



# Ways to SMILE: A Handbook for Teachers

Emotional Competence in the School, Sharing Innovation and Good Practice, an Erasmus KA2 Project, June 2017

Publisher:  
Dječji vrtić Petar Pan, Zagreb

Print:

Year: 2017

This publication is the result of partnership project "Emotional Competence in the School: SMILE" (Project number: **2015-1-HR01-KA219-013078\_1**) funded by Erasmus+ program of the European Union 2014-2020.

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Co-funded by the  
Erasmus+ Programme  
of the European Union

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## Introduction to the SMILE Project

This handbook is an intellectual output of the international project that is supported by Erasmus+ program, Key Action 2 – Cooperation for Innovation and Exchange of Good Practices, Strategic Partnership for Schools only. Erasmus+ is the biggest program from the European Union for education, training, youth and sport and spans the period from 2014-2020.

The title of our international project is *Emotional Competence in the School: SMILE*. The project acronym SMILE stands for *Schools Make Intelligence Linking Emotions*. The Project duration was two years from 1st of September 2015 to 1st of September 2017. The Partners were five schools from Spain, Croatia, Great Britain, Italy and Romania. The Partner network emerged from eTwinning social networking, previous partnerships in a Comenius program of the European Union and participation in a Key Action 1 Erasmus+ program (training courses). Hundreds of children and pupils age 5-11 years, many educators and teachers, school psychologists and other specialist school staff, principals, parents, educational authorities participated in the project activities. The SMILE project launch began with a Teacher Training Event in Spain, followed by each Partner school hosting a SMILE Project Meeting including job shadowing opportunities and culminating with a Multiplier Event in Croatia. In addition to this Teaching Manual, several other tangible project results and activities have been accomplished including a Pictionary of Emotions, a Project Web Page, Video-conferences for students, an eTwinning presence, Theatrical productions, the Project Logo and Mascot, Movie clips of SMILE in school, a SMILE anthem, SMILE Portfolios and many useful resources and PowerPoint presentations. More details and project documentation can be viewed on: <http://crosmileproject.weebly.com/>

There are several reasons for this project. The conclusions of the European Council and European Commission as well as strategy EUROPA 2020 strongly pointed out the need for development of high quality school programs and interventions in the Member States to meet the following objectives: improve the basic and transferable skills of students and school staff, improve Early Years Education and Care and combat early school leaving, social exclusion and poverty. The education and training systems do not often provide sufficient targeted support for pupils to cope with emotional, social or educational difficulties and to remain in education and training. We, as practitioners, are strongly aware of the impact emotional and social competencies have on personal development and school performance from pre-school age onwards.

The first target group of the project is young children and older students. The project's most relevant objective is to improve the emotional and social competencies of children and students so that it has a positive effect on their key skills, prosocial behaviour and academic results. Secondly, we aim to improve Inclusive school practice through an additional focus on including children with Special Needs and enabling the participation of students with fewer opportunities and facing different obstacles. We expect our approach to have a positive effect on reducing early school leaving in the future.

The second target group is teachers and other specialist school staff. The project aims to enhance and develop their professional knowledge, skills and experience by learning and using innovative teaching methodology, as well as changing their personal beliefs about specific challenges in their work with students. They also have the opportunity to improve their communication in foreign languages, digital competence, intercultural understanding and enhance their personal skills.

The third target group is parents. Their participation is vital for this kind of intervention and the project aims to improve parents' understanding of social and emotional factors influencing academic success and the children's behaviour as well as helping the children in the process.

The fourth target group is professionals in education at local, regional, national and EU level. The project aims to raise awareness of the topic, increase knowledge and understanding, exchange good practice and inspire new similar research projects.

The final target group is the authorities in education and policy makers and we seek to raise their awareness of the importance of social and emotional development, to inform them about effective and high quality school programs of this type and foster opportunities to spread this program to other schools and educational environments. We estimate 3,500 participants will have direct and indirect benefit from this project including approximately 300 participants with barriers to learning and fewer opportunities.

