

# Resilience

## PMT Summer School

VIA  
University  
College

Randers,  
Denmark

*Celeste Simões & Signe Miranda*

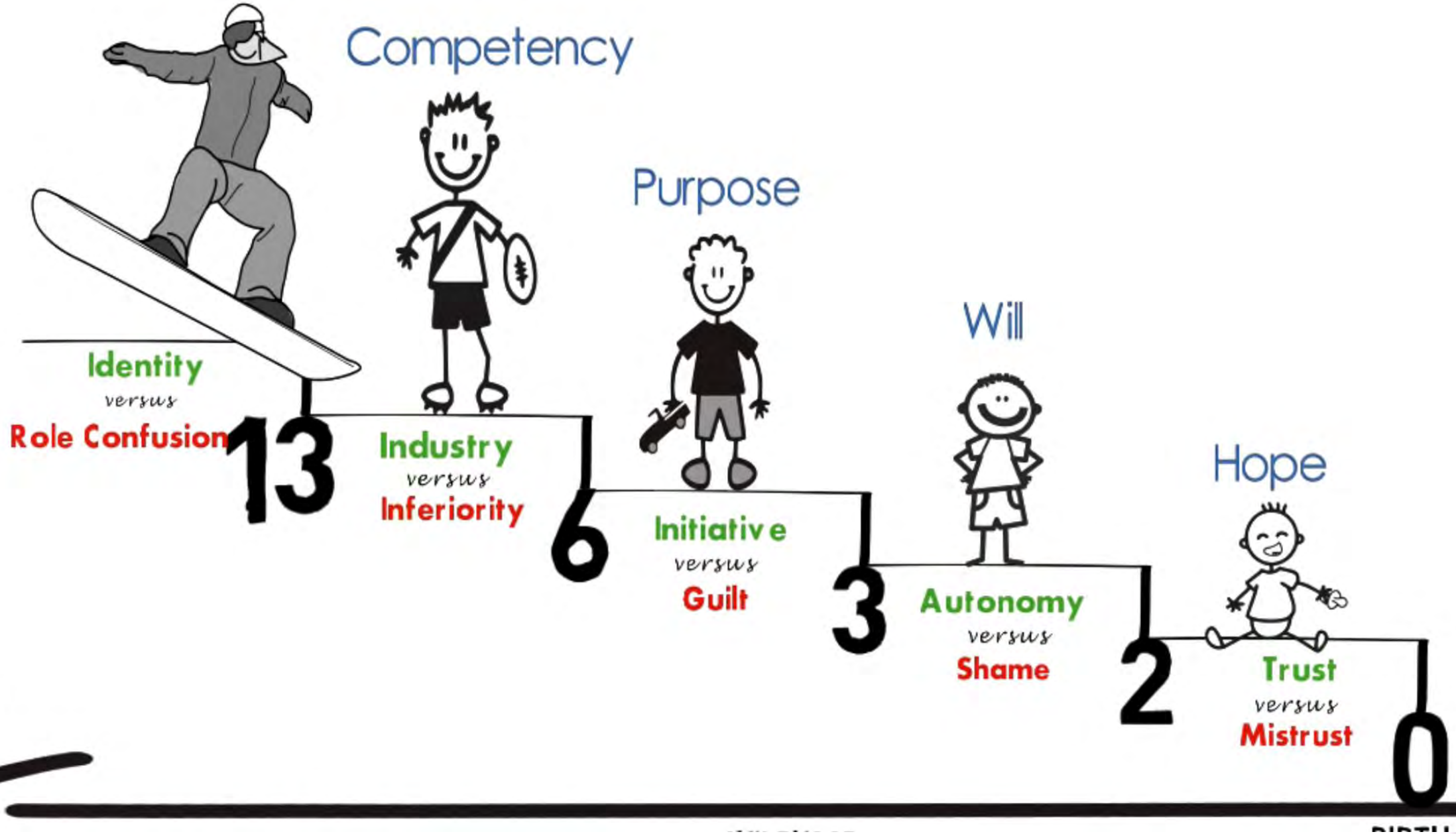
Fidelity

Competency

Purpose

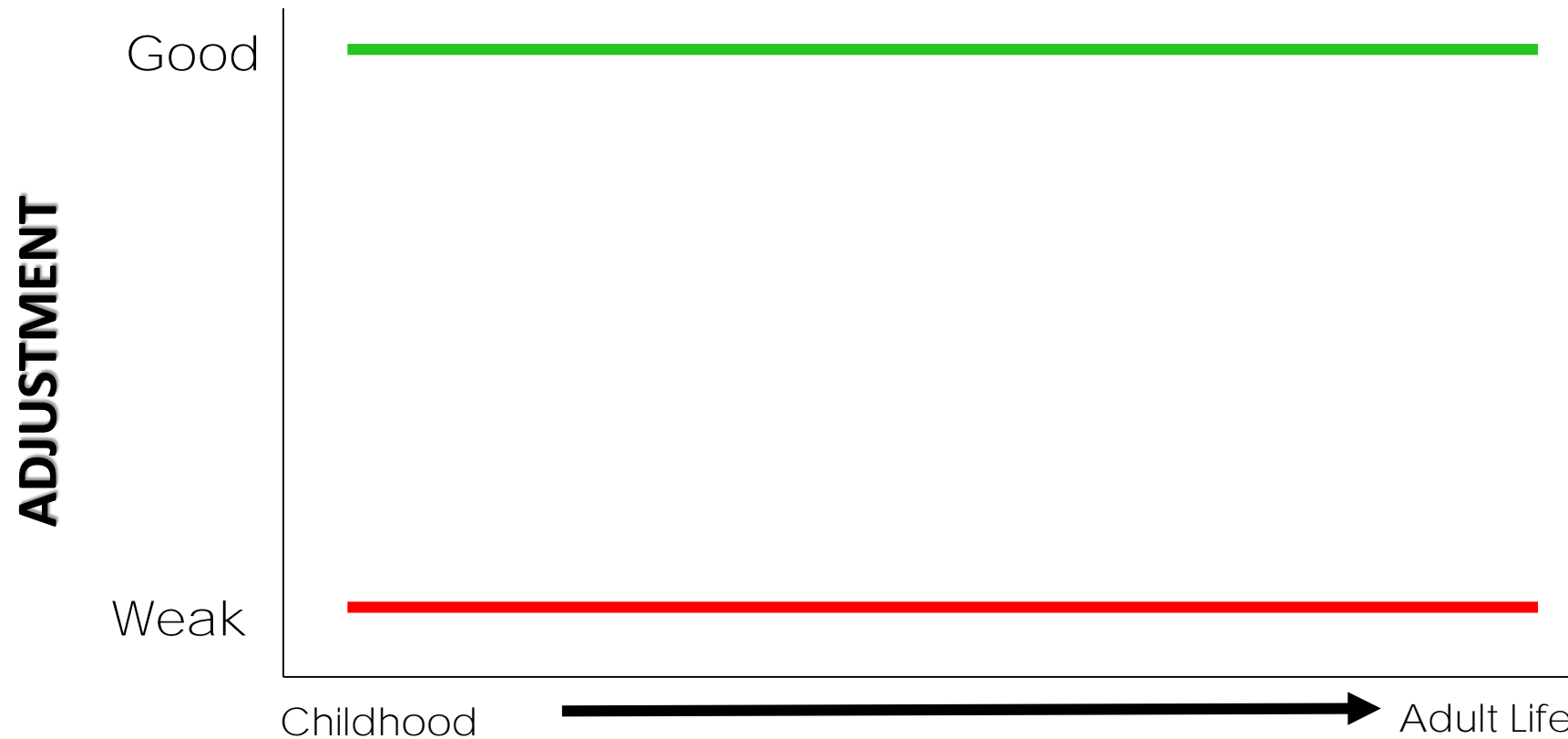
Will

Hope



(Erikson, 1963)

# Developmental trajectories

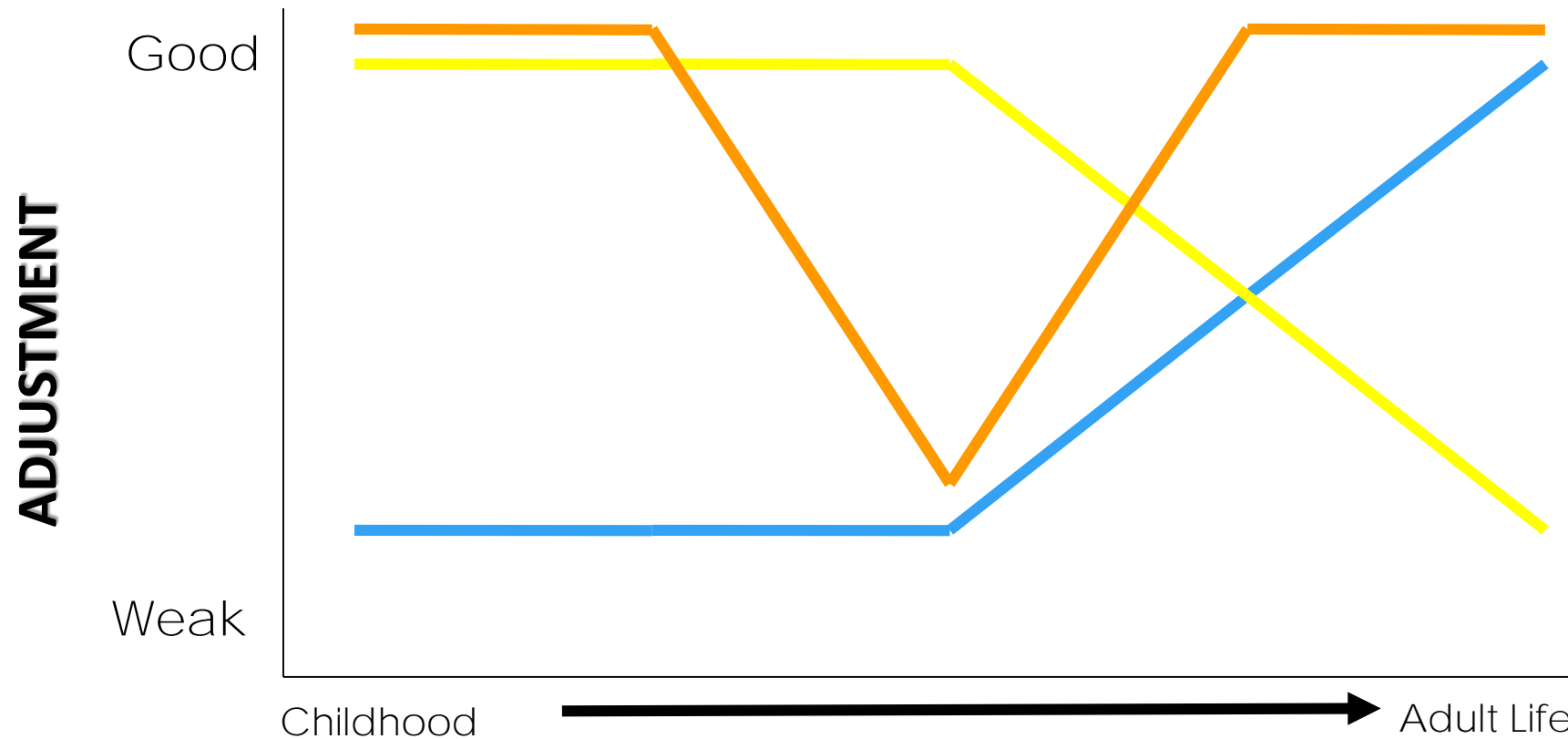


(Compas et al., 1995)

A black and white charcoal-style drawing of a landscape. The scene is filled with numerous birds in flight, their wings and forms rendered with expressive, dark strokes. The background shows a horizon line with faint, layered mountain ranges. In the foreground, there is a large, dark, abstract shape that resembles a gnarled tree trunk or a large rock formation, also created with heavy, textured charcoal strokes. The overall composition is dynamic and expressive, with a focus on movement and form.

Change

# Developmental trajectories



# Resilience

In the context of exposure to significant adversity, **resilience** is both the **capacity** of individuals to **navigate** their way to psychological, social, cultural and physical resources that sustain their **well-being...**



... and their **capacity**  
to **negotiate**,  
individually and collectively,  
for these resources to be  
provided and experienced in  
culturally meaningful ways

*(Ungar, 2008)*




# 7

# Tensions



*(Ungar, 2007)*



A person wearing a dark wetsuit and a light-colored hat is walking on a sandy beach. They are carrying a long, white surfboard under their arm. The background shows the ocean with waves breaking. The overall scene is slightly hazy or overcast.

YOU CAN'T STOP THE WAVES  
BUT YOU CAN LEARN TO SURF

# RESILIENCE (Rutter, 2013)

An interactive phenomenon that is inferred from findings indicating that some individuals have a relatively good outcome despite having experienced serious stresses or adversities





# Resilience

Some **Key aspects...**

# Resilience:



## Trait?

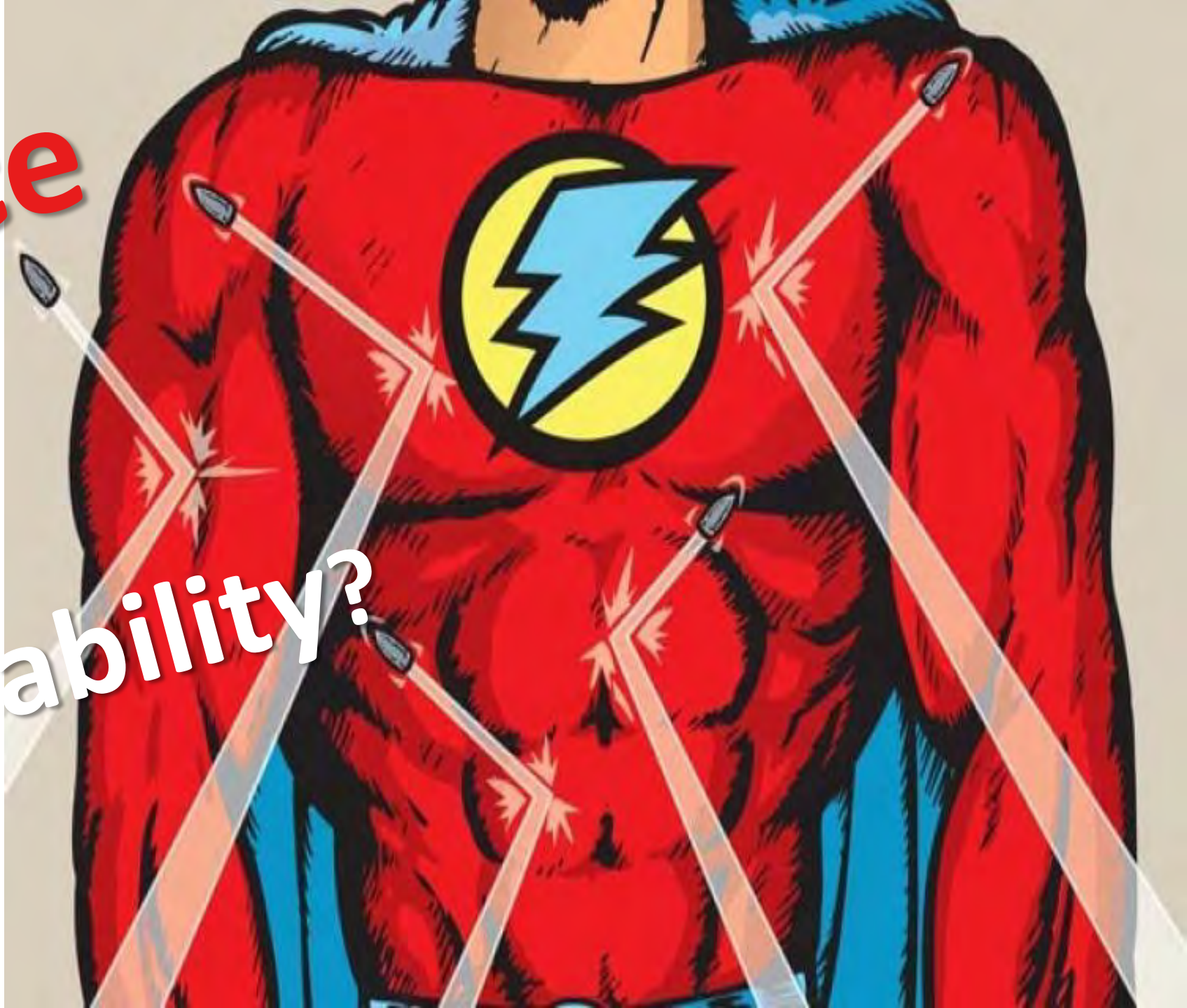
or

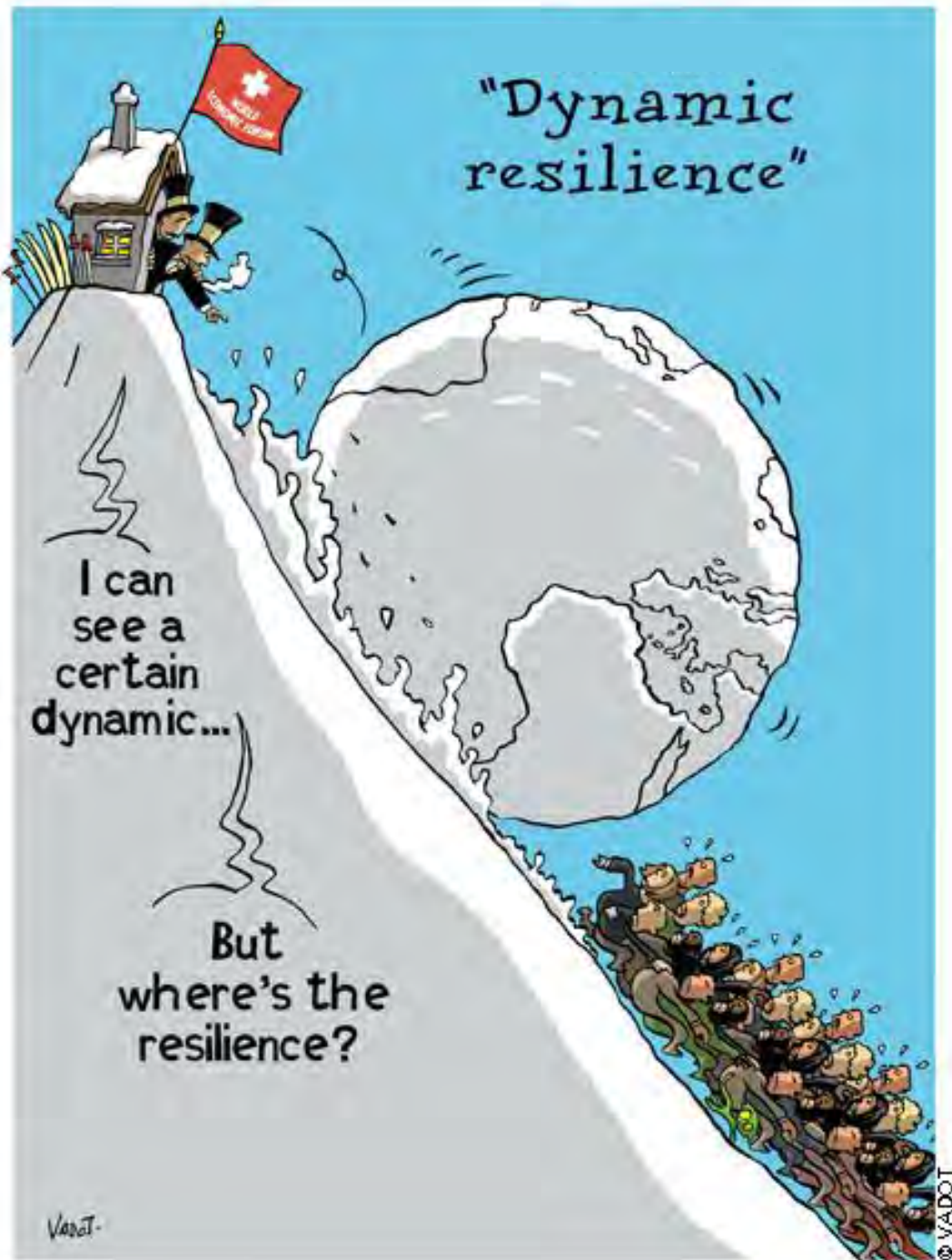
## Process?

**Resilience**

**=**

**Invulnerability?**



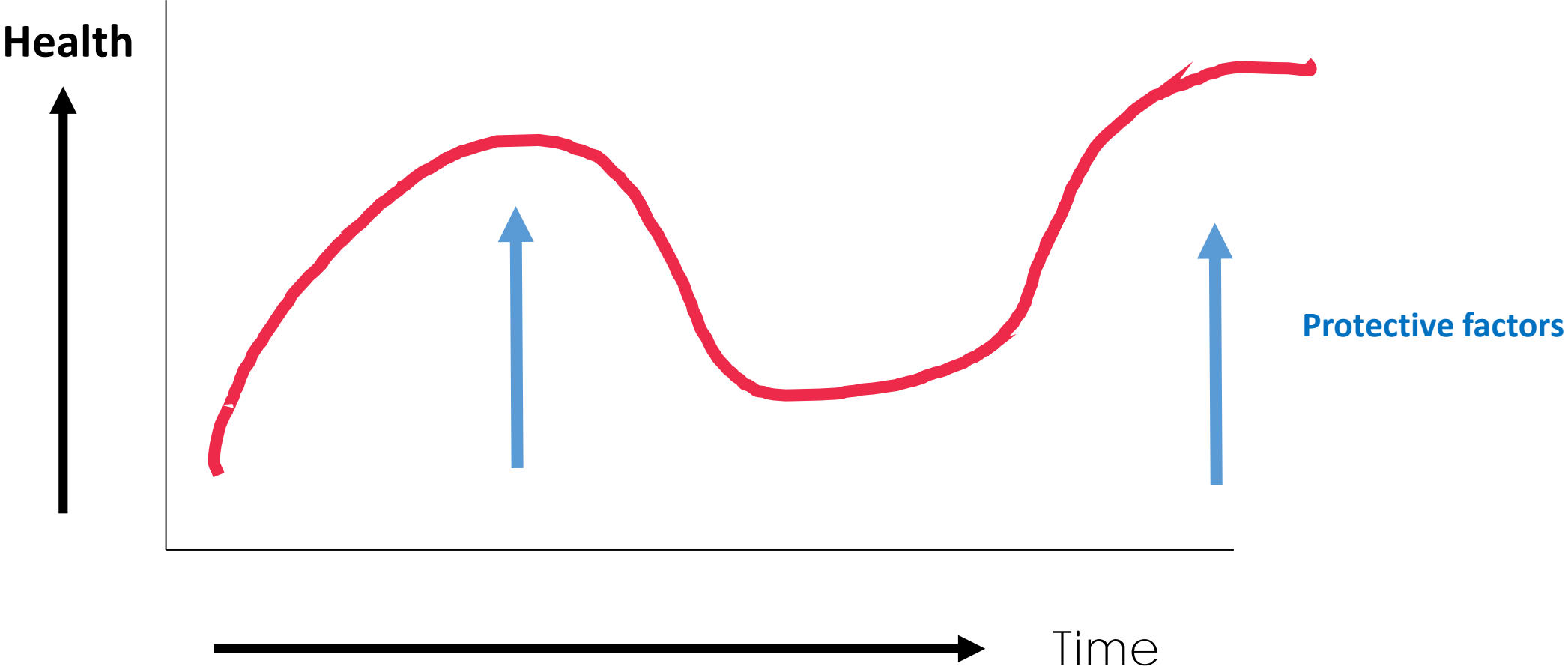


# Resilience:

a dynamic

# concept

# Resilience



# Resilience

**a Multidimensional concept**

**Social**

**Academic**

**Emocional**



# Resilience

## Factors



A seagull is shown in flight over the ocean, with its wings spread wide. The bird's feathers are a mix of brown and white. The background consists of gentle waves and a sandy beach in the foreground. The word "Protection" is written in a white, bold, sans-serif font with a slight shadow, positioned over the left wing of the bird.

Protection

Risk

**INDIVIDUAL DIFFERENCES**

# INTERNAL & EXTERNAL ASSETS

Sometimes  
You just  
Have to  
PICK  
yourself  
UP

CARRY ON

# Overcome

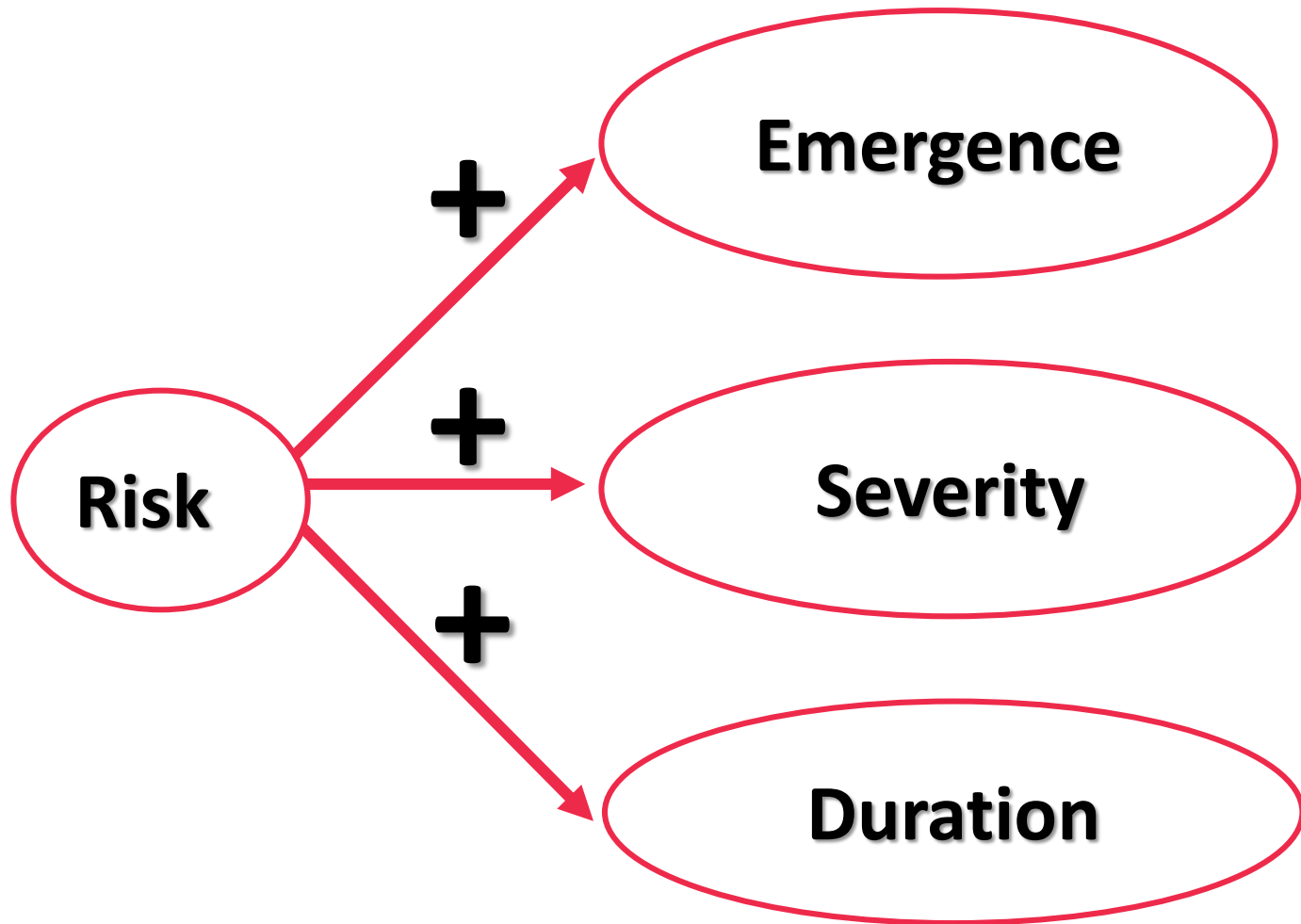


# Succumb

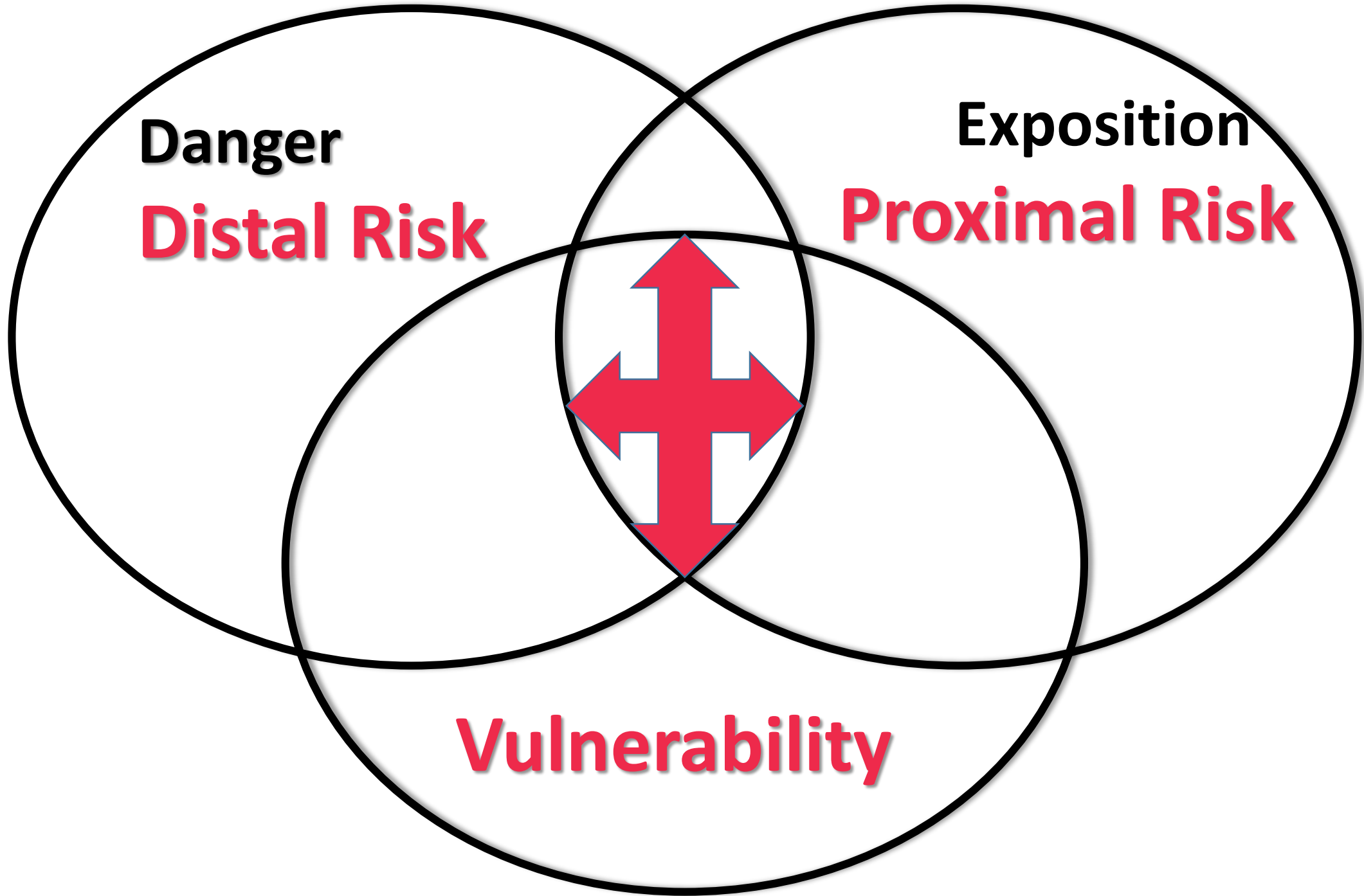




**Factors**



# Health Problems





**Individual Factors**

**Family Factors**

**Community Factors**

**Political/Cultural Factors**



# Risk Factors

some **important aspects...**



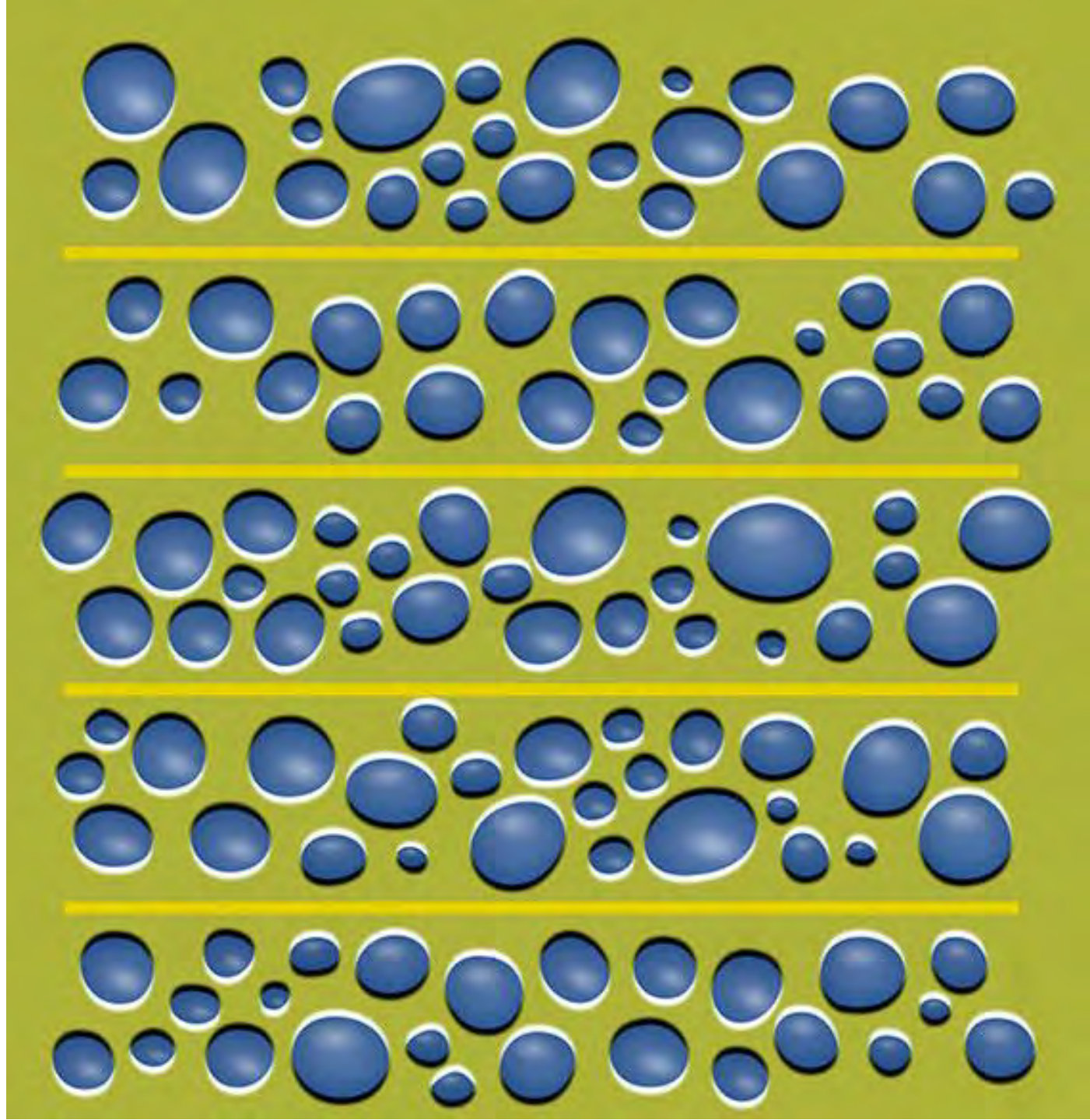
# Risk

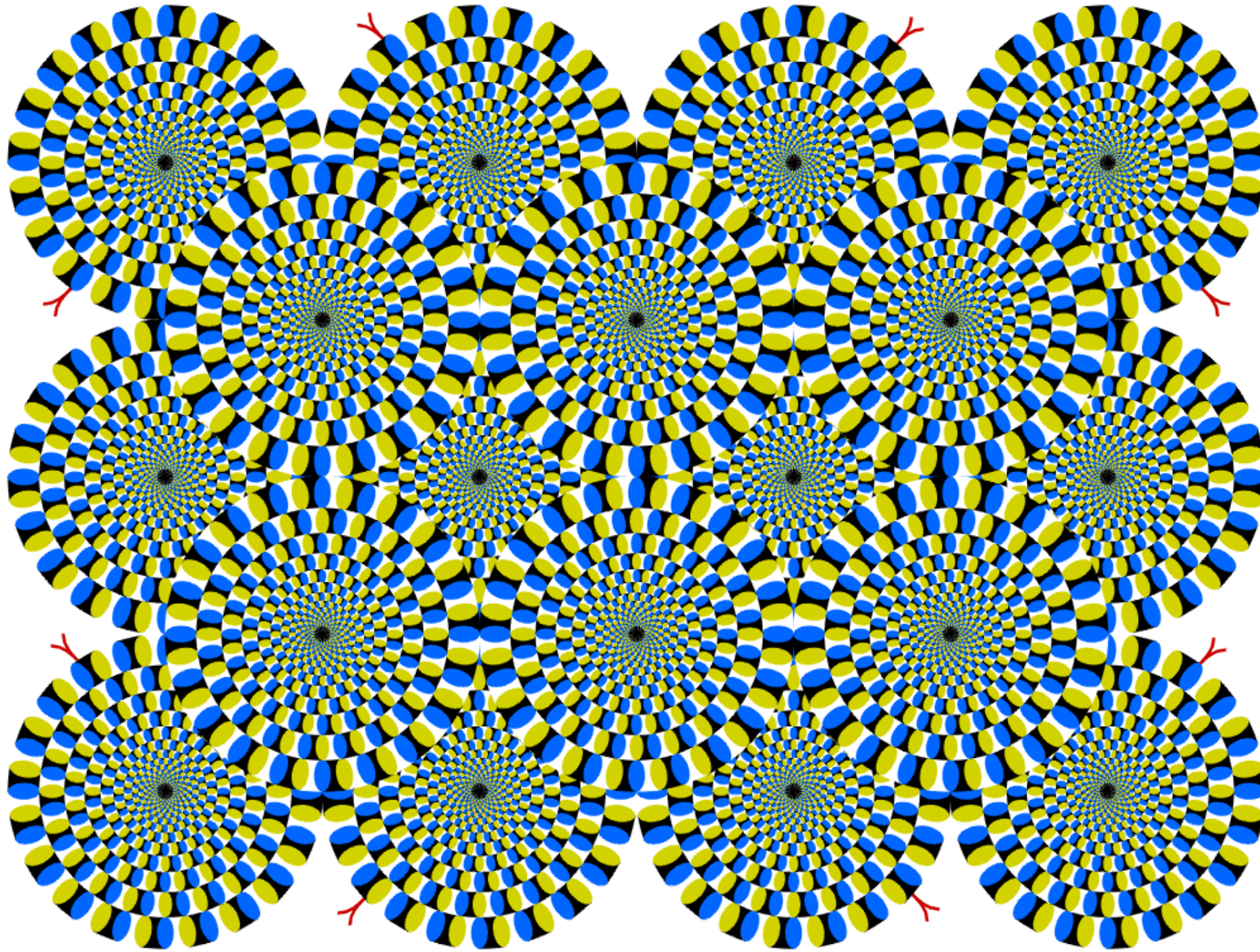
# Perception



**Seeing is believing...**

*except when the mind can be  
tricked into believing what it sees*





Life is  
**10%**  
what  
happens  
to me &  
**90%**  
how I  
react to it

*Charles Swindoll*

# Cumulative Risk Effect

*(Rutter, 1979)*



# Cumulative risk

- the presence of multiple risk factors
- multiple occurrences of the same risk factor
- the accumulating effects of ongoing adversity

*Wright, Masten, & Narayan (2013)*



# Linear Effect

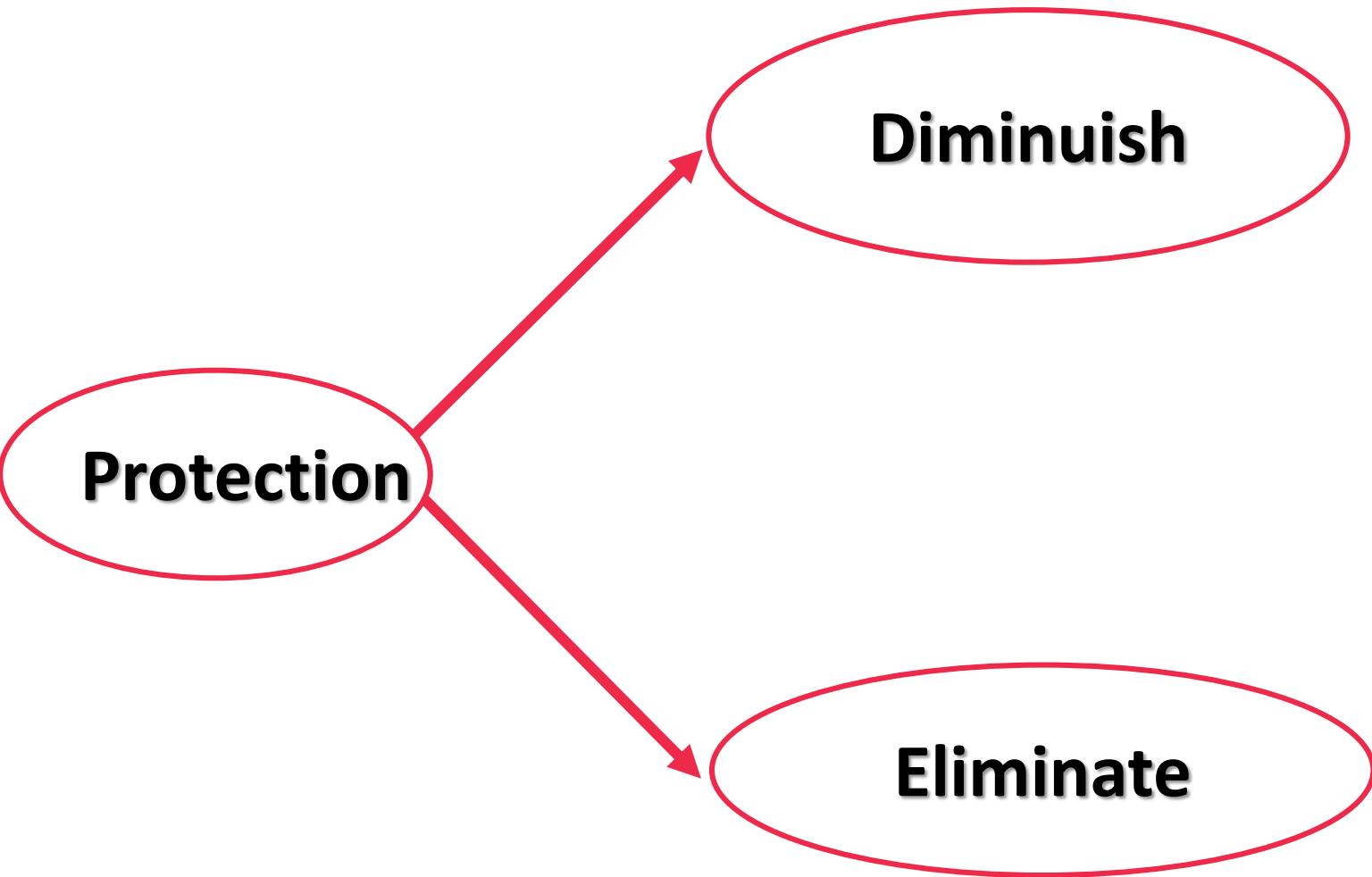
*Sameroff & Rosenbaum (2006)*  
*Simon (2009)*

# Protective



# factors





# Protection



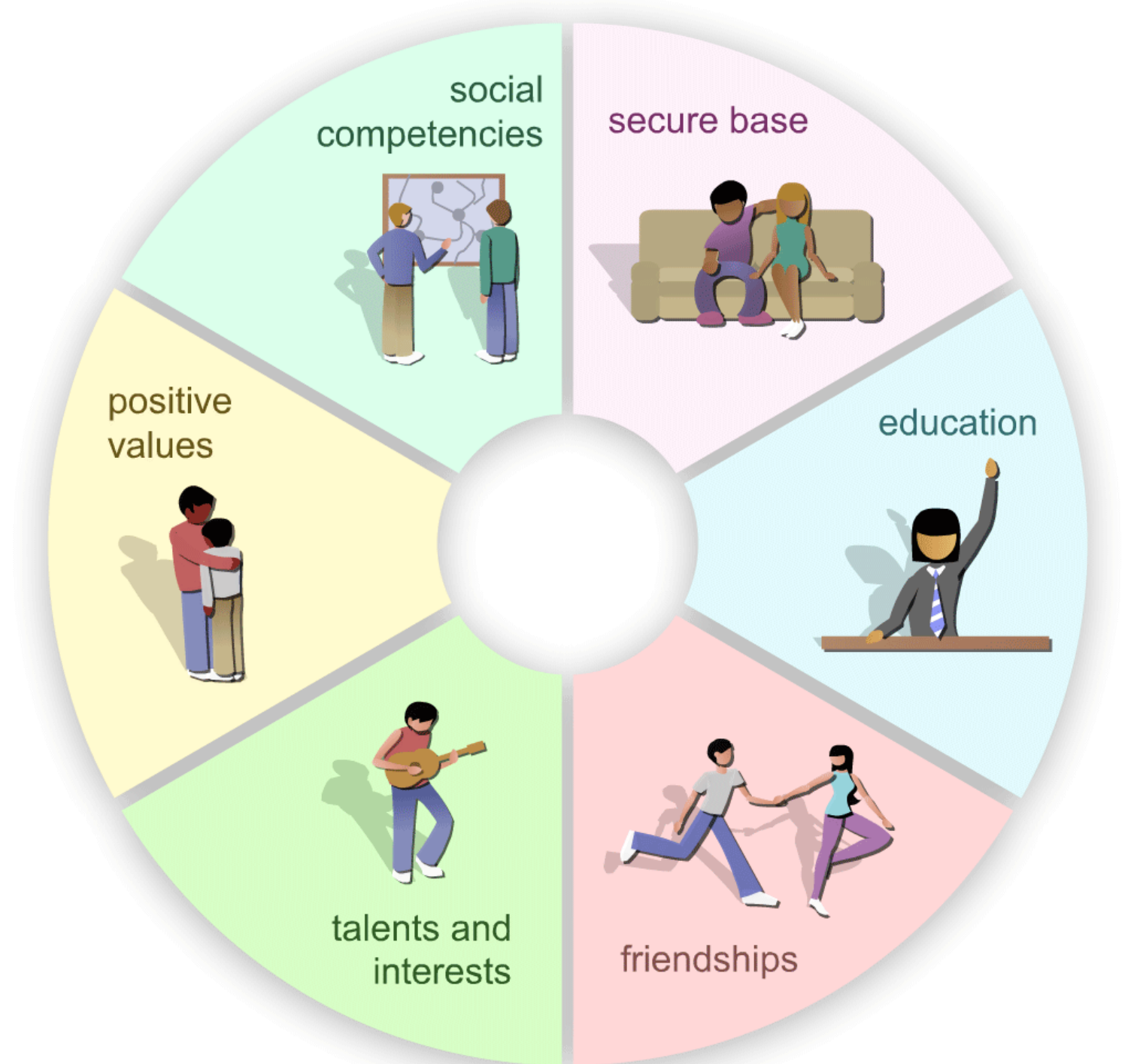
Individual Factors

Family Factors

Community Factors

Political/Cultural Factors

# Protection Domains



(Daniel & Wassel, 2002)

# 3 Key Aspects

Protection

(Masten et al., 1999, 2012)

1. Protective factors are related with

**competences development**

# 3 Key Aspects

Protection

(Masten et al., 1999, 2012)

2. These factors are **less common**  
in children that grow in **adverse contexts**

# 3 Key Aspects

Protection

(Masten et al., 1999, 2012)

3. if these factors are **present** at a reasonable level, even in contexts with **severe and chronic stressors**, the **consequences** are generally **good**

# Resilience



# Processes

# Risk Processes:



**Strengths promoters?**  
**Weaknesses revealers?**





**Increase Vulnerabilities**

**Sensitization**



**Reduce Vulnerabilities**

**Strengthening**

People everywhere experience

*trouble, sorrow, need and sickness*

and develop skills and knowledge

in response to these adversities

# “Inoculation” Effect



**“The healthiest part of a donut is the hole.  
Unfortunately, you have to eat through  
the rest of the donut to get there!”**

# Confrontation with adversity

*Thriving*



competencies  
acceptance



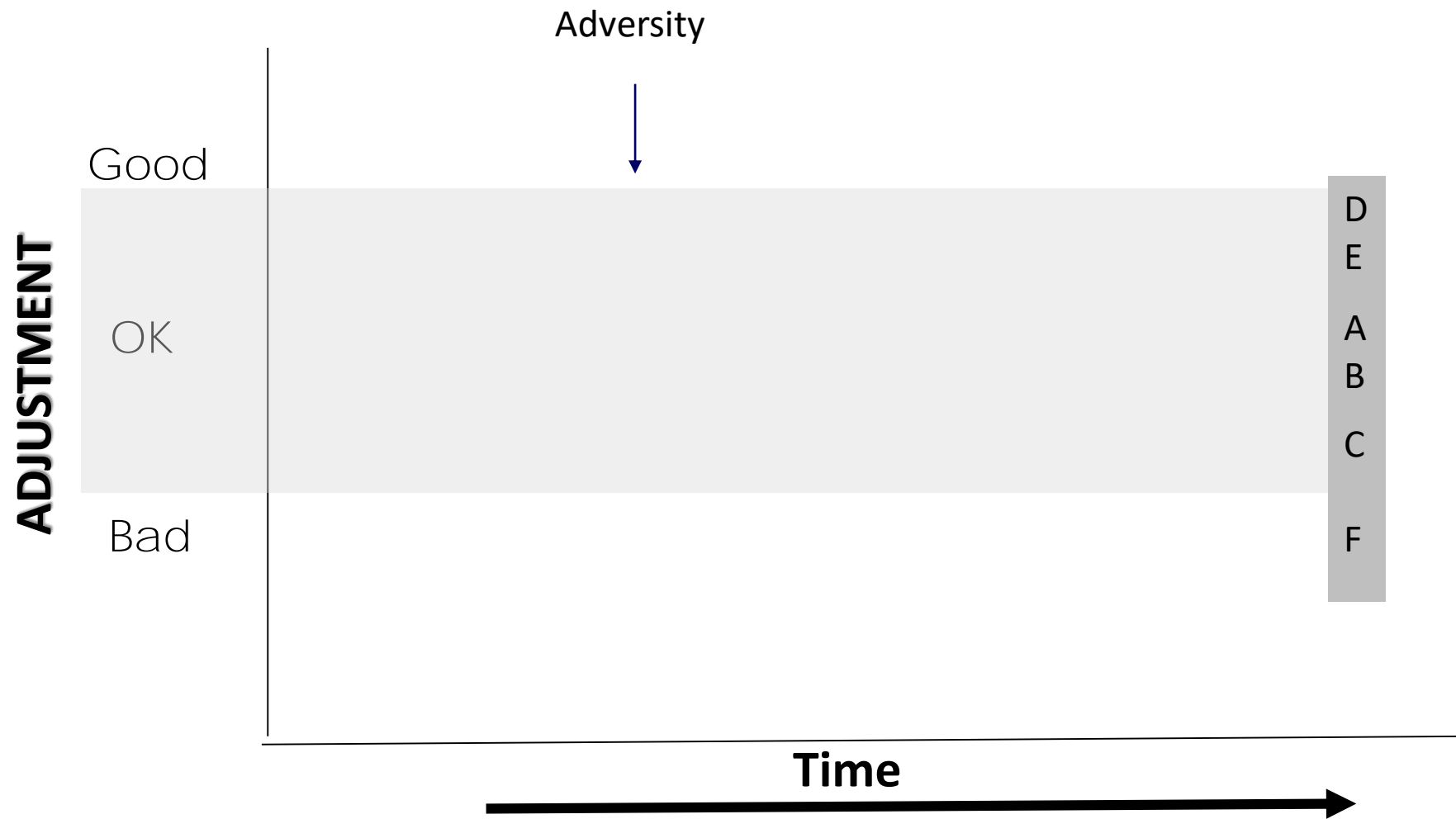
recovery

Post-traumatic Growth



orientations

# Resilience Trajectories



# PROTECTIVE PROCESSES

- **Reduction of risk factors**
- **Reduction of the negative impact of the exposition**
- **Promotion of self-esteem and self-efficacy**
- **Opening of opportunities**

(Rutter, 1984, 2013)

# Research

A hand is shown in the bottom right corner, using a piece of yellow chalk to draw a lightbulb on a dark chalkboard. The lightbulb is the largest and most detailed drawing, with several yellow chalk strokes radiating from its base to suggest light or energy. Other lightbulbs are drawn in white chalk, some with simple outlines and others with more detailed filaments. The background is a dark, textured chalkboard.

on Resilience

# 1<sup>st</sup> Study

Impact of cumulative risk on different outcomes

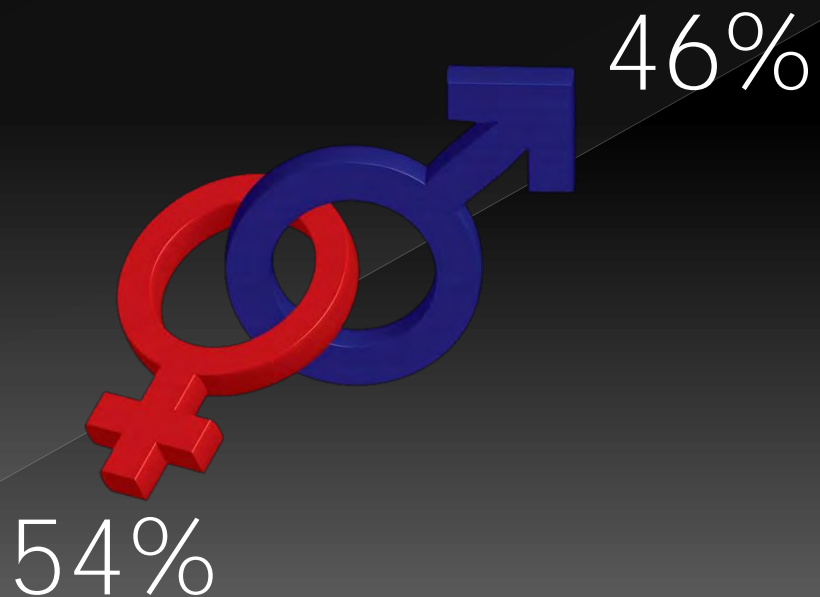


# SAMPLE

HBSC (Matos & Aventura Social, 2010)

(n=2840)

6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup> Grades – Public Schools



# MEASURES

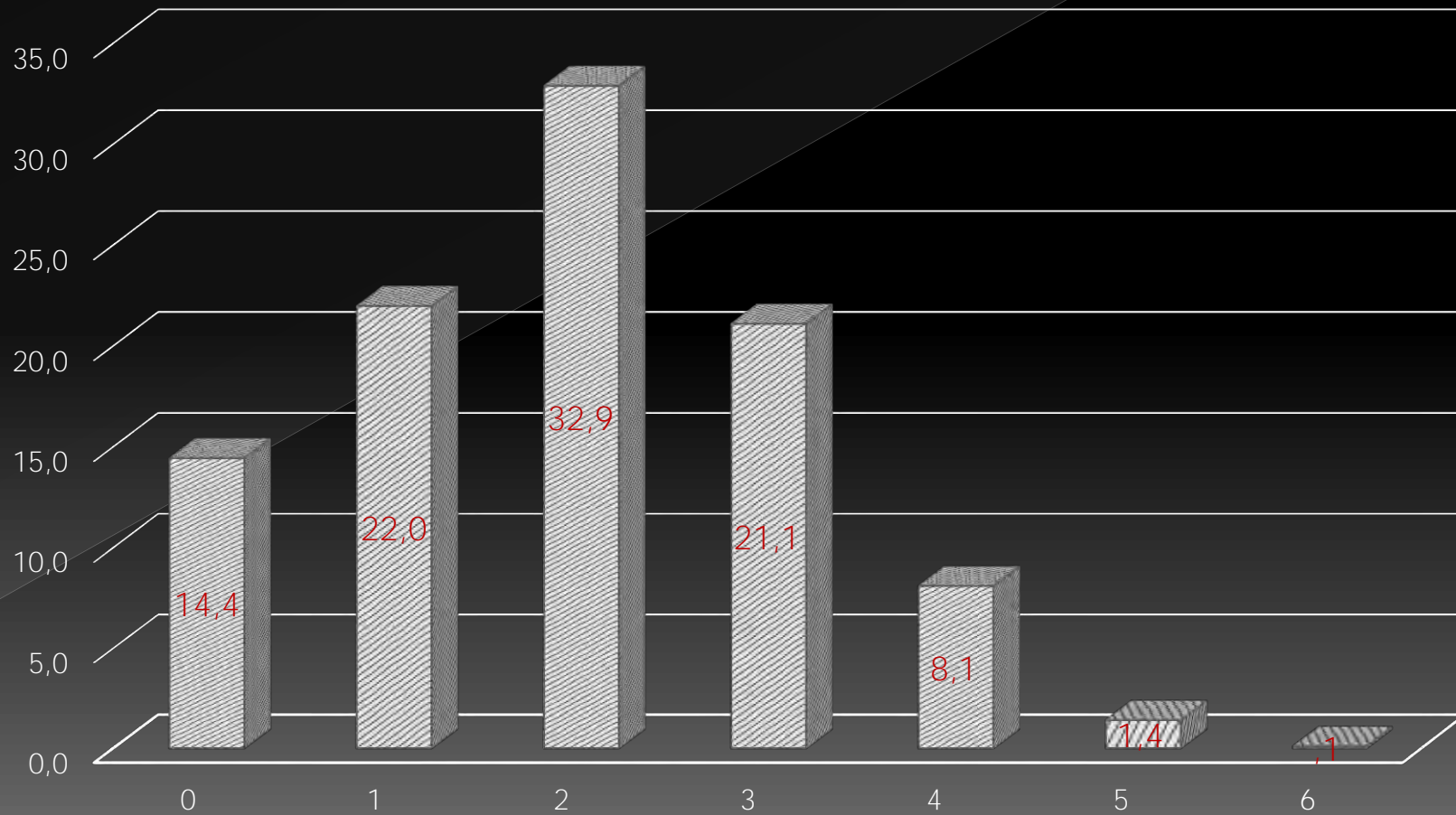
## Cumulative risk index

- > father employment
- > mother employment
- > family structure
- > school satisfaction
- > skipping classes
- > bullied at school

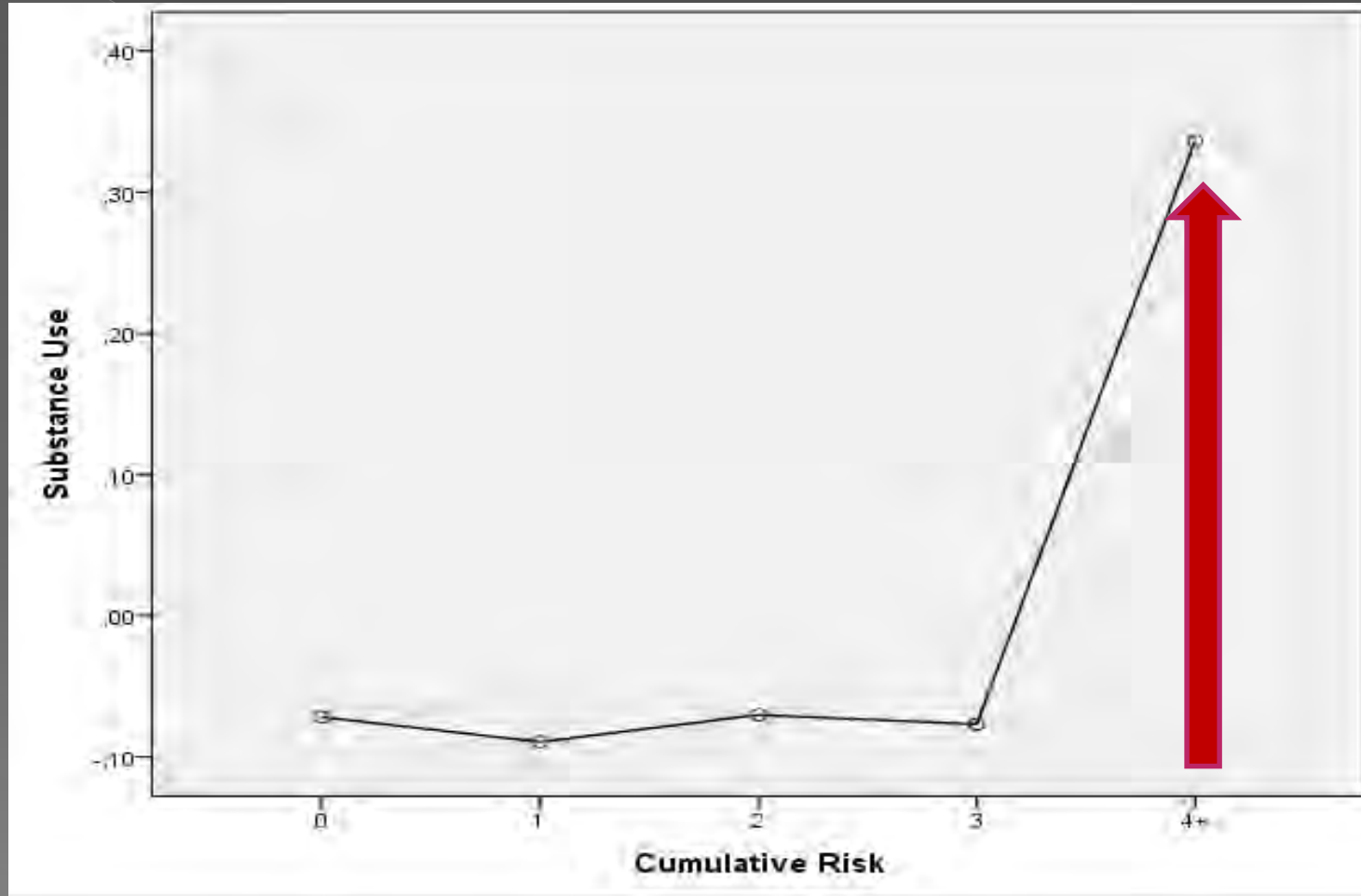
## Outcomes

- > substance use (tobacco, alcohol and cannabis )
- > psychological symptoms
- > well-being
- > school achievement

# CUMULATIVE RISK



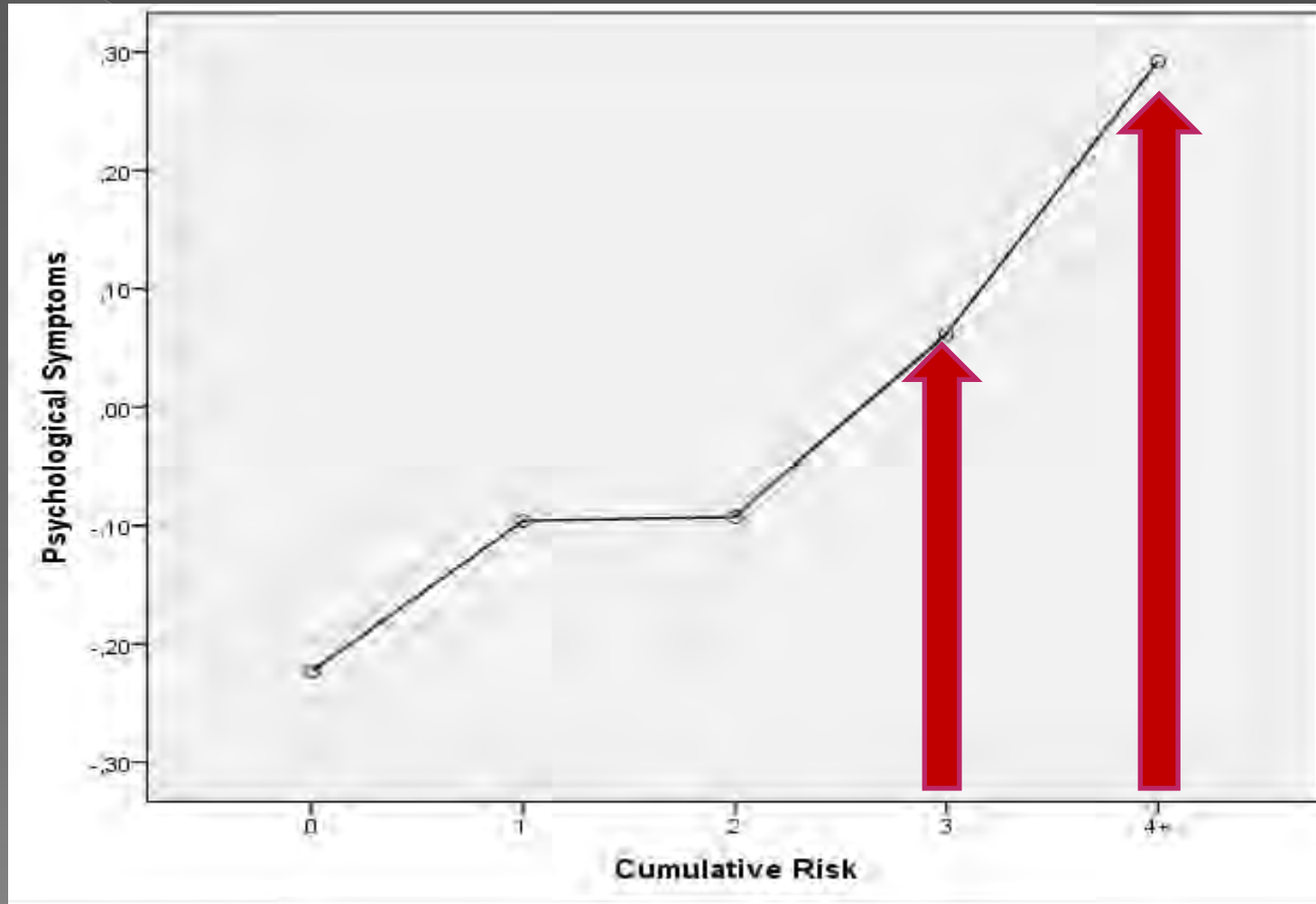
# Cumulative Risk & Substance Use



$F_{4, 2652} = 18.92, p < .001$

$\eta^2 = .02$

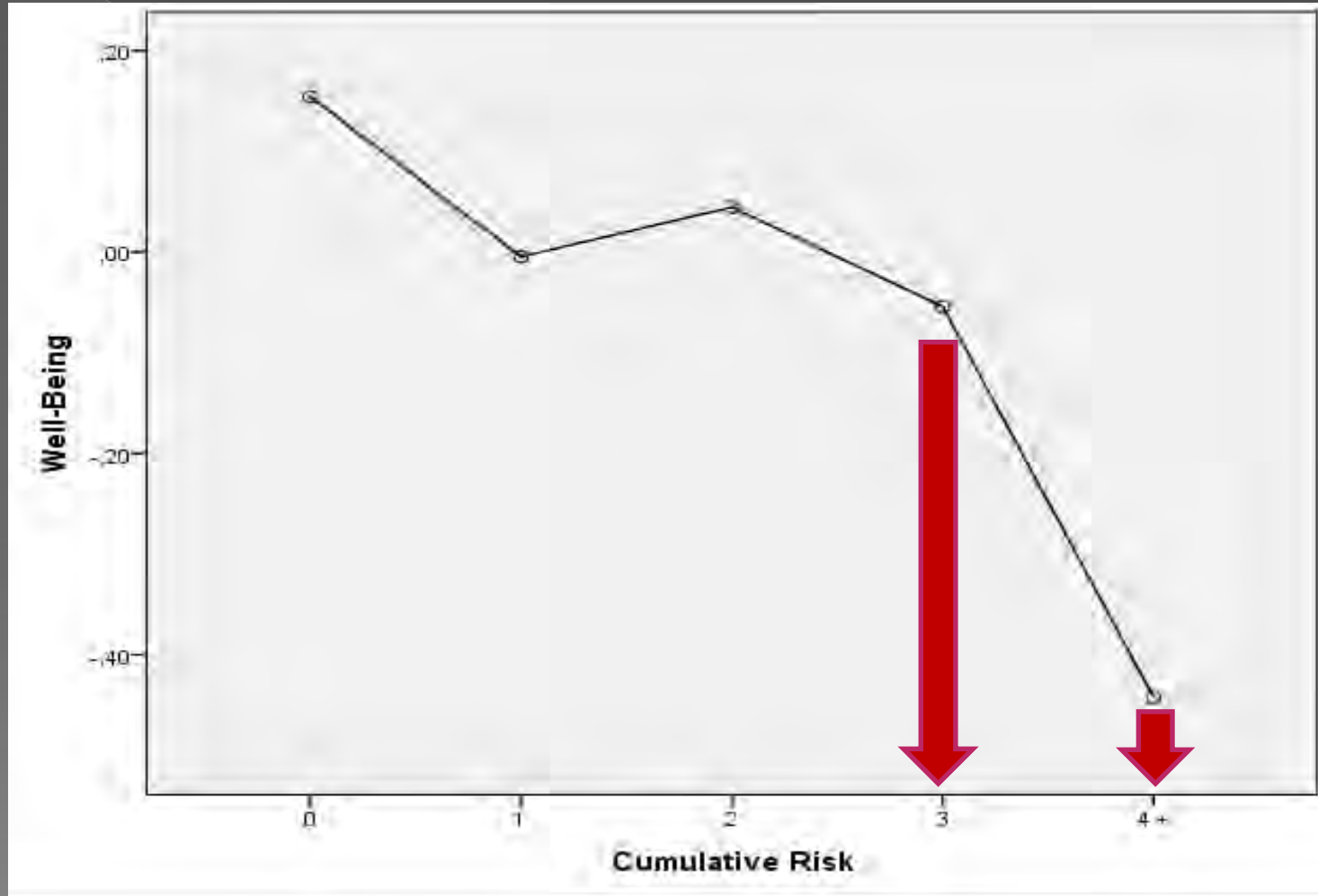
# Cumulative Risk & Psychological Symptoms



F4, 2652=14.74,  $p < .001$

$\eta^2 = .03$

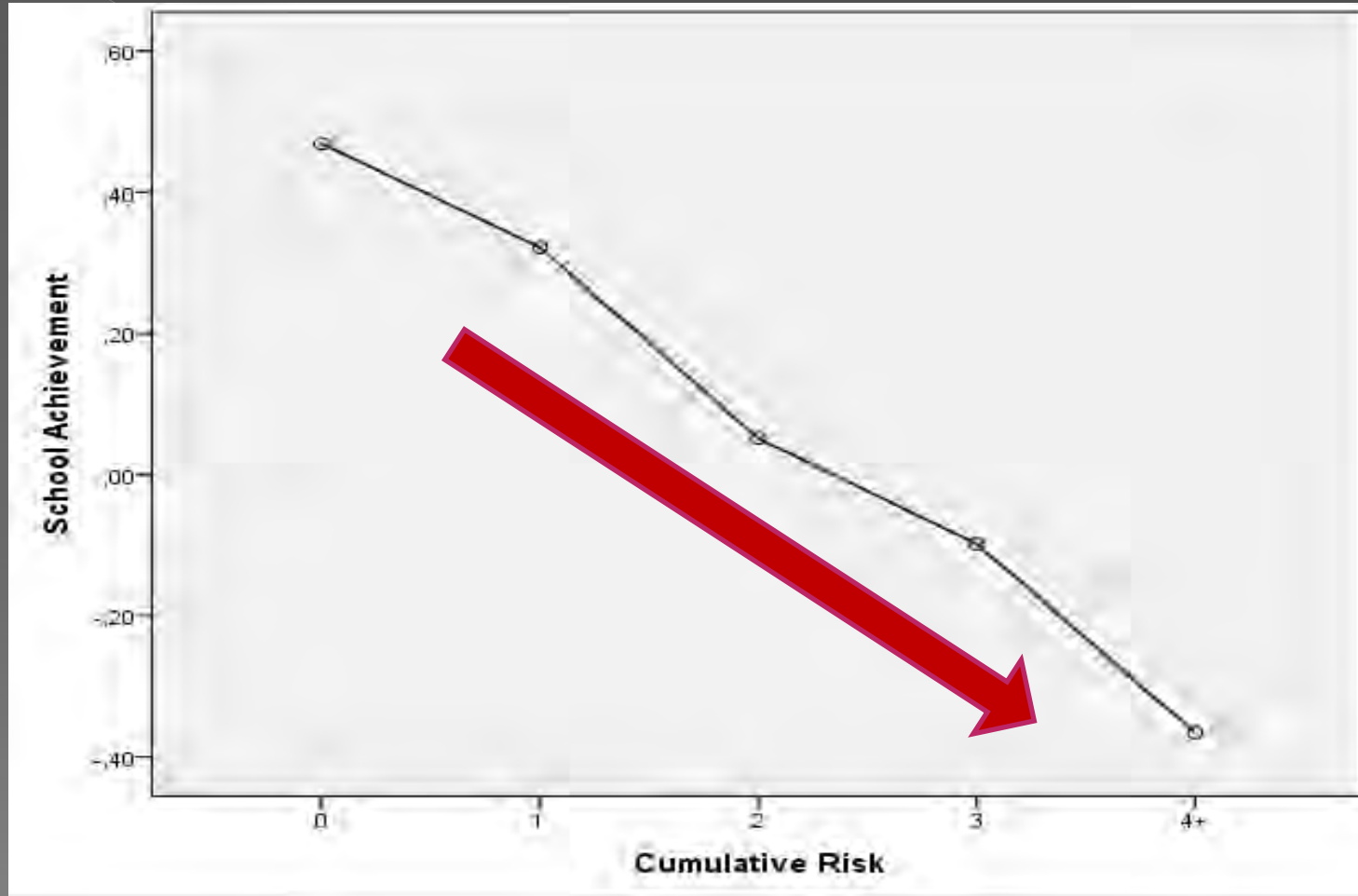
# Cumulative Risk & Well-being



$F_{4, 2652} = 18.92, p < .001$

$\eta^2 = .03$

# Cumulative Risk & School Achievement



$F_{4, 2652} = 46.91, p < .001$

$\eta^2 = .07$

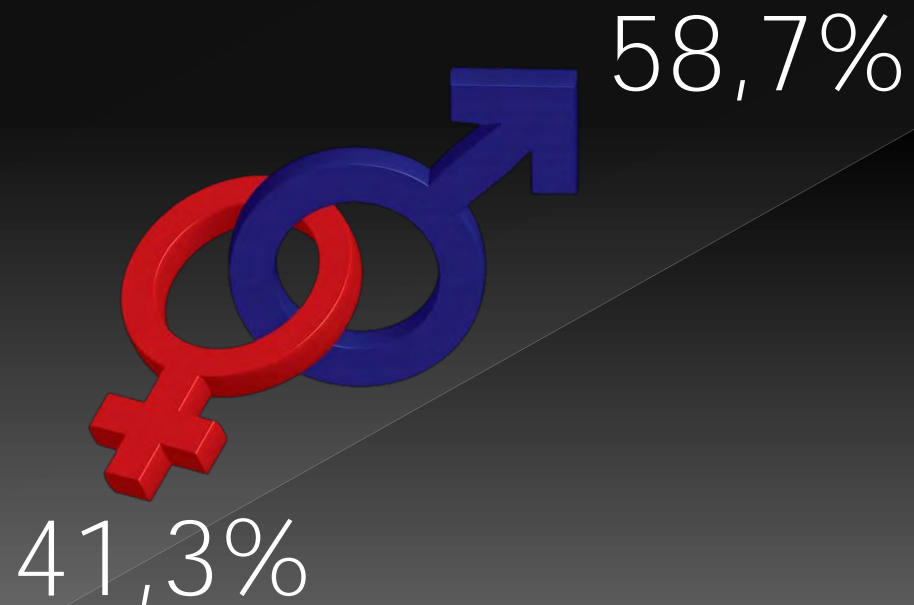
# 2<sup>nd</sup> Study

Moderators of cumulative risk

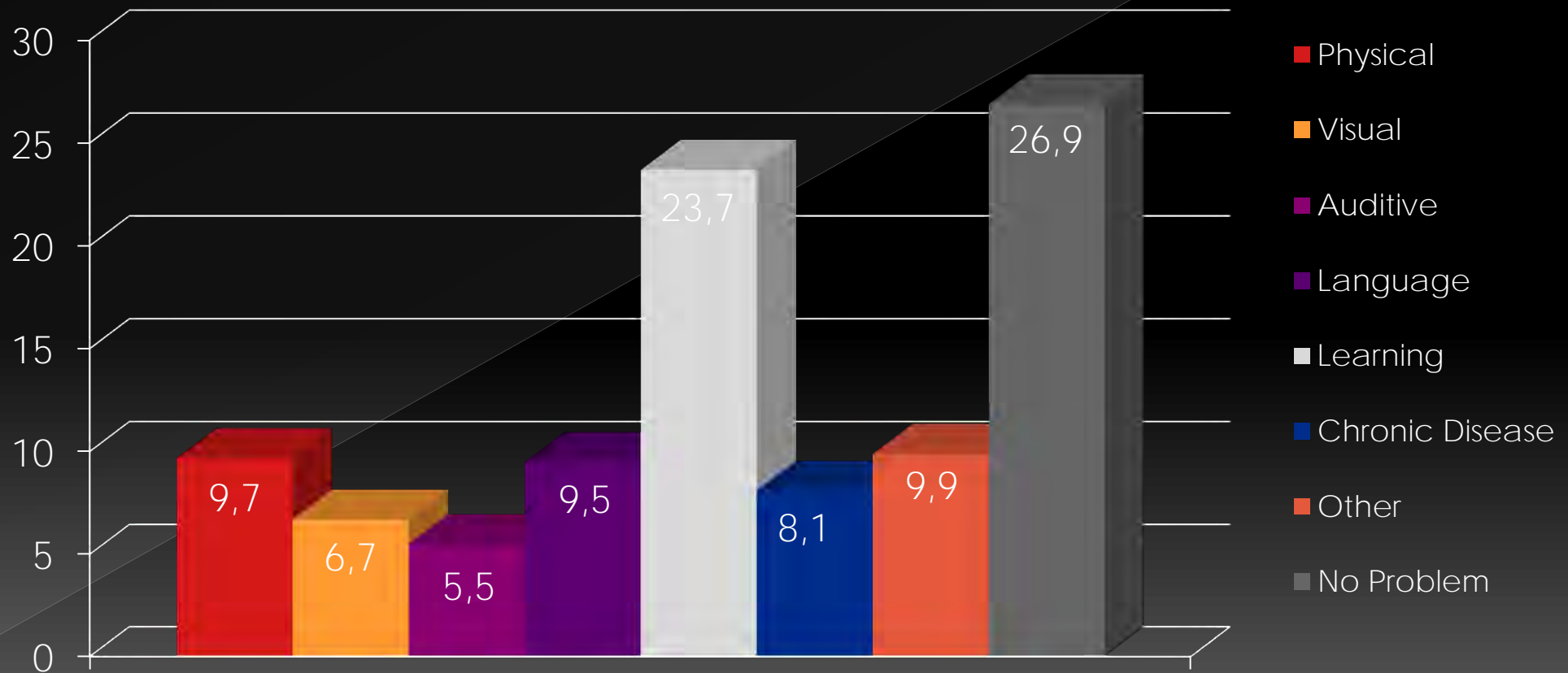


# SAMPLE

Adolescents with SEN (n=472)



# Special Needs



# MEASURES

Resilience Module Healthy Kids Survey  
*CHKS (2000)*

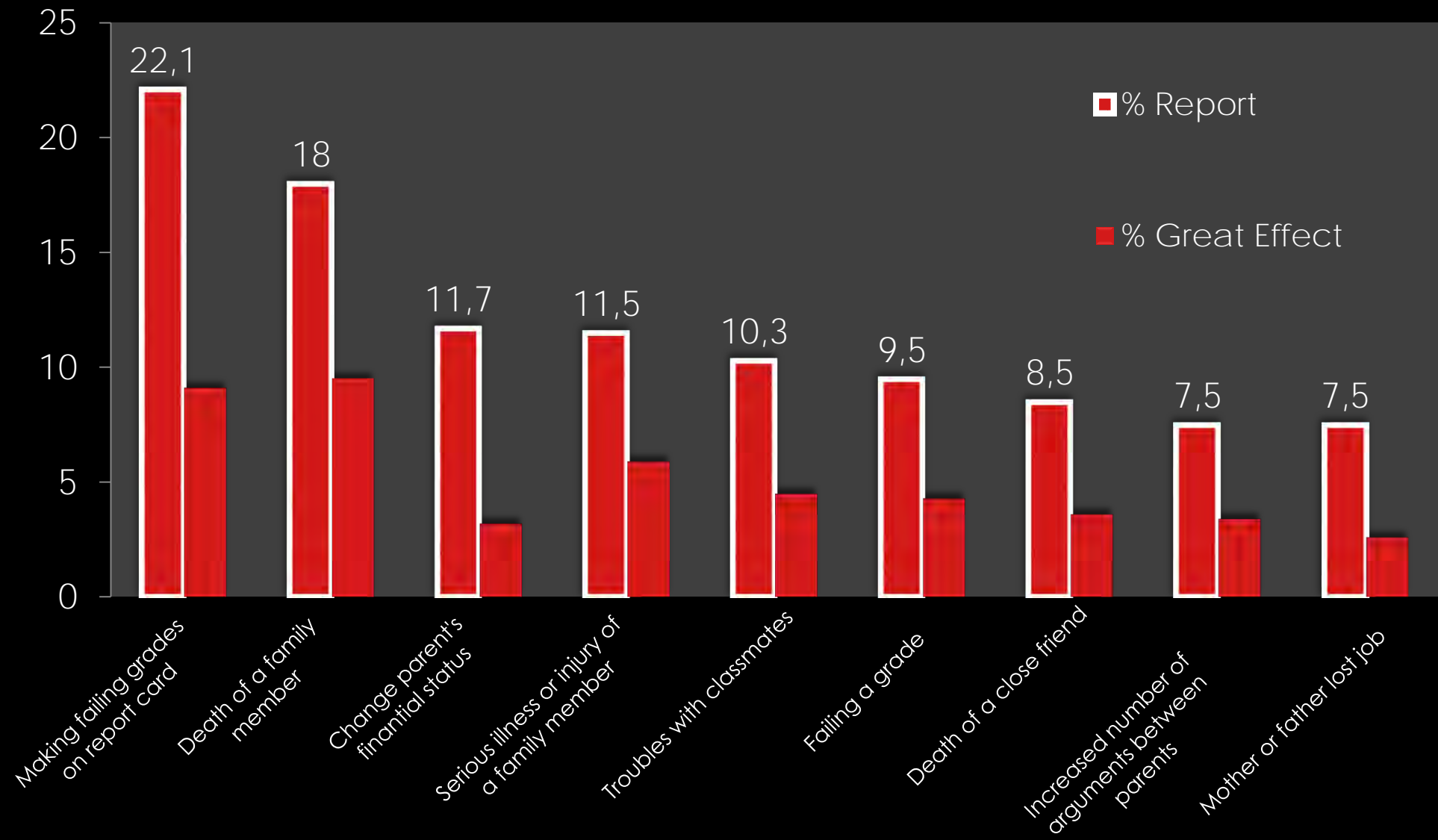
○ External & Internal Resilience Assets

Kidscreen Study  
*Ravens-Sieberer et al. (2005); Gaspar et al. (2008)*

○ Mental Health Index

Life events as stressors in childhood and adolescence  
*Johnson (1986)*

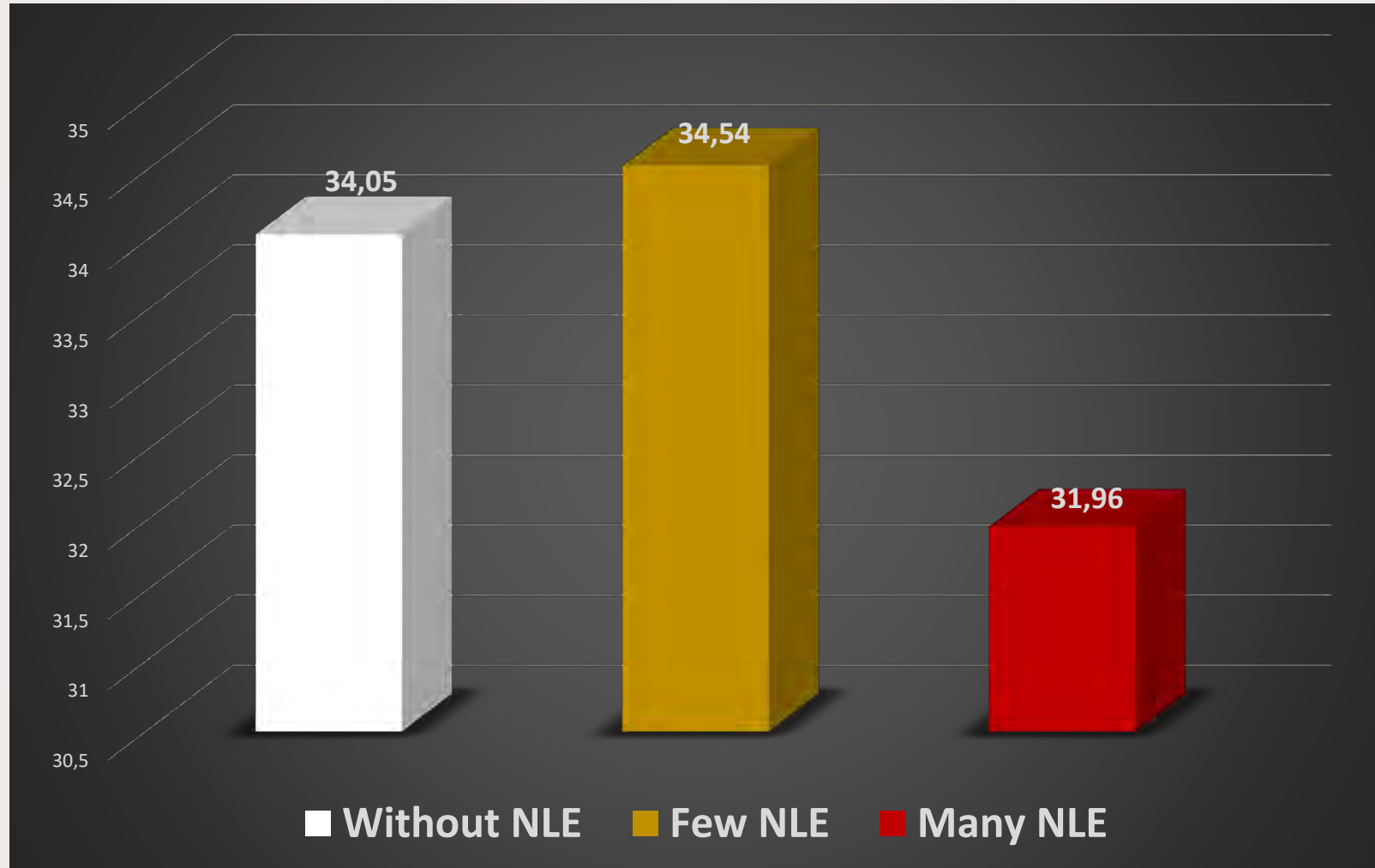
○ Life Events Scale



# Negative Life Events

# Negative Life Events Well-being

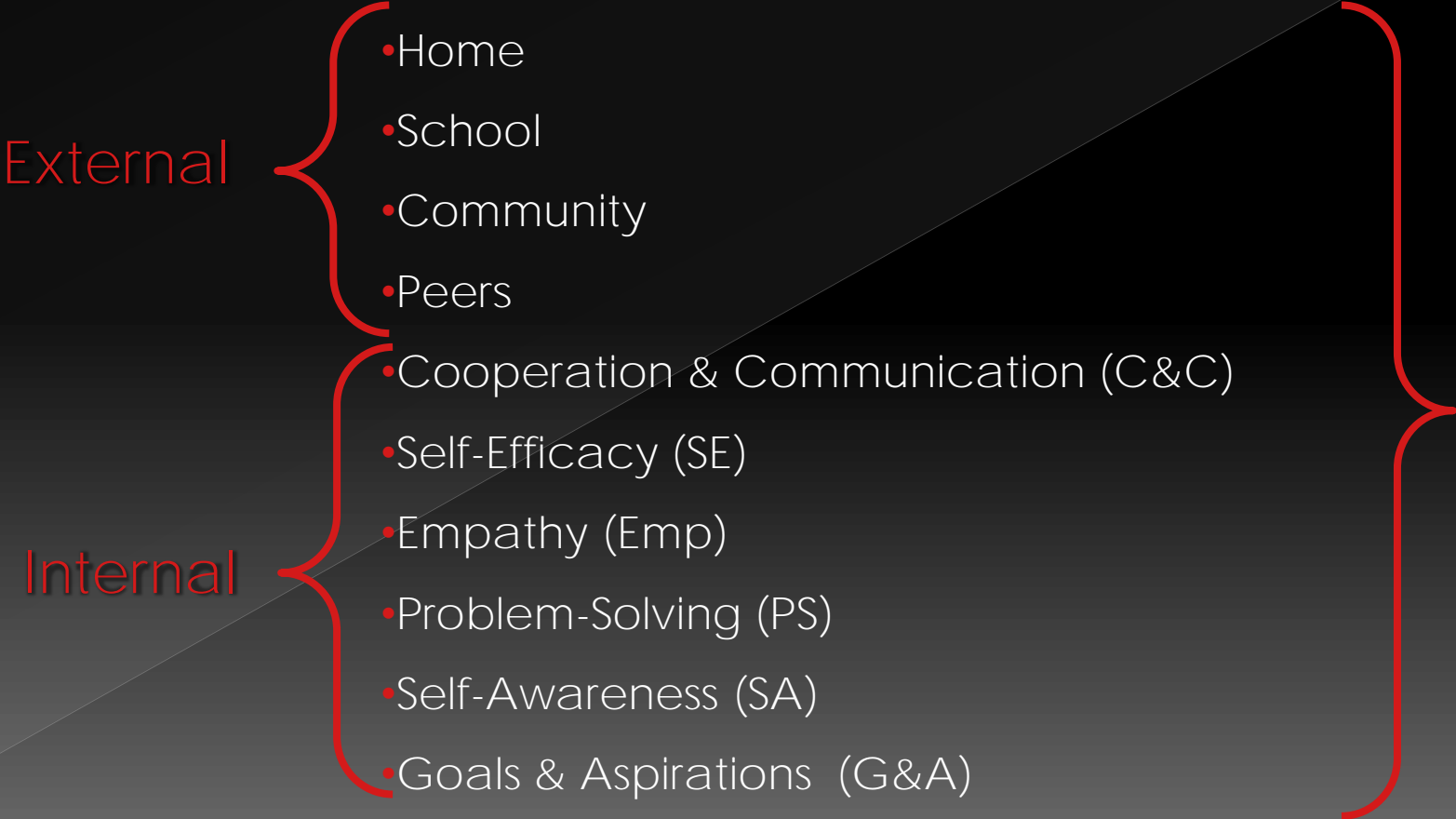
Well-being



$F(2,425)=4.04, p<.05$

# Moderation Effects

## External & Internal Resilience Assets



3 Groups Distribution



- Low
- Medium
- High

# EXTERNAL ASSETS

School

Peers

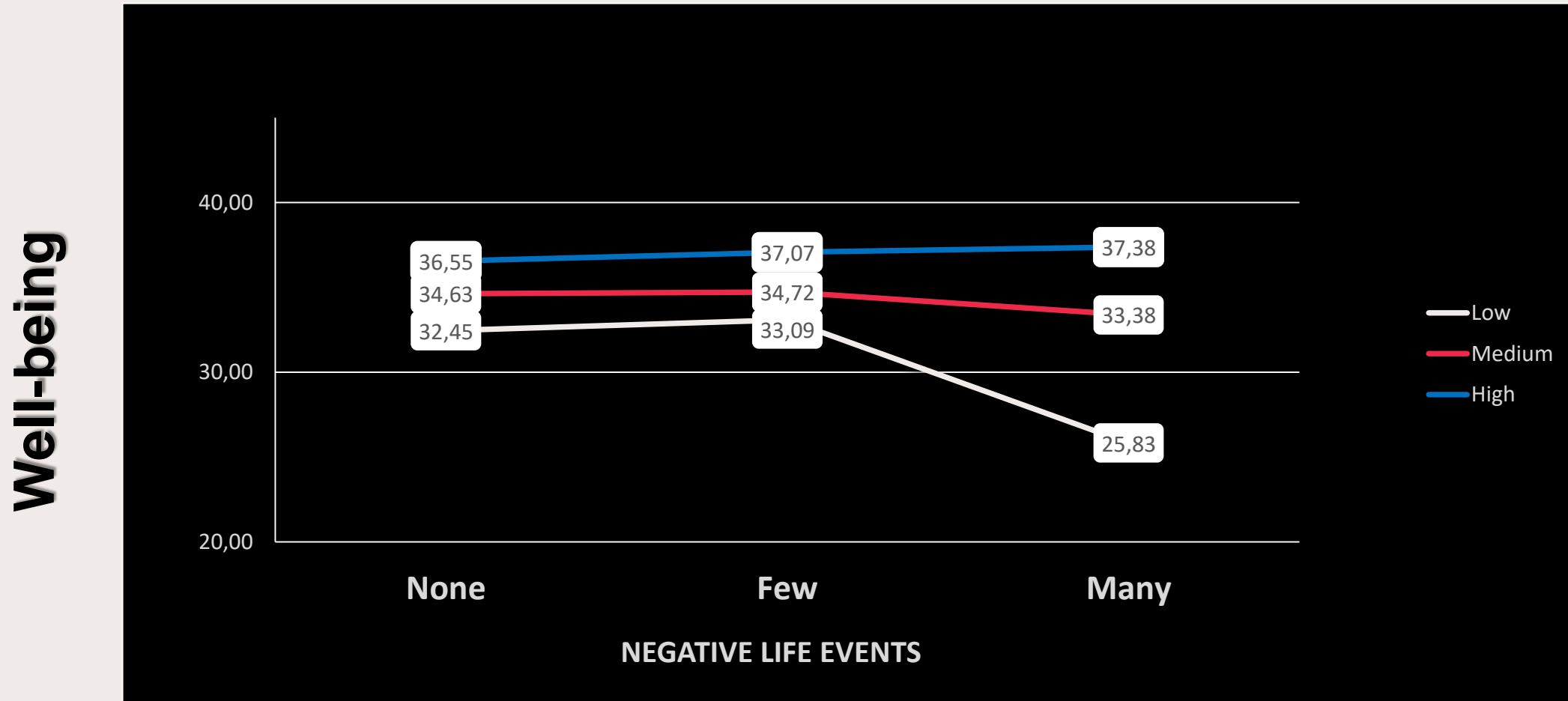
Community

**PROTECTIVE  
FACTORS**

Family

**RESILIENCE  
FACTORS**

# Family x NLE



Family:  $F(2,359)=32.27, p<.001$

$\eta^2=.16$

NLE:  $F(2,359)=4.76, p<.01$

$\eta^2=.03$

Family x NLE:  $F(4,359)=3.79, p<.01$

$\eta^2=.04$



# **INTERNAL ASSETS**

**Communication & Cooperation**

**Self-Awareness**

**Goals & Aspirations**

**Problem Solving**

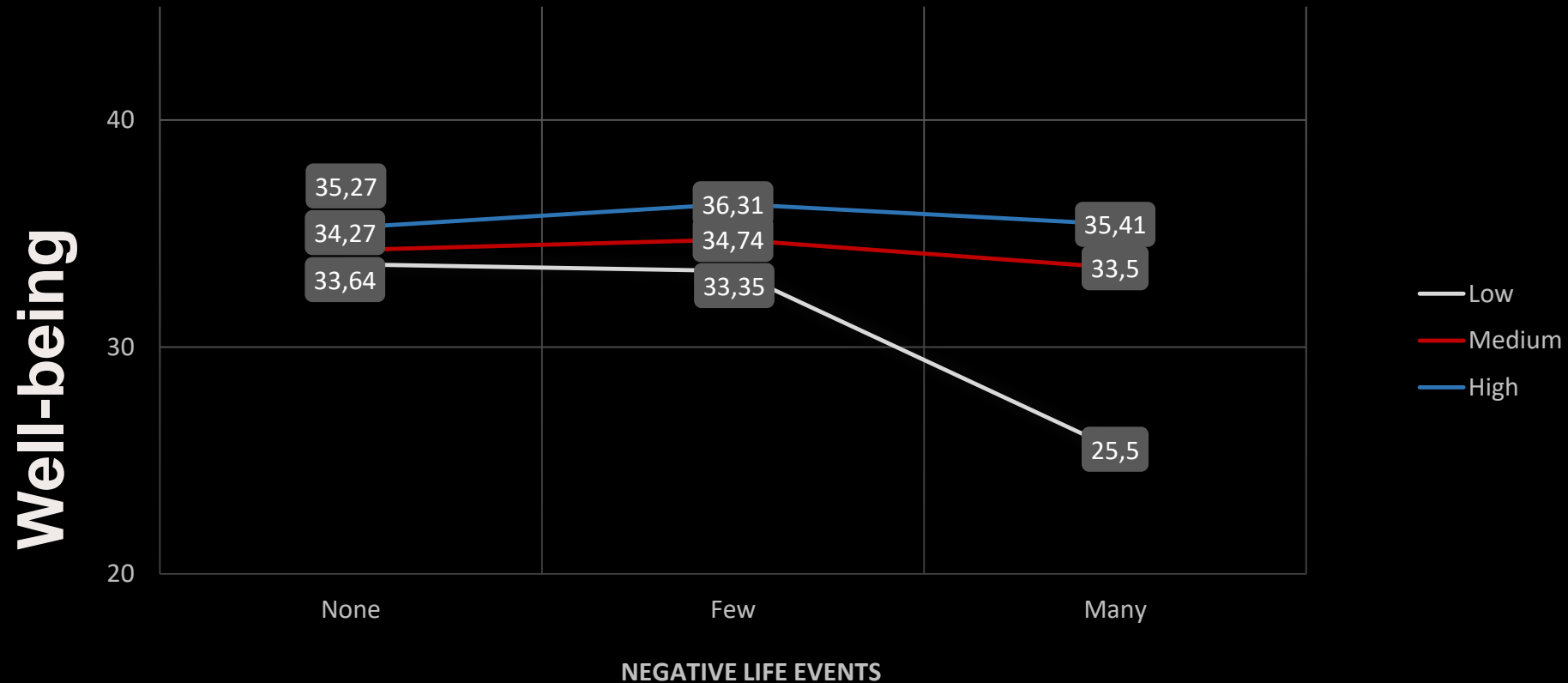
**Self-Efficacy**

**Empathy**

**PROTECTIVE  
FACTORS**

**RESILIENCE  
FACTORS**

# Problem Solving x NLE



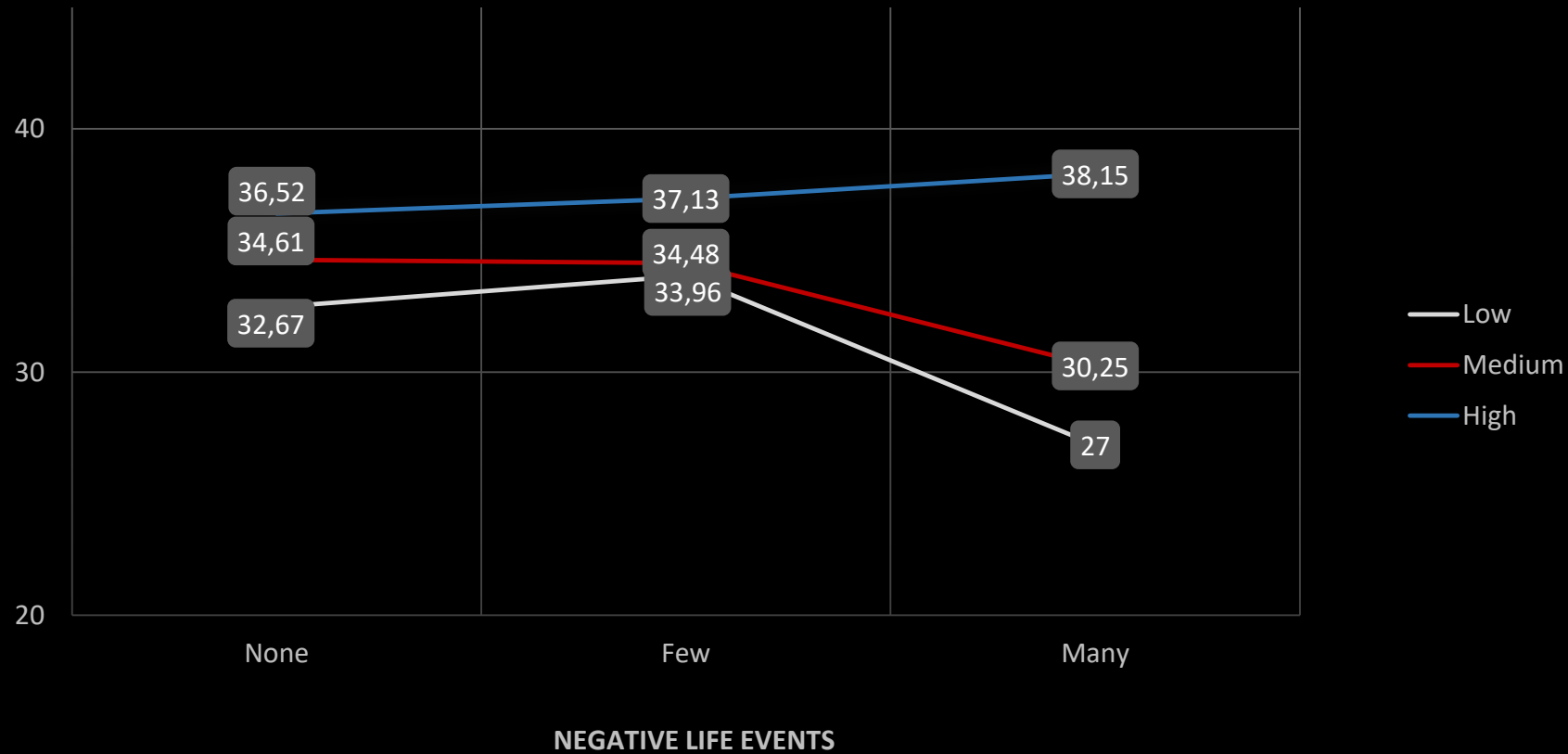
**Problem Solving:**  
 $F(2, 383)=17.37, p=.000$   
 $\eta^2=.09$

**NLE:**  
 $F(2, 383)=6.41, p=.002$   
 $\eta^2=.03$

**PS x NLE:**  
 $F(4, 383)=3.79, p=.005$   
 $\eta^2=.04$

# Self-Efficacy x NLE

Well-being



**Self-Efficacy:**

$F(2, 377)=24.33, p=.000$

$\eta^2=.12$

**NLE:**

$F(2, 377)=7.05, p=.001$

$\eta^2=.04$

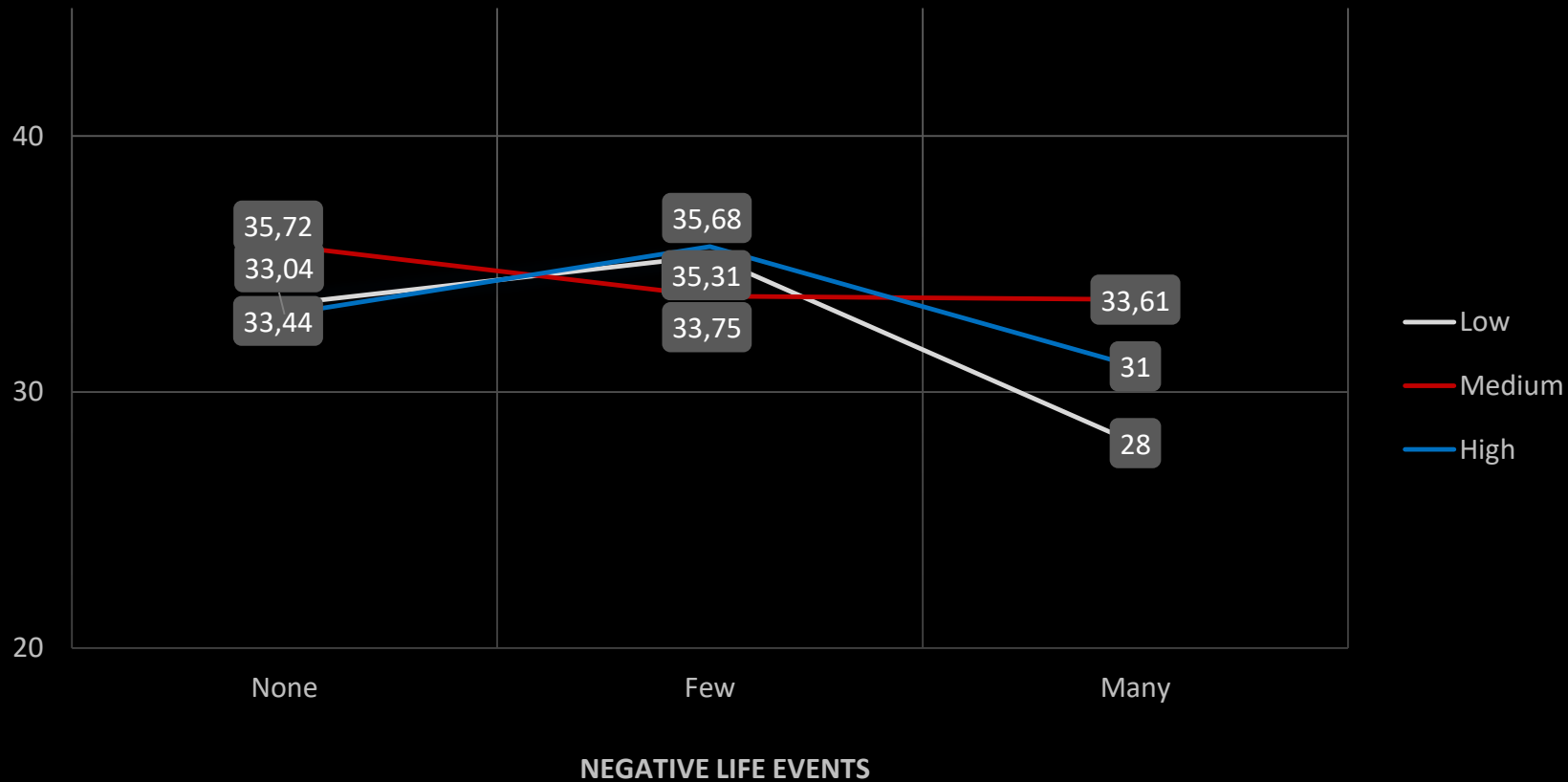
**SE x AVN:**

$F(4, 377)=3.39, p=.010$

$\eta^2=.04$

# Empathy x NLE

Well-being



**Empathy:**

$F(2, 367)=2.60, p=.076$

$\eta^2=.02$

**NLE:**

$F(2, 367)=8.63, p=.000$

$\eta^2=.05$

**Empathy x NLE:**

$F(4, 367)=3.58, p=.007$

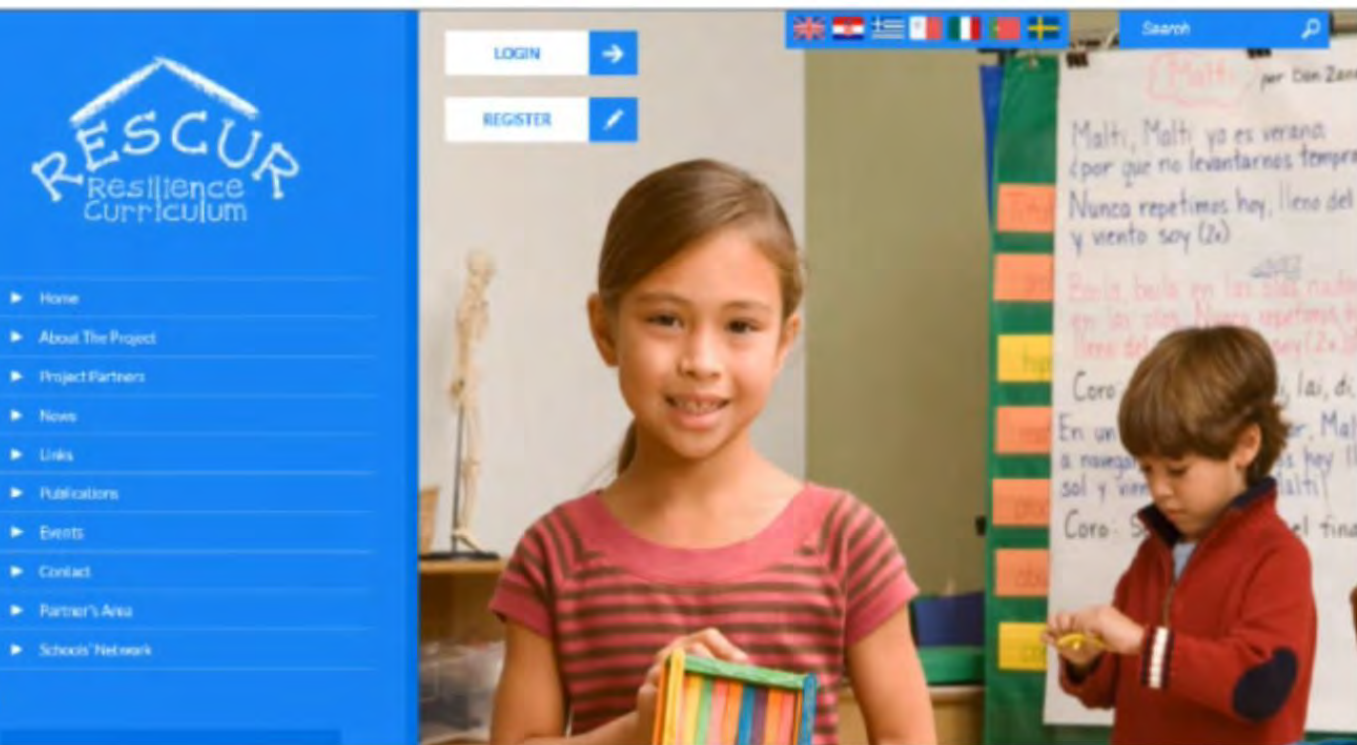
$\eta^2=.04$

**From** **Research**

**to Practice...**







*This Project is funded with support of the European Commission.*





# 3-years Project

1

Developed a universal resilience curriculum for the early years and primary school education

2

Curriculum was piloted in a number of schools in each country

3

Curriculum was revised and published in soft and hard copies in the 6 languages of the consortium and in English + Teachers and Parents Guide



# Key Principles

Evidence based

Integrated in the mainstream curriculum rather than a bolt on, added activity delivered by outside experts

Developmental and inclusive, being flexible and responsive to the needs of the individual learner differences, underlining the right of all learners for a quality resilience education and a commitment towards social justice with awareness of the risk for discriminatory practices due to individual educational needs, minority statuses, and poverty

European identity and diversity

Infused in the other content areas of the curriculum as well as in pedagogy, relationships and classroom management

Search for state-of-the-art service arrangements reflecting the EU agenda for excellence and competitiveness at the global level

Spiral approach, with identified key themes straddling across the early and primary school years

Formatively assessed by both the classroom teacher and the students

# Key Principles

## SAFE Approach

- **S**equenced step-by-step training approach
- **A**ctive forms of learning
- **F**ocus sufficient time on skill development
- **E**xplicit learning goals

# ACTIVITIES MANUALS



## RESCUR: SURFING THE WAVES

A RESILIENCE CURRICULUM FOR EARLY YEARS AND PRIMARY SCHOOLS

*early years*



## RESCUR: SURFING THE WAVES

A RESILIENCE CURRICULUM FOR EARLY YEARS AND PRIMARY SCHOOLS

*early primary*



## RESCUR: SURFING THE WAVES

A RESILIENCE CURRICULUM FOR EARLY YEARS AND PRIMARY SCHOOLS

*late primary*

Carmel Cefai – Malta – Coordinator  
 Renata Miljević-Ridički, Dejana Bouillet, Tea Pavin Ivanec, Mirjana Milanovic – Croatia  
 Anastassios Matsopoulos, Mariza Gavogiannaki – Greece  
 Maria Assunta Zanetti, Valeria Cavioni – Italy  
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# RESCUR THEMES



## 1. DEVELOPING COMMUNICATION SKILLS

- 1.1. Effective Communication Skills
- 1.2. Assertiveness



## 2. ESTABLISHING AND MAINTAINING HEALTHY RELATIONSHIPS

- 2.1. Healthy Relationships
- 2.2. Cooperative skills, empathy, and moral reasoning



## 3. DEVELOPING A GROWTH MINDSET

- 3.1. Positive and optimistic thinking
- 3.2. Positive emotions



## 4. DEVELOPING SELF-DETERMINATION

- 4.1. Problem solving
- 4.2. Empowerment and autonomy



## 5. BUILDING ON STRENGTHS

- 5.1. Positive self-concept and self-esteem
- 5.2. Using strengths in academic and social engagement



## 6. TURNING CHALLENGES INTO OPPORTUNITIES

- 6.1. Dealing with adversity and setbacks
- 6.2. Dealing with rejection
- 6.3. Dealing with family conflicts
- 6.4. Dealing with loss
- 6.5. Dealing with bullying and conflict
- 6.6. Dealing with change and transition



# Session structure

Each session presents the following structure:

- **mindfulness activity**
- **learning goal**
- **learning outcome**
- **resources to be used in the activity**
- **story and questions about the story**
- **practical hands-on activities**
- **take home activity including handouts for parents**

# RESCUR MANUAL: Early Years



## RESCUR: SURFING THE WAVES

A RESILIENCE CURRICULUM FOR EARLY YEARS AND PRIMARY SCHOOLS

early years

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Renata Miljević-Ridički, Dejana Bouillet, Tea Pavin Ivanec, Mirjana Milanovic – Croatia  
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**SUB-THEME 1**  
**Positive and optimistic thinking**

Realistic optimism has been found to be one of the resilience factors for children. Therefore, the first sub-theme focuses on the development of positive and optimistic thinking, particularly during setbacks. Through the activities learners are provided with opportunities to engage in optimistic thinking, to reflect on some of their unhelpful thoughts and to then challenge these such thoughts. These ways of thinking help learners overcome challenges with a positive attitude (Seligman, 2011; Noble & McGrath, 2008). The first topic, entitled 'Positive and Negative Thinking' introduces positive and negative thinking to learners in different ways. Younger learners are taught to distinguish between looking at the bright side and looking at the dark side with the help of the characters Mr Bright Side and Mr Dark Side. Older learners are taught to distinguish between, reflect on, and use, optimistic and pessimistic explanatory styles. Pessimistic thinkers tend to think the bad event is their fault, that it will always be there, affecting their life, and that it influences other aspects of their lives as well. On the other hand, optimistic thinkers understand that the setback can have external causes, is temporary, and is specific rather universal (Seligman, 1998).

In the second topic, 'It's Good to think Positive!', learners start to understand that looking at the bright side can have a positive effect on their feelings and actions. Younger learners start to understand that looking at the good bits and doing something that is positive and fun, can help us feel good and work towards improving the situation. Older children are taught how thoughts, feelings and actions are related to each other, and how changing thoughts can bring a change in the feelings and actions that follow. In the last topic, 'Challenging Negative Thoughts', learners develop ways of challenging any negative thoughts and beliefs that can get them down. Since this may be challenging for very young children, the focus of early years and early primary activities is mostly positive tracking, where learners are invited to list down the good bits (Noble & McGrath, 2008). Older children are encouraged to think about positive self-affirmations, such as 'I am kind', 'I am helpful', as ways to challenge their negative thoughts. Learners are also encouraged to think in helpful, flexible, and alternative ways about problems.

<b>TOPIC 1</b>	<b>POSITIVE AND NEGATIVE THINKING</b>
<b>Learning Goals</b>	<ul style="list-style-type: none"> <li>• RECOGNIZE THAT ONE CAN LOOK AT THE BRIGHT SIDE OR AT THE DARK SIDE OF LIFE.</li> <li>• IDENTIFY WHAT SOMEONE LOOKING AT THE BRIGHT SIDE MIGHT SAY.</li> <li>• DISTINGUISH HOW BRIGHT SIDE THINKERS AND DARK SIDE THINKERS MIGHT REACT TO CHALLENGES.</li> </ul>
<b>TOPIC 2</b>	<b>IT'S GOOD TO THINK POSITIVE!</b>
<b>Learning Goals</b>	<ul style="list-style-type: none"> <li>• RECOGNIZE THAT BRIGHT SIDE THINKING CAN HELP US FEEL BETTER.</li> <li>• IDENTIFY THE FEELINGS THAT FOLLOW BRIGHT SIDE THINKING.</li> <li>• DESCRIBE HOW ONE FEELS AFTER LOOKING AT THE GOOD BITS.</li> </ul>



	<b>CHALLENGING NEGATIVE THOUGHTS</b>
<b>TOPIC 3</b>	
<b>Learning Goals</b>	<ul style="list-style-type: none"> <li>• IDENTIFY ONE GOOD THING IN THEMSELVES THAT HELPS THEM FEEL BETTER IN A BAD TIME.</li> <li>• IDENTIFY ONE GOOD THING THEY LIKE ABOUT THEMSELVES, AND ABOUT SOMEONE ELSE RESPECTIVELY.</li> <li>• DESCRIBE A POSITIVE STATEMENT THAT CHALLENGES THEIR NEGATIVE THOUGHTS.</li> </ul>

**Tips for Teachers**

1. Children learn positive thinking from the adults around them; it is thus important for teachers to start off with modelling a positive attitude.
2. Try to include optimistic thinking in your everyday classroom routine. You can do this by taking a 5 minute break to sing a feel-good song. If you have some free time at the end of the day, you can also encourage learners to share what they think the best thing about that day was. It could also be the best thing about that week, what they are looking forward to the most from tomorrow, and so on.
3. When setbacks occur in the classroom and learners get upset, try to help them focus on what their head (thinking) is telling them and see if their thinking is helpful or unhelpful.
4. When reading stories or watching films, help learners think about the thoughts, feelings, and actions of one of the characters. They can also create a Thoughts-> Feelings-> Actions flowchart as an activity after the story or film.
5. As a classroom activity, learners can come up with a classroom slogan that they can remember when they go through a setback. Remind learners of the slogan when their negative self-talk is getting them down.

## Topic 1 Positive and negative thinking

By the end of this topic, learners should be able to:

- Recognize that one can look at the bright side or at the dark side of life.
- Identify what someone looking at the bright side might say.
- Distinguish how bright side thinkers and dark side thinkers might react to challenges.

### Activity 1: Mr Bright Side and Mr Dark Side

#### Learning Goal

Recognize that one can look at the bright side or at the dark side of life.

#### Learning Outcome. By the end of this study unit, I will be able to:

Recognize that I can look at the bright side or at the dark side of what happens.

#### Level

Basic

#### Materials needed

Hand or finger puppets, lively music, melancholic music, activity sheet 'The Best Thing About My Family'.



1. Start the lesson with a Mindfulness activity.
2. Read the following story to the learners using hand or finger puppets:

#### Sunset mountain

In the forest where Sherlock and Zelda lived, there was a special mountain called Sunset Mountain. Every year some animals from the forest were chosen to climb the mountain and see the beautiful sunset from the top. This year it was Sherlock's turn to climb Sunset Mountain. But some of the animals in the forest did not think Sherlock could climb Sunset Mountain to the very top! "Oh you're just a tiny squirrel!", they would say. "You will never climb to the very top!" Sherlock felt very sad that some of the animals in the forest said these things about him. But the day had come and it was time for him to climb Mountain. He climbed, and he climbed. But in the middle of the way up, Sherlock got very tired. "I can't do this," said Sherlock. "I will never climb to the very top!" - So he turned back. The next day Sherlock tried climbing up the mountain again. But in the middle of the way up, he got very tired again. "I can't do this," said Sherlock. "I will never climb to the very top!" So he turned back. The next day Sherlock asked his friend Zelda to go with him. But in the middle of the way up, Sherlock again felt very tired. "I can't do this," said Sherlock. "I will never climb to the very top!" Sherlock was going to turn back when he heard Zelda's voice. "You can do it Sherlock!"

she said. So he climbed and he climbed. "I can do it," said Sherlock with every step. Finally, after a lot of hard work, Zelda and Sherlock reached the top of Sunset Mountain. Sherlock was so happy! He felt glad that he climbed to the top of the mountain even when the other animals thought that he couldn't do it. Zelda and Sherlock watched the sunset on top of the mountain. And for doing such a good job, Zelda gave Sherlock a special badge for climbing the mountain to the very top!

3. First, help the learners to process the story by asking the following questions:

- What did you think of the story?
- What did Sherlock wish to do?
- What did the other animals think about Sherlock?
- Sherlock first looked at the dark side and did not think he could climb up to the very top! What did he think?

4. Then relate the story to the learners's own experiences by asking the following questions:

- What things do you find hard to do?
- When there is something hard to do, what do you say to yourself? Do you look at the bright side or at the dark side of things?

5. Tell the learners to stand in a circle. Introduce Mr Bright Side (or Mrs Bright Side) and Mr Dark Side (or Mrs Dark Side) through the use of puppets. Explain that Mr Bright Side has both good and bad things that happen to him, but he tries to look at the bright side of life while Mr Dark Side has both good and bad things that happen to her, but looks at the dark side. Let the learners grow familiar with the new characters.

6. Tell the learners that you will be doing some miming. First put on some lively music and show the learners how to mime like Mr Bright Side. Coach the learners with questions: "Am I looking up or down? How am I walking? How does my face look?" One by one, the learners can do the mime. Once one learner is finished he/she can choose another learner to do the mime, until all learners have had a go at acting like Mr Bright Side.

7. Do the same exercise with melancholic music and mime like Mr Dark Side. Then ask the learners to copy you one by one. They can also add new dimensions to their miming.

8. Ask the learners the following questions:

- How was it to act like Mr Bright Side? How was it to act like Mr Dark Side?
- If you had to choose one whom would you be like? Why?

9. Learners can draw a picture of a character of their choice.



Parents can help learners to practice looking at the good bits. Parents can ask learners what the best thing about their family is. Parents can pick one for themselves as well. The favourite things about the family can be drawn in the activity sheet.



### THE BEST THING ABOUT MY FAMILY



To parents: Ask your child what the best thing about your family is. You can pick one for yourself as well. The favourite things about the family can be drawn in the boxes.

Adults' Favourite Thing

Child's Favourite Thing



### Activity 2: What might Mr Bright Side say?

#### Learning Goal

Identify what someone looking at the bright side might say.

#### Learning Outcome. By the end of this unit, I will be able to:

Describe what someone looking at the bright side will say.

#### Level

Intermediate

#### Materials needed

Hand or finger puppets, lively music, melancholic music, activity sheet 'What Mr Bright side Sees'.



1. Start the lesson with a Mindfulness Activity.
2. Read the story in Activity 1 using hand or finger puppets.
3. First, help the learners to process the story by asking the following questions:
  - What did you think of the story?
  - What did Sherlock wish to do?
  - What did the other animals think about Sherlock?
  - Sherlock first looked at the dark side and did not think he could climb up to the very top! What did he think?
  - What did Sherlock think when he looked at the bright side?
4. Then relate the story to the learners's own experiences by asking the following questions:
  - What things do you find hard to do?
  - When there is something hard to do, or when there is a problem, what do you say to yourself? Do you look at the bright side or at the dark side?
  - When there is something hard to do, sometimes we look at the good bits like Sherlock did in the end. We might say "I can do it!" What other things might we say?
5. Tell the learners to stand in a circle. Introduce Mr Bright Side (or Mrs Bright Side) and Mr Dark Side

### Teachers' Assessment Checklist

Name of Learner: _____	0: Not observed / non-applicable 1: Developing 2: Developed 3: Consolidated
Date completed: _____	

Instructions: Complete the checklist for each learner at the end of Theme 5 Building on Strengths

#### 5. BUILDING ON STRENGTHS

5.1 POSITIVE SELF-CONCEPT AND SELF-ESTEEM	Level 0,1,2 or 3
---	------------------

5.1.1. Knowing things about oneself to develop a positive self-concept	
--	--

5.1.1.B <sup>5</sup> . The learner is able to appreciate that his/her name is an important part of himself/herself	
5.1.1.I. The learner is able to identify the positive things his/her friends like about him/her	
5.1.1.A. The learner is able to explain why he/she was given his/her particular name	

5.1.2. Finding positive things about oneself to enhance self-esteem	
---	--

5.1.2.B. The learner is able to develop positive beliefs about himself/herself	
5.1.2.I. The learner is able to be proud of some qualities and skills s/he has	
5.1.2.A. The learner is able to decide on one improvement to make	

5.1.3. Realizing one's strengths are a part of what one is, was, and what they may become	
---	--

5.1.5.B. The learner is able to understand that preferences can change with age	
5.1.5.I. The learner is able to understand that the games or toys they like can change with age	
5.1.5.A. The learner is able to describe how feelings are expressed by young children and how it changes with age	

5.2. USING STRENGTHS IN ACADEMIC AND SOCIAL ENGAGEMENT	
--	--

5.2.1. Using strengths to enhance social participation	
--	--

5.2.1.B. The learner is able to develop the strength to comfort himself/herself when feeling sad	
5.2.1.I. The learner is able to develop the strength to comfort himself/herself when experiencing unpleasant feelings	
5.2.1.A. The learner is able to develop the strength to comfort himself/herself and others when feeling lonely	

5.2.2. Promoting social participation	
---------------------------------------	--

5.2.2.B. The learner is able to identify some things he/she likes about his/her family	
5.2.2.I. The learner is able to identify strengths in himself/herself through peer feedback	
5.2.2.A. The learner is able to develop the strength of giving and receiving positive feedback.	

5.2.3. Setting goals for academic and social engagement	
---	--

5.2.5.B. The learner is able to develop the strength of getting and appreciating compliments	
5.2.5.I. The learner is able to identify things he/she likes in friends	
5.2.5.A. The learner is able to value himself/herself and others by identifying the things he/she appreciates in himself/herself and others	

**Images**

**Stories**

**Music**

**Dance**

# **Resources**

**Games**

**Posters**

**Mindfulness activities**

**Mascots**



# RESCUR

## CURRÍCULO EUROPEU PARA A RESILIÊNCIA

Atividades de Mindfulness

EDUCAÇÃO PRÉ-ESCOLAR, 1º E 2º CICLO



## 1. Breathing

*Instruções para as crianças:*

*A respiração é uma maneira simples de focar a atenção e de entrar em contato conosco.*

*Podemos usar a respiração sempre que sentimos que precisamos de estar mais atentos ou conscientes.*

*Sentem-se ou deitem-se confortavelmente.*

*Vão prestar muita atenção à respiração.*

*Quando o ar entra pelo nariz, quando estamos a inspirar e quando o ar sai pela boca, quando estamos a expirar.*

*Prestem atenção ao que acontece quando inspiram e expiram.*

*Inspirem e expirem profundamente, enchendo o peito de ar na inspiração e esvaziando o peito na expiração.*

*Concentrem-se na vossa respiração.*

*Onde está o ar que entra?*

*Por onde é que vai sair?*

*Na inspiração sintam o ar nos pulmões.*

*Na expiração o ar sai dos pulmões e o nosso peito fica mais pequeno.*

*Coloquem a mão no abdómen, conseguem sentir o abdómen a respirar?*











*Quando inspiram, o abdómen expande-se e quando expiram o abdómen diminui.*

*Continuem sentados ou deitados e concentrem-se apenas na respiração.*

*Deixem os pensamentos “ir e vir”, tentem não lhes prestar atenção, concentrem-se apenas na respiração.*

*Após terminar a atividade, diga às crianças que a respiração é uma maneira muito simples para focarmos a nossa atenção e que podem fazer esta atividade na escola ou em casa sempre que sentirem que precisam de estar mais conscientes, mais calmos ou quando algo não corre bem.*

## Audio Resources

-  MINDFULNESS\_01\_respiracao.mp3
-  MINDFULNESS\_02\_respiracao.mp3
-  MINDFULNESS\_03\_nuvens.mp3
-  MINDFULNESS\_04\_viagem\_corpo.mp3
-  MINDFULNESS\_05\_bondade.mp3
-  MINDFULNESS\_06\_tensao.mp3
-  MINDFULNESS\_07\_presente.mp3
-  MINDFULNESS\_08\_sons.mp3
-  MINDFULNESS\_09\_estrela.mp3
-  MINDFULNESS\_10\_bolhas.mp3

# MASCOTS



Sherlock



Zelda

# MASCOTS



# IMAGES

## Rights & Responsibilities





# GAMES

## The Great Journey



### **Defining the Problem and Generating Alternative Solutions:**

You feel that the teacher does not like you.

### **Evaluating the Solutions and Decision Making:**

Your neighbour is always calling you names. *What will you do?*

1. Talk to him/her.
2. Ignore.

### **Implementing and Evaluating the Solution:**

You don't like to go to the Activities Centre but your parents insist you do, and you think they don't care about your opinion.

# Book “How to say no!”



„Everybody can say NO!

- From the smallest

nooooooooooooooooooooo

to the biggest .



Even babies can say NO  
in their own way!



NOOOOOOO

BUT  
SOMETIMES  
IT IS VERY  
IMPORTANT  
AND VERY  
DIFFICULT  
TO SAY NO.

NO!



It is difficult to say NO.  
To self when we want to do  
something we know that  
we are not allowed to and  
when we feel bad.

It is important to say NO to self  
when we are tempted by something,  
when we want to do something we  
may be sorry for afterwards.  
We need to say NO to ourselves even  
if nobody sees or hears us.

Knowing to say NO,  
Is important for life,  
yourself and others.

No makes us stronger.

No protects us  
And makes  
people  
respect us.



NO HELPS  
US TO  
GROW UP!



# POSTERS

We listen and  
we understand

1



We build strong  
relations

2



We think positive  
and we feel  
happy

3



We believe, we do  
and we can

4



We develop  
our  
resources

5



We overcome our  
obstacles

6



# MUSIC & DANCE “Sherlock the Squirrel & Zelda the Hedgehog”







# RESCUR: SURFING THE WAVES

A RESILIENCE CURRICULUM FOR EARLY YEARS AND PRIMARY SCHOOLS

## A Teacher's Guide

Carmel Cefai – Malta – Coordinator  
 Renata Miljević-Ridički, Dejana Bouillet, Tea Pavin Ivanec, Mirjana Milanovic – Croatia  
 Anastassios Matsopoulos, Mariza Gavogiannaki – Greece  
 Maria Assunta Zanetti, Valeria Cavioni – Italy  
 Paul Bartolo, Katya Galea – Malta  
 Celeste Simoes, Paula Lebre, Anabela Caetano Santos – Portugal  
 Birgitta Kimber, Charli Eriksson – Sweden



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# RESCUR: SURFING THE WAVES

A RESILIENCE CURRICULUM FOR EARLY YEARS AND PRIMARY SCHOOLS

## A Parent's Guide

Carmel Cefai – Malta – Coordinator  
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# RESCUR

## CURRÍCULO EUROPEU PARA A RESILIÊNCIA

### Portfólio da Criança

EDUCAÇÃO PRÉ-ESCOLAR, 1º E 2º CICLO

Carmel Cefai - Malta - Cordenação  
Renata Miljević-Ridički, Dejana Bouillet, Tea Pavin Ivanec, Mirjana Milanovic - Croácia  
Anastassios Matsopoulos, Mariza Gavagiannaki - Grécia  
Maria Assunta Zanetti, Valeria Cavioni - Itália  
Paul Bartolo, Katya Galea - Malta  
Celeste Simões, Paula Lebre, Anabela Santos - Portugal  
Birgitta Kimber, Charli Eriksson - Suécia





# PILOT PORTUGAL

- 9 Schools/Kindergarden
- 25 Classes
- 407 Childrens

## •PILOT RESCUR - 6

- 79 Schools/Kindergarden
- 205 Classes
- 2895 Childrens (1935 evaluated)

# 1. DEVELOPING COMMUNICATION SKILLS



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Malti, Malti ya es verano  
¿por que no levantarnos ton  
Nunca repetimos hoy, lleno  
y viento soy (2x)

En un...  
a naveg...  
sol y vien...  
Coro: S...



## ABOUT ENRETE



ENRETE is a two year ERASMUS PLUS project (2016-2018) consisting of six European partners, namely by the University of Malta (coordinator), University of Rijeka (Croatia), University of Crete (Greece), University of Pavia (Italy), University of Lisbon (Portugal), and University Stefan cel Mare, Suceava (Romania). ENRETE seeks to improve the quality and relevance of higher education by focusing on the development of innovative curricula with high relevance to Europe's current socio-economic context. The overall aim of the project is to contribute to the creation of learning environments through teacher education that promotes the resilience and growth of marginalised learners by providing them with the tools, resources and learning contexts which facilitate their academic and social and emotional learning and consequently their social inclusion and active citizenship. To achieve this aim the project will develop a set of modules for teacher education at Masters level, tailored to build up educators' competence in responding to, and addressing, the academic, social and emotional needs of learners at risk in their development and education, particularly learners from ethnic, linguistic, and migrant communities, from socio-economic disadvantage and also learners with learning difficulties and individual educational needs. In the first year of the project, the partners will develop 10 modules which will be both internally and externally evaluated. In the second year of the project, the modules will be piloted with 20 teachers in each of the six partner countries, following which the modules will be reviewed and finalised. The modules will be presented as both face to face and online modules. The project will be concluded with an international conference at the University of Malta in July 2018 where the outcomes of the project will be disseminated to the public.

**Enhancing Resilience through Teacher  
Education (ENRETE)**

Co-funded by the  
Erasmus+ Programme  
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# Resilience

## PMT Summer School

VIA  
University  
College

Randers,  
Denmark

*Celeste Simões & Signe Miranda*