completed worksheet)
- Appendix 19 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 17):

Dear friends,

I need your help. I am so angry that I think I am about to explode! Today after class, I was in the common room waiting for an additional English lesson. Our class group shares a room with the students from the third year, 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 with what he did today, he crossed the line. I was sitting at a table and drawing a comic. I heard Frank's class entering the room. I thought that

2

Frank would stay away from me and play with his classmates as he usually does. Unfortunately, not this time, instead Frank took the seat next to mine. He was angry because the teacher told him to do his homework. Of course, he had no intention of doing the tasks given 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 was carried out in vain! When the teacher approached us, he lied that I had accosted him, made a mess and disturbed him while he was doing his homework! He also stuck his tongue out at me behind her back. It was too much! I didn't have time to explain the whole situation to the teacher because I had to go to my English class. Then I had even more misfortunes! I was so upset that any time the teacher asked me something in English, I was unable to answer. It was a total disaster. I arrived back home in an agitated state.

I'm staying in my room for now. My mother 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, because nothing has helped me yet.

Regards,
Gregory"

The teacher asks the children questions about the letter:

- What was the problem addressed to you by Gregory?
- What state was Gregory in before Frank entered the common room?
- What caused Gregory to become upset?
- What may help Gregory to deal with his nervousness?

Exercise 2 (25 min.)

The teacher refers to the concept of 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 18). 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 19). 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. The teacher asks the students to write, beside the arrows, what may cause them to lose their balance and what helps them to regain it.

After the worksheets are completed, the teacher invites the children to participate in 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 us to move from the Green Zone to the Red or Blue Zone?
- What are the factors that may help us to return from the Red or Blue Zone to the Green Zone?
- Are we all equally prone to losing our state of balance?

- Can we all be helped by using the same approach?

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 subject 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 colleagues. If children make general statements, such as “when someone teases me” we should ask about what the person teasing specifically does that is so annoying, etc.

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://iwezusiedogadaj.blogspot.com/2019/09/jak-rozmawiac-z-dziecmi-o-rownowadze.html> (accessed: 02.01.2020).

Appendix 18/19

PL	EN
Tu narysuj siebie, kiedy jesteś spokojny i skupiony	Here you draw an image of yourself when you are calm and focused
STREFA RÓWNOWAGI	ZONE OF BALANCE
Co sprawia, że tracisz równowagę?	What makes you lose your sense of balance?
Co sprawia, że odzyskujesz równowagę?	What helps you to retain your sense of balance?

4

Tu narysuj siebie, gdy jesteś niespokojny, trudno ci się skupić i/lub tracisz panowanie nad sobą.	Here you draw an image of yourself when you are anxious, when you find it difficult to focus and/or lose your temper.
STREFA WALKI, UCIECZKI LUB ZAGROŻENIA	FIGHT ZONE, ESCAPE OR DANGER

Appendix 17

Dear friends,

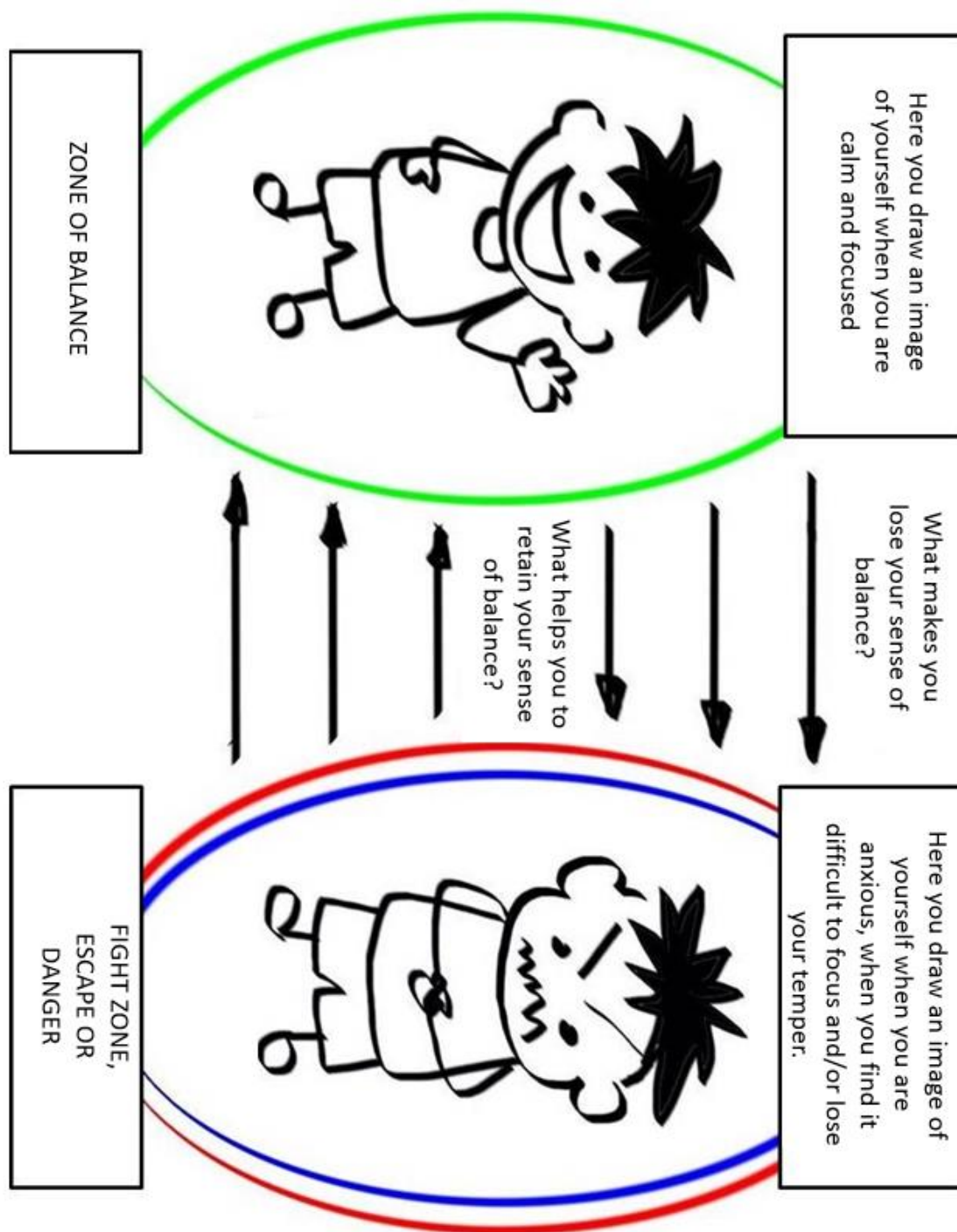
I need your help. I am so angry that I think I am about to explode! Today after class, I was in the common room waiting for an additional English lesson. Our class group shares a room with the students from the third year, which includes Frank. I would like to tell you that whenever I see him, I try to stay away. Frank is usually very loud and sometimes he harasses others. But with what he did today, he crossed the line. I was sitting at a table and drawing a comic. I heard Frank's class 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, instead Frank took the seat next to mine. He was angry because the teacher told him to do his homework. Of course, he had no intention of doing the tasks given 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 was carried out in vain! When the teacher approached us, he lied that I had accosted him, made a mess and disturbed him while he was doing his homework! He also stuck his tongue out at me behind her back. It was too much! I didn't have time to explain the whole situation to the teacher because I had to go to my English class. Then I had even more misfortunes! I was so upset that any time the teacher asked me something in English, I was unable to answer. It was a total disaster. I arrived back home in an agitated state.

I'm staying in my room for now. My mother 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, because nothing has helped me yet.

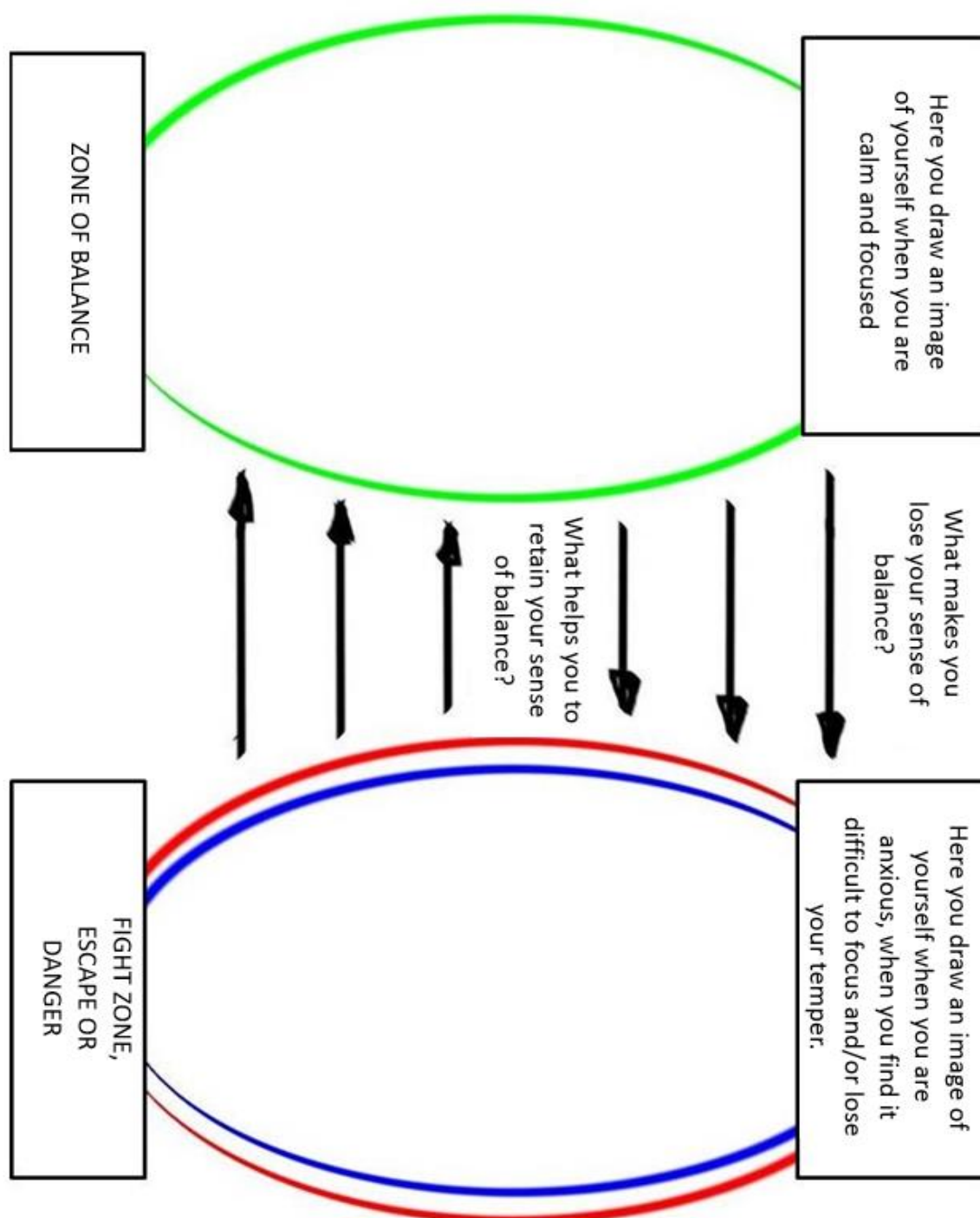
Regards, Gregory



Appendix 18



Appendix 19



Lesson plan no. 8

Charging the internal batteries

Area: Self-regulation

Duration of the class: 45 min.

Target group: Children aged 7 – 10

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

- Sleeping time (recommended duration of sleep for children aged 6-12 is 9-12 hours per day)
- Study time (usually time spent at school and engaging in self-study)
- Time for playing 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 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). School provides us with the time required for studying during the week, we have to take care of ourselves in order to have the time required for sufficient leisure.

The instructor encourages 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 cleaning up 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 know and 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 balance for a longer time.
- Children can indicate selected strategies for looking after oneself.

Materials and aids:

- Appendix 20 hardcopy – Gregory's drawing
- Appendix 21 hardcopy – a representation of a battery (as many copies 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 20):

"Hello, My 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 school and do my homework, which takes me a lot of time. After our lessons, our class usually meets with our teacher and we hold rehearsals for our performance. The performance will take place soon and we want to do our best.

Also, my parents and I came up with the idea that my artistic talent should be developed somehow, so I signed up for art classes. And of course I still attend my English lessons. You know, once I become a famous illustrator and travel around the world, I will have to be able to communicate with other people. After additional classes, I usually meet John. Do you remember him? It's the boy who asked me to create a comic about footballers - we got very deeply into it. 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 about it 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"

2

The teacher asks the children questions about the letter:

- What mood is Gregory in?
- What caused him to feel this way?
- What advice is Gregory asking for?

Exercise 2 (25 min.)

The teacher refers to the essential ability to manage one's own time in order to find the time both for acquiring knowledge and skills, as well as for leisure activities and resting. They have a discussion with the children about which activities are worth allocating time for each day to maintain their sense of well-being (see tips for the instructor).

The teacher encourages the children to complete a task (Appendix 21). Children fill out their worksheet by drawing or writing down the names of activities that will allow them to rest and retain their sense of balance and strength. An important part of the worksheet is the description of rituals concerning healthy sleeping and eating habits. Children are encouraged to mark, in these sections, the habits/rules that, in their opinion, promote their health.

After the children have completed their work, the teacher encourages them to take part in a discussion. Some additional questions:

- What is your favourite means of relaxation after school?
- What should you remember to do in order to feel well?
- 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?

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 time for being active or studying and also for resting. When this is achieved, our lives can become more stable and we will be able to maintain good humour and health, and also perform better in school.

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. Stażka – 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 21

PL	EN
SEN	SLEEPING
Ile godzin?	How many hours?
Warunki, pory zasypiania i wstawania	The conditions, times of going to bed and getting up
Zwyczaje związane ze snem	The rituals associated with sleeping
Potrzeby podstawowe – bez tego ani rusz!	Basic needs – can't do without them!
JEDZENIE	FOOD
NAPOJE	DRINK
Jak często?	How often?
W jakiej ilości?	How much?
Inne sposoby na doładowanie baterii	Other means of recharging batteries

Appendix 20

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 school and do my homework, which takes me a lot of time. After our lessons, our class usually meets with our teacher and we hold rehearsals for our performance. The performance will take place soon and we want to do our best.

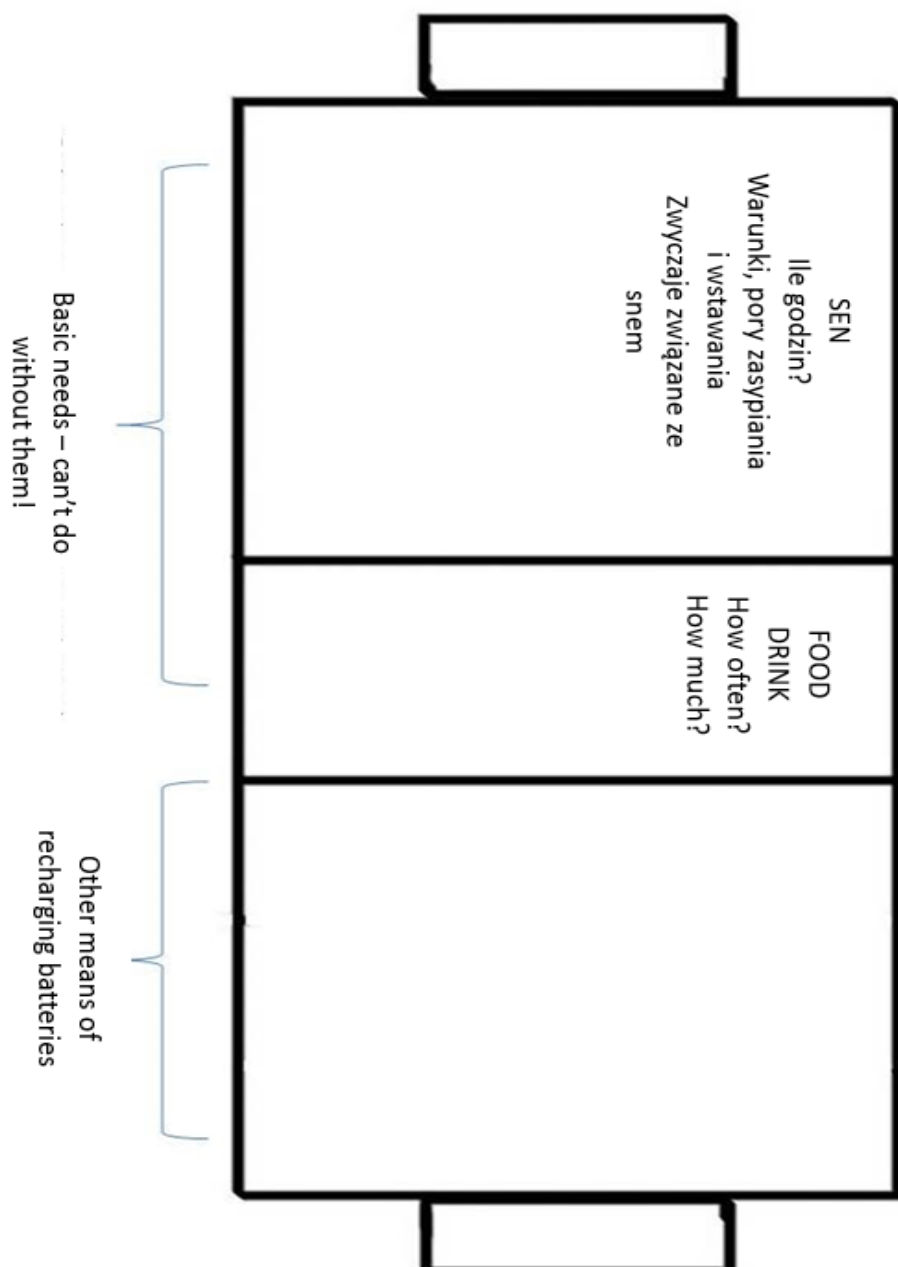
Also, my parents and I came up with the idea that my artistic talent should be developed somehow, so I signed up for art classes. And of course I still attend my English lessons. You know, once I become a famous illustrator and travel around the world, I will have to be able to communicate with other people. After additional classes, I usually meet John. Do you remember him? It's the boy who asked me to create a comic about footballers - we got very deeply into it. 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 about it 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 21



Lesson plan no. 9

I experience, feel, need

Area: Ability to talk about sensitivity

Duration of the class: 45 min.

Target group: Children aged 7 – 10

Tips for the instructor:

The aim of the course is to divert children's attention away from judging others towards naming their own emotions, needs and skilfully articulating 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:

1. My emotions, feelings
2. The 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 whether we make friends or create opponents. It is about developing an 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 of them by others.
- Children can name their emotions and needs in different situations.
- Children are able to speak about what is going in a non-judgemental way.

Material and aids:

- Appendix 22 hardcopy – letter from Gregory
- Appendix 23 hardcopy– a scheme of formulating “ME” messages

Exercise 1(10 min.)

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

“Hello Kids!

Please tell me, how are your internal batteries? Charged? Do you have a lot of energy? I’m asking because I have to charge mine, 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 a chance to tell you what’s going on.

You 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 got. He said that it is hopeless, because you can finish this game in just one day. I quickly told him to keep 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 it, she called Marcella stupid and ran up to the bathroom crying and 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. But I think that my colleagues have 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? Does it ever happen to you that you say something too harshly or hear words that are too harsh from someone else?

*Regards,
Gregory”*

Exercise 2 (15 min.)

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, in order for the class to think together about alternative ways for verbal expression to occur in these situations.

In order to facilitate this exercise, an example 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 are 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).

When discussing different situations with children, the following scheme (Appendix 23) may be used:



I feel...	When you(do something) When I hear.....
I would like you to Could you....	I would like.... I need.....

Other situations that may be discussed with the children:

- someone telling you that you are a coward, because you do not want to participate in a performance
- someone asking you to play soccer when you just want to remain alone

- someone telling you that you are a square, because you don't find their jokes funny, e.g. taking your possessions
- someone laughing at the fact that you do not attend physical education lessons, and saying that you are weak
- someone criticizing you for not engaging in loud activities
- someone laughing at the fact that you may need more time for reflection before giving an answer
- someone saying that you are ill, because you get angry more often than others
- someone calling you a crybaby, because you cry when you fail to accomplish something

Exercise 3 (15 min.)

If the teacher has some time left, a second version of the exercise may be proposed to the children based on experiences that were pleasant for them. The teacher then invites the children to recall the words or behaviours of their colleagues that make them feel good or pleased and to share these experiences with others using a similar scheme.

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 colleague, he decided to thank him for the prompt reaction: *"I am glad 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, I would like you to keep warning me in the event that I lose control and I am tempted to say something insulting to others."*

Summary of the class:

The instructor calls attention to the fact that emotions often make us say something 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. When expressing a "ME" message, at the beginning we feel that we may sound funny or unnatural. We are often afraid to express our feelings, we are ashamed or we fear rejection. In a class group, each person has an influence over the atmosphere of the group which may always be improved to promote 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 students the courage to speak about their feelings and needs as well as the ability to rely on personal or group experiences. This may not be an easy task. We should not put pressure on anyone to talk in front of the class group. If the children have difficulty with recalling their own experiences, we could start with the examples given above. We could also provide the children with pens

and paper and ask them to work in pairs. In some cases, that may be easier, especially for the children who require more time for reflection.

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)

Appendix 22

Hi kids,



Please tell me, how are your internal batteries? Charged? Do you have a lot of energy? I'm asking because I have to charge mine, 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 a chance to tell you what's going on.

You 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 got. He said that it is hopeless, because you can finish this game in just one day. I quickly told him to keep 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 it, she called Marcella stupid and ran up to the bathroom crying and refused to speak to anyone until the end of the party. Fortunately, she brightened up a little when I brought her favourite sweets.



Appendix 22

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. But I think that my colleagues have 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? Does it ever happen to you that you say something too harshly or hear words that are too harsh from someone else?

regards, Gregory

Appendix 23

<p>I feel...</p>	<p>When you(do something) When I hear.....</p>
<p>I would like you to Could you....</p>	<p>I would like.... I need.....</p>

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 7-10.

Tips for the instructor:

The aim of the class is to familiarize students with the concept of personal boundaries as a way to increase our awareness of our own preferences, needs and desires and also enhance our ability to take care of them by actively striving for well-being, while retaining the ability to react when someone does things 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 may do things that we do not want. 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 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 know 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 24 hardcopy – Gregory's letter
- Appendix 25 hardcopy – Situations
- Scissors

Exercise 1 (15 min.).

The teacher reads aloud from the letter (Appendix 24):

"Hi!

I have just returned from a school trip and decided to write to you immediately. Today we went to the theatre to see a play "Hansel and Gretel". Everyone from my class group was looking forward to this trip, mainly because we were planning to go by coach and return home late in the evening. In the morning I packed my backpack and ran to school to meet everyone else before we departed, we were all in high spirits. I was dumbstruck when I noticed that Frank's class 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 common room recently? Since that time, I haven't had a very good opinion about 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 was his seat from the start. Or 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, 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 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 colleagues 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 and returned to the girls what he stole 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,

2

The teacher asks the children questions about the letter:

- Which of his adventures is Gregory writing about?
- What was the most difficult aspect of the school trip?
- What did Gregory do to stop his colleague's bad behaviour?
- What was John and Toby's reaction to what Gregory did?
- How did Gregory feel after reproaching his colleague?

Exercise 2 (25 min.)

The teacher invites the students to practice their newly acquired skills of protecting their personal borders with the use of the “ME” message and points out that as witnesses we can offer support to others. The instructor divides the students into groups of four and informs them that their task is to simulate a reaction to the difficult behaviours of their peers in two versions:

1. Two people are engaged in the scene. One person crosses the border (does something disturbing) and the other person attempts to take care of themselves.
2. Four people are engaged in the scene. One person crosses the border (does something disturbing) and the other person defends themselves, the other two play the role of witnesses providing support.

Depending on the size of the class and the number of groups, we can use an adequate number of problematic situations (Appendix 25)

Situation no. 1

Anne needs time to think before answering the teacher's question. Every time she is ready to answer, she is interrupted by Toby, a classmate who sits at the front, who answers instead of her. Anne then forgets what she was supposed to say and even when the teacher silences Toby, she is no longer able to say anything.

Scene no. 1 – in what way could Anne take care of herself?

Scene no. 2 - what kind of support could be given to Anne by her colleagues?

Situation no. 2

Toby loses his temper easily. Today, on his way to school he had an argument with his brother. Now he is so nervous that if anyone even touches him or looks at him he thinks that they do it to annoy him. Unfortunately, the first lesson is PE. There were supposed to be sports competitions with another class of the same age. When walking towards the gym he collided with another boy who was coming from the opposite direction. He got annoyed immediately and wanted to call him different names.

Scene no. 1- what can Toby do in order to retain his sense of emotional balance and what can be done by the colleague who accidentally bumped into Toby?

Scene no.2 - what kind of support can be given to Toby by his colleagues?

Situation no. 3

Barbara pays a lot of attention to her school accessories. She arranges her coloured pencils evenly, she always has her pencils sharpened and she keeps her favourite pen with all her stuff. She shares a table with Joanna, who often borrows her stuff without asking first. Barbara wasn't too bothered, but lately Joanna has been putting broken pencils into her pencil case and last time she lent Barbara's pen to another classmate, who lost it. Barbara would like to have her materials returned on time and in good condition, but she does not want to offend Joanna.

Scene no. 1 – what can Barbara do to take care of herself?

Scene no. 2- what kind of support could be given to Barbara by her colleagues?

Situation no. 4

Natalia worries a lot – she wonders if she is going to perform well in her written test? Are her parents going to be pleased with her? Is she going to perform well in the maths competition? Is she going to do well in her homework? She worries about so many other things. One classmate laughs at Natalia. Any time she is worried about her marks, competition results or she is stressed about responding to her teacher's questions he calls her a swot, points at her and laughs at her worries. This upsets her further.

Scene no. 1 – what can Natalia do to take care of herself?

Scene no. 2- what kind of support could be given to Natalie by her colleagues?

Situation no. 5

Jeremy is disturbed by many things. He gets distracted when Peter taps his pen on the table. He gets annoyed when a lawnmower makes a sound that can be heard from indoors and when someone tries to talk to him when he is reading a text. Today is the day when Peter cannot sit still to an exceptional extent. It is not enough that he taps on the table, he also keeps scraping his chair and turning around to Jeremy to ask him different questions. Jeremy is about to explode. He still has not solved a single maths task, because of the continuous noise he forgets what he was supposed to write.

Scene no. 1 – what can Jeremy do to take care of himself?

Scene no. 2 - what kind of support can be given to Jeremy (and maybe Peter) by his colleagues?

Situation no. 6

Kate likes reading books more than anything else in the world. She also reads a lot during school breaks. She just doesn't like running around the hall like other children, she is also tired of people talking loudly and scuffles. She has a favourite friend called Iga with whom she likes to talk and with whom she shares her table. Recently, Iga keeps asking her to play a game of elastics with other girls during breaks. She often drags her by her hand completely ignoring her protests. Kate prefers to stay in the library during breaks, but she does not want to offend her friend so she spends her breaks in the hall with Iga and other colleagues. Unfortunately, when she gets back home afterwards, she is so tired that she is not able to focus on doing her homework.

Scene no. 1 – what can Kate do to take care of herself?
Scene no. 2 - what kind of support can be offered to Kate by her colleagues?

When moving on to the conclusions section of the lesson, the instructor may ask additional questions:

- How did you feel reproaching someone without any support?
- How did you feel when your colleagues helped you to deal with the problem?
- How did you react when just one person reproached you?
- How did you react when you were reproached by many people?
- How did you feel about looking at the difficulties of others?
- How did you feel when helping somebody?

Summary of the class (5 min.):

The instructor emphasizes that when 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, sometimes we may only need a little bit more understanding, kindness and support.

Risks and recommendations:

Group division may be random. However, if it is known that there are people in the group, between whom there is an ongoing conflict, the instructor may deliberately separate them into different teams. Similarly, if a teacher finds that a hypothetical situation describes a difficulty that is relevant to one of the students, they may be placed in a group that deals with another problem.

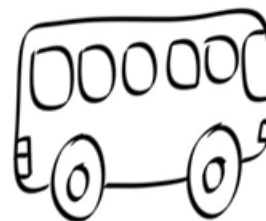
It is worth making sure that all of the students are involved in the task. However, if the instructor is aware of someone who does not like to perform in front of an audience, they can supervise the work of the group in such a way that the child who wants to withdraw receives the role of a supportive person e.g. using gestures - patting on the back, giving something to the supportee.

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.

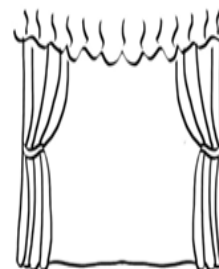
Appendix 24



Hi,

I have just returned from a school trip and decided to write to you immediately. Today we went to the theatre to see a play "Hansel and Gretel". Everyone from my class group was looking forward to this trip, mainly because we were planning to go by coach and return home late in the evening. In the morning I packed my backpack and ran to school to meet everyone else before we departed, we were all in high spirits. I was dumbstruck when I noticed that Frank's class 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 common room recently? Since that time, I haven't had a very good opinion about 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 was his seat from the start. Or 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.



Appendix 24

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, 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 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 colleagues 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 and returned to the girls what he stole 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 25

Situation no. 1

Anne needs time to think before answering the teacher's question. Every time she is ready to answer, she is interrupted by Toby, a classmate who sits at the front, who answers instead of her. Anne then forgets what she was supposed to say and even when the teacher silences Toby, she is no longer able to say anything.

Scene no. 1 – in what way could Anne take care of herself?

Scene no. 2 - what kind of support could be given to Anne by her colleagues?

Situation no. 2

Toby loses his temper easily. Today, on his way to school he had an argument with his brother. Now he is so nervous that if anyone even touches him or looks at him he thinks that they do it to annoy him. Unfortunately, the first lesson is PE. There were supposed to be sports competitions with another class of the same age. When walking towards the gym he collided with another boy who was coming from the opposite direction. He got annoyed immediately and wanted to call him different names.

Scene no. 1- what can Toby do in order to retain his sense of emotional balance and what can be done by the colleague who accidentally bumped into Toby?

Scene no.2 - what kind of support can be given to Toby by his colleagues?

Appendix 25

Situation no. 3

Barbara pays a lot of attention to her school accessories. She arranges her coloured pencils evenly, she always has her pencils sharpened and she keeps her favourite pen with all her stuff. She shares a table with Joanna, who often borrows her stuff without asking first. Barbara wasn't too bothered, but lately Joanna has been putting broken pencils into her pencil case and last time she lent Barbara's pen to another classmate, who lost it. Barbara would like to have her materials returned on time and in good condition, but she does not want to offend Joanna.

Scene no. 1 – what can Barbara do to take care of herself?

Scene no. 2- what kind of support could be given to Barbara by her colleagues?

Situation no. 4

Natalia worries a lot – she wonders if she is going to perform well in her written test? Are her parents going to be pleased with her? Is she going to perform well in the maths competition? Is she going to do well in her homework? She worries about so many other things. One classmate laughs at Natalia. Any time she is worried about her marks, competition results or she is stressed about responding to her teacher's questions he calls her a swot, points at her and laughs at her worries. This upsets her further.

Scene no. 1 – what can Natalia do to take care of herself?

Scene no. 2- what kind of support could be given to Natalie by her colleagues?

Situation no. 5

Jeremy is disturbed by many things. He gets distracted when Peter taps his pen on the table. He gets annoyed when a lawnmower makes a sound that can be heard from indoors and when someone tries to talk to him when he is reading a text. Today is the day when Peter cannot sit still to an exceptional extent. It is not enough that he taps on the table, he also keeps scraping his chair and turning around to Jeremy to ask him different questions. Jeremy is about to explode. He still has not solved a single maths task, because of the continuous noise he forgets what he was supposed to write.

Scene no. 1 – what can Jeremy do to take care of himself?

Scene no. 2 - what kind of support can be given to Jeremy (and maybe Peter) by his colleagues?

Situation no. 6

Kate likes reading books more than anything else in the world. She also reads a lot during school breaks. She just doesn't like running around the hall like other children, she is also tired of people talking loudly and scuffles. She has a favourite friend called Iga with whom she likes to talk and with whom she shares her table. Recently, Iga keeps asking her to play a game of elastics with other girls during breaks. She often drags her by her hand completely ignoring her protests. Kate prefers to stay in the library during breaks, but she does not want to offend her friend so she spends her breaks in the hall with Iga and other colleagues. Unfortunately, when she gets back home afterwards, she is so tired that she is not able to

focus on doing her homework.

Scene no. 1 – what can Kate do to take care of herself?

Scene no. 2 - what kind of support can be offered to Kate by her colleagues?

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 7 – 10

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 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 opinion.

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 their 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 26 hardcopy – Gregory's letter
- Appendix 27 hardcopy– situations and advice (one for each group)
- Scissors

Exercise 1 (10 min.)

The teacher reads the letter (Appendix no. 26).

"Hi!

I have just had aunt Barbara and uncle Thad staying 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 crossed the doorstep, 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. Only I'm not that small anymore! When my parents mentioned that I get good marks at school, my uncle wanted me to recite a poem in front of everybody, and you know how much I don't like to perform 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 a difficult maths problem 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"

2

The teacher asks the children questions about the letter:

- Who visited Gregory at home?
- What were the behaviours of the uncle and aunt that Gregory found to be the most disturbing?
- Who gave support to Gregory?

Exercise 2 (30 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.

The instructor also mentions that the behaviour of adults may reflect how they were treated as children and that there are no bad intentions behind this behaviour. Also, it frequently occurs that adults do not realize that not all children like exchanging greetings or playing in the same way and that they may have different needs concerning a relationship. We can talk in a mild or even in a funny way about what we dislike using the “ME” message or even turn everything into a joke.

The instructor divides the children into teams of 3-4. Each team is given cards with a description of a few difficult situations that involve adults and the list of advice (ways of coping, short answers). The children are asked to match the advice with the relevant situations (Appendix 27 – presented in such a way that each situation and piece of advice is separated). Included in the advice list, there are also some items which should be rejected because following them may lead to a conflict or may simply violate someone’s boundaries.

Hypothetical situation	Ways of coping
Your aunt stubbornly gives you hugs and kisses each time she greets you and you dislike this.	You greet your aunt by saying: “Hello auntie, nice to see you.” And when she wants to hug you, you can say “ <i>I only hug my toys.</i> ”
	You say: “ <i>I feel uneasy when you hug and kiss me, I prefer to say hello from a distance, let’s greet each other by saying hello if you don’t mind.</i> ” (You may ask your parents for help.)
	Hide behind someone and tell your aunt that you don’t like her. She won’t bother you again
Your granddad wants you to sit on his lap when you have a conversation and you have grown out of this.	You say: “ <i>I am going to sit opposite you, so I can look you in the eye.</i> ”
	You tell him: “ <i>I think that I am too old to sit on someone’s lap, I don’t want you to insist, let’s talk like grownups.</i> ”

	When sitting on your granddad's lap you wriggle and jump so that he becomes uncomfortable. Maybe now he will leave you alone.
At each festive family gathering, you aunties and uncles ask you lots of questions like for example– do you have a girlfriend? How are you doing at school? They demand that you answer in front of everybody and you truly hate it.	You say: <i>"I don't want to talk about it right now, maybe some other time,"</i> and you go back to doing your own stuff.
	You say: <i>"I don't know how to express it, maybe it would be better to draw it,"</i> and then you walk away to do some drawing.
	You say: <i>"It is none of your business,"</i> and escape to your room.
Your mum is showing the guests pictures of you in which you are naked as a baby and you feel very embarrassed by this.	You say: <i>"Mum, let's move on from the photos, I would like for these images to remain private."</i>
	You say with a smile: <i>"You can look at my naked pictures if you show me yours."</i> You hope that the adults understand what you mean.
	You take the album and run out of the room, then you destroy all the pictures in a fury.
You meet your neighbour in front of the house. He asks you many personal questions about your family and you don't want to answer (you think that it is not his business).	You say: <i>"I don't have time to talk right now,"</i> then you politely say goodbye and leave.
	After each question, instead of giving an answer you ask a question back like: Why are you asking? What about yourself? And what do you think? He will get bored eventually.
	You tell the neighbour that he is nosy and walk away.
You are very much afraid of the dark, because of this you sleep with the table lamp on. Your uncle has recently found out about this and he laughs at you, calling you a coward.	You say with a smile: <i>"Everyone has their weaknesses, you know mine, tell me about yours."</i>
	You say: <i>"It is not funny to me, this is the way I am, let's no longer talk about it."</i>
	You say nothing. You think that your uncle is right.

The teacher discusses the completed task with the children. When comparing the team's answers some additional questions may be asked:

- Which reactions tell us about children's emotions and needs?
- Do we violate any boundaries by insulting others?
- What can we do when adults ignore our requests?
- Who can help us to take care of ourselves?
- What other situations may be difficult for the children? How should they react?

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 know our difficulties and may provide support to us in difficult situations when needed. It is also advised 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:

The division into groups may be random, because the task does not concern the relationships between the children. It is however worthwhile making sure that there is a fluent reader in each group. In the case of some difficulties, a simplified version of the exercise for kindergarten children may be used. Because the lesson is aimed at motivating the children to speak about difficulties involving relationships with adults, there might be a risk of revealing abuse 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.

References related to the task:

Literature recommended for children:

- 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 26

Hí,



I have just had aunt Barbara and uncle Thad staying 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 crossed the doorstep, 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. Only I'm not that small anymore! When my parents mentioned that I get good marks at school, my uncle wanted me to recite a poem in front of everybody, and you know how much I don't like to perform 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 a difficult maths problem 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

Appendix 27

Hypothetical situation	Ways of coping
Your aunt stubbornly gives you hugs and kisses each time she greets you and you dislike this.	You greet your aunt by saying: "Hello auntie, nice to see you." And when she wants to hug you, you can say <i>"I only hug my toys."</i>
	You say: <i>"I feel uneasy when you hug and kiss me, I prefer to say hello from a distance, let's greet each other by saying hello if you don't mind."</i> (You may ask your parents for help.)
	Hide behind someone and tell your aunt that you don't like her. She won't bother you again
Your granddad wants you to sit on his lap when you have a conversation and you have grown out of this.	You say: <i>"I am going to sit opposite you, so I can look you in the eye."</i>
	You tell him: <i>"I think that I am too old to sit on someone's lap, I don't want you to insist, let's talk like grownups."</i>

Appendix 27

	When sitting on your granddad's lap you wriggle and jump so that he becomes uncomfortable. Maybe now he will leave you alone.
At each festive family gathering, you aunts and uncles ask you lots of questions like for example– do you have a girlfriend? How are you doing at school? They demand that you answer in front of everybody and you truly hate it.	You say: <i>"I don't want to talk about it right now, maybe some other time,"</i> and you go back to doing your own stuff.
	You say: <i>"I don't know how to express it, maybe it would be better to draw it,"</i> and then you walk away to do some drawing.
	You say: <i>"It is none of your business,"</i> and escape to your room.
Your mum is showing the guests pictures of you in which you are naked as a baby and you feel very embarrassed by this.	You say: <i>"Mum, let's move on from the photos, I would like for these images to remain private."</i>
	You say with a smile: <i>"You can look at my naked pictures if you show me yours."</i> You hope that the adults understand what you mean.
	You take the album and run out of the room, then you destroy all the pictures in a fury.
You meet your neighbour in front of the house. He asks you many personal questions about your family and you don't want to answer (you think that it is not his business).	You say: <i>"I don't have time to talk right now,"</i> then you politely say goodbye and leave.
	After each question, instead of giving an answer you ask a question back like: Why are you asking? What about yourself? And what do you think? He will get bored eventually.
	You tell the neighbour that he is nosy and walk away.
You are very much afraid of the dark, because of this you sleep with the table lamp on. Your uncle has recently found out about this and he laughs at you, calling you a coward.	You say with a smile: <i>"Everyone has their weaknesses, you know mine, tell me about yours."</i>
	You say: <i>"It is not funny to me, this is the way I am, let's no longer talk about it."</i>
	You say nothing. You think that your uncle is right.

Lesson plan no. 12

The positive brain

Area: Awareness – building mental resilience

Duration of the class: 45 min.

Target group: Children aged 7 -10

Tips for the instructor:

The aim of the class is to encourage the students to practice expressing gratitude and to actively seek positive features in their peers within a class/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, their general way of being that has a positive impact on the atmosphere of the group. We can also thank our colleagues 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 seeing 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 colleagues.
- Children are able to receive positive feedback from their colleagues.
- 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 28 hardcopy– Gregory's letter
- Appendix 29 hardcopy– Gregory's notes (example of a filled worksheet)
- Appendix 30 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 28):

"Hi, My 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! Even 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 old school friend - 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. But 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.

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. Writing a note for Mum, Dad, John or Jimmy was very easy! I had to think for a longer time about what to write to 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"

The teacher presents the notes written by Gregory to the class (Appendix 29) and they read them together. The teacher may ask some additional questions:

- For whom did Gregory prepare the notes?
- What information did his notes contain?
- For whom was the note, which was the easiest to write?
- For whom was the note, which was the most difficult to write? Why?

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 the worksheet (Appendix 30). Their task is to write a note to each member of their group telling them what they are grateful for, what are the good or precious features they notice in them, or what they like or admire in them. After the completion of the task, the children give the notes to the recipients. A sixth note may be given to a person of choice 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 class 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 all students are focusing on the positive qualities and skills of their colleagues. 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? It is also worthwhile pointing out to the children that such generalizations as "you are nice, cool" are best avoided, it is better to focus rather on something specific by answering questions about what the person they regard as being nice does or how they behave.

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 the example comes 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 29

Uncle, thanks, you always make me laugh.	John, thank you for being my friend.
Mum, I love you for hugging me.	Dad, I love you for playing with me.
Toby, I am thanking you because you always defend me when somebody harasses me.	My friends, thank you for your support in difficult moments.

Appendix 28

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! Even 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 old school friend - Jimmy. I almost fell off the chair when I saw him!

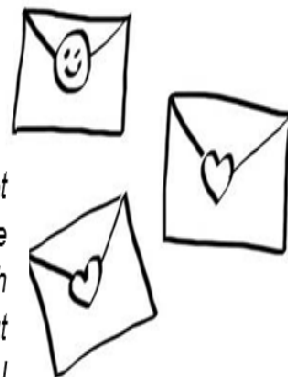
The birthday party was great. You know that I don't like being the centre of attention and I don't like noisy places. But I tried to manage my emotions. I thought about everything before the party and I came up with games that would suit everyone equally and which were accompanied by relaxing music.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



Appendix 28

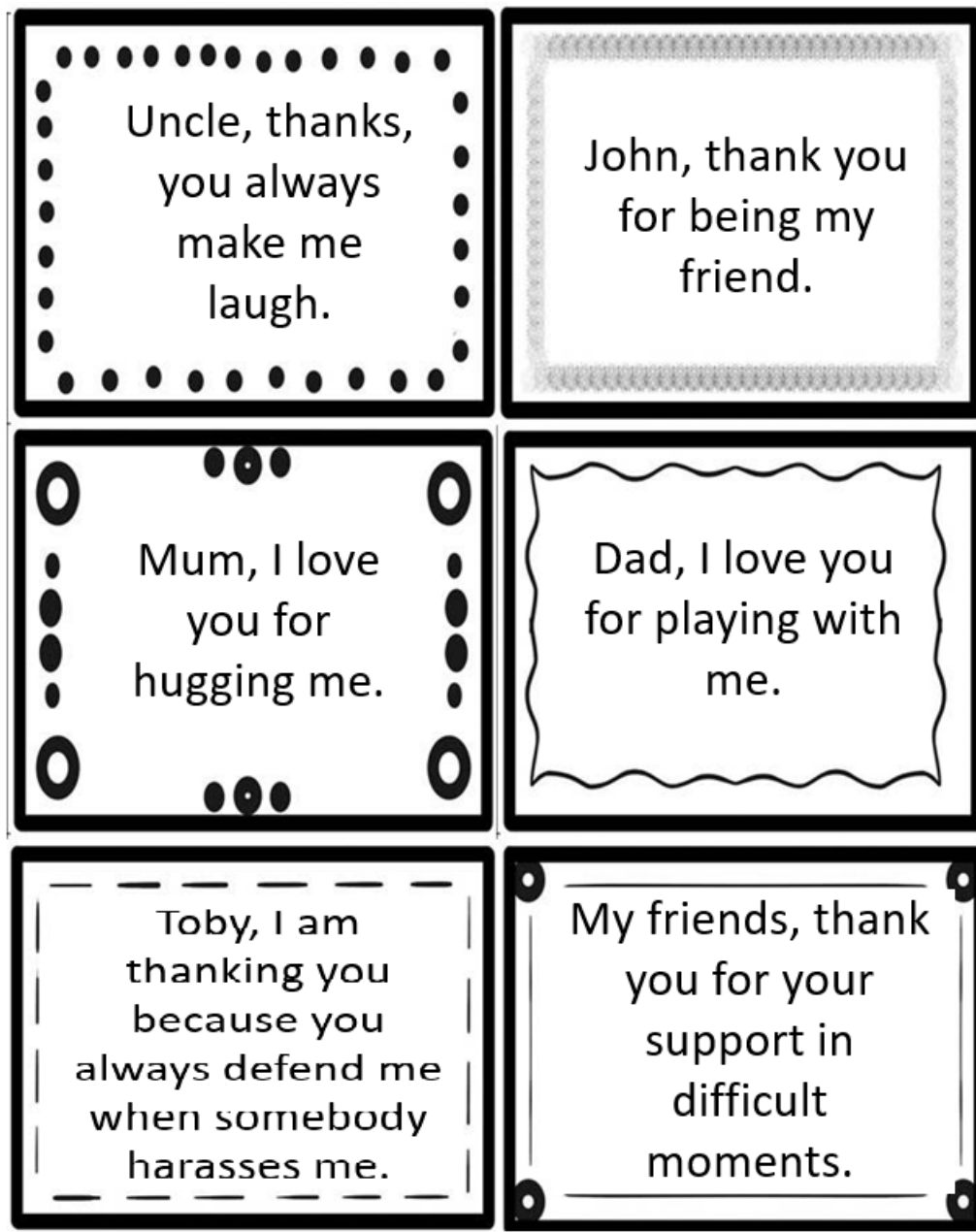
Even today, I am still in a great mood. And when I think about all this, I think that it is great to get presents, but giving them to others is even better. I am a good observer, so I saw how happy everyone looked when I opened presents from them. I have decided to make some gifts for them right now. 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. Writing a note for Mum, Dad, John or Jimmy was very easy! I had to think for a longer time about what to write to 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 29



Appendix 30