We aim to achieve this through the development, implementation and evaluation of the learner-centred approach to social and emotional learning. Research and practice show that school activities, focused on the emotional and social needs of students, enhance motivation for learning, decrease disruptive behaviour, improve academic results (Elias and Zins, 2006; Takšić and Samarin, 2009), increase appropriate emotional expression, improve interpersonal skills and the quality of peer relationships, reduce school absenteeism and improve family relationships (Takšić and Samarin, 2009.). Underlying theory for this kind of learning are emotional intelligence and emotional competency. Emotional competency is defined as the ability to identify emotions and emotional reactions - your own and those of others - and to react in an appropriate way. Emotional literacy is the core aspect of emotional competency. It relates to the adoption of emotional knowledge and understanding, especially linked to emotion recognition and naming (Takšić V., Smojver Ažić, S., 2016). Social and emotional learning is the process that enables the recognition of emotions and emotional regulation. It enables good decision-making, responsible behaviour, positive interactions with others and avoidance of inappropriate behaviour (Zins i sur., 2004; Takšić and Samarin, 2009). Scientific research on mental health points out that approximately twenty per cent of school children have social, emotional and other behavioural problems. That percentage could be even bigger for children with lower opportunities and those in other vulnerable communities. There is an increasing need to ensure we develop important skills in young children from an early age and onwards.

Children need the skills to overcome challenges and obstacles, which they face and school is the institution that should feel, obligated to offer a healthy and protective context in which to promote their well-being. Research in the last ten to fifteen years also shows that school interventions, based on social and emotional learning, show themselves to be a pro-active approach to reducing the disruptive behaviour of children and adolescents, promoting their social adjustment and supporting their academic success. The main goal of these interventions is to make children and adolescents more resilient to different psychological problems. The way to achieve this is to encourage the skills of emotional recognition and regulation, empathy and prosocial behaviour (Takšić V., Smojver Ažić, S., 2016).

With this vision in mind, SMILE Project activities have been designed by practitioners, educators and teachers in the five Partner schools. The activities are integrated into the regular curriculum and extra-curricular activities and have been developed by teachers and pupils over a period of time. The children actively take part in the learning process. The activities are adapted and sensitive to the age, gender, type of barriers to learning and the personality of the pupils. Alongside the main project, intercultural learning and the European dimension form an

integral part of the school to school partnership. The intercultural aspect of learning at European level is emphasized through focused activities for pupils. The European identity of each Partner country was introduced and further explored.

Our methodology has several key features:

- a clear definition of emotional intelligence
- clear impact and outcomes, objectives to achieve and high quality evaluation
- identification of each Partner's educational, social and cultural context
- cross-curricular integration of emotion based activities across the school curriculum
- all themes and activities were to shared with Partners and implemented in all Partner schools
- the opportunity to generalize the acquired emotional skills
- teachers and other school staff were trained before and during implementation

We anticipate longer term benefits such as the enhancement of the children's emotional competencies, better school adjustment, improved academic success and more prosocial behaviour. This handbook is created to help educational practitioners to achieve these benefits. It has been created to help you find more ***ways to smile***.

Finally , leading this European partnership project has been a great privilege for me and an incredible professional and personal journey. I want to thank all colleagues and friends from the five different European countries who accepted this great challenge and worked so hard for this exciting accomplishment.

Zorica Durman Marijanović, M.A., Project Leader



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## Emotion Based Project Plans and Activities for Children

We have compiled activities developed by the different Partner schools to achieve the emotional competencies of young children and older students based on these themes:

- Hopes and Dreams
- Love
- Fear
- Empathy
- Joy
- Sadness
- Anger
- Self-knowledge /Talents /Smartness

We don't teach emotions. We try to help the pupils express, recognise and manage them.

Our schools need to make our pupils:

- feel safe and curious
- know they are unique with their own talents and opportunities ,strengths and weakness
- interact, communicate, value and be respectful with the others
- feel they belong to the group, they are included, integrated in the school and in the society
- want to learn and have hope and dreams
- be able to manage conflicts looking for solutions and overcoming difficulties
- feel they are loved and important

We think that we need to include socio-emotional skills to offer a complete plan for Teaching and Learning.

Our pupils can grow up feeling happy and then they will smile: Our Schools Make Intelligence Links with Emotions.





## Hopes and Dreams

“If you hope that something is true, or if you hope for something, you want it to be true or to happen, and you usually believe that it is possible or likely. Hope is a feeling of desire and expectation that things will go well in the future. A wish is a desire or strong feeling that you want to have something or do something. When you dream, you experience imaginary events in your mind while you are asleep. You can use dream to describe something that you think is ideal or perfect, especially if it is something that you thought you would never be able to have or experience.

For example:

I hope to get a job within the next two weeks.  
She wanted to go everywhere in the world. She soon got her wish.  
He had his dream house built on the banks of the river Bure.”  
(Collins, 2017)



## SMILE Activity Plan : The School of my Dreams

Length	Two weeks	Key Emotion	Hopes and Dreams
Age Range	3-12 yrs	Learning Needs (optional)	Included
<b>Key Questions and Motivation</b>			
To create the expectation, a few days before the event, children discovered some posters in the school announcing: "Something is going to happen in ... days!"			
<b>Family Involvement (optional)</b>			
Families were invited to participate writing their dreams for the school on paper			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
Express dreams and feelings Feeling a unique person and, at the same time, belonging to the group (inclusion), the school.	<p><b>The School of My Dreams</b></p> <p>In all the classes practised a dance with the music "Sueña como un niño"- Charango during the two previous weeks.                      Some posters appeared in the school: Something will happen in ... days                      We wrote to parents and told the children to be ready for a great event next day; they had to bring a cushion to the school.                      Children met in three different areas of the school carrying their cushions (Gym, music classroom, big class in pre-primary)                      Lights were soft, very relaxing music played and ... they (children, staff) have to lie on the floor using their cushions to be comfortable and dream ... What would the school of your dreams be like?                      Then they had to write or draw their dream school on coloured paper and put it into a box (different boxes for children in pre-primary, 1.2.3.4.5.6, staff and parents).                      We exchanged their dreams for a blue smiling T-shirt                      We all met in the playground to sing and dance together                      We sang and danced to "Dream as a Child" by Charango and recorded a video                      All the dreams were placed in a dreams machine and we made a list of all the dreams                      Then they hung their dreams from dreams-catchers in the school hall. We painted some branches of a tree and whenever some of their dreams came true they were hung on the tree.                      It was really a beautiful great experience!</p>	Dreams Wishes Hopes Cooperation Friendship	Cushions T-shirts Papers of different colours-pencils Music: Relaxing music Song: Sueña como un niño - Charango boxes Big hoops and ribbons for dreamcatchers
Learning Outcomes	Communicate wishes, feelings and emotions using verbal (written and oral expressions) and nonverbal language		


Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations

All the school community enjoyed sharing this experience, thinking about our school and the things we could do to improve it and all the things we have achieved.

## SMILE Activity Plan: Advent Calendar: Emotions Every day!

Length	The Month of December	Key Emotion	Hopes and Dreams
Age Range	3-6 yrs	Learning Needs (optional)	Included
Key Questions and Motivation			
The 1 <sup>st</sup> day of December the corridor in pre-primary appeared full of big stars hanging from the ceiling (1 for each school day in the month)			
Family Involvement (optional)			
They supported at home by carrying out some of the activities of the messages			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
Thinking about hopes and wishes Christmas time Understanding messages Time and numerical sequence Membership-belonging to a wider group than the class itself	Teachers decorated the hall with stars hanging from the ceiling. The stars were numbered from 1 to 22 (last day of school) and they had a message written on the back. Every morning the children met at the entrance to reveal the message that corresponds to each day. Each day one of the classes was responsible for carrying out the task on the message. <u>Messages:</u> Today is the day of the... (Hugging, kissing, tickling, helping...) Every day, with each message, there were tiny surprises (candy, stickers...)	Hopes Surprise Joy Wishes Christmas	Stars Stickers Candies Papers of different colours Treats
Learning Outcomes	Understanding messages and following the rules		
Evidence (photographs, drawings, work etc.)	<div style="text-align: center;"> <p><b>Calendario de Adviento en Educación Infantil: para emocionarse</b></p>  </div>		
Teacher Evaluation and Recommendations	Children enjoyed looking forward to the arrival of Christmas		

SMILE Activity Plan: Dreamcatchers			
Length	45 minutes	Key Emotion	Hopes and Dreams
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
Key Questions and Motivation			
What are hopes and wishes? What are your hopes and wishes for your future? How does hope make you feel? What does it feel like when our hopes and wishes don't come true?			
Family Involvement (optional)			
Letter to parents – discuss New Year's Resolutions, record resolutions of children and parents Christmas – support OXFAM – sending wishes to disadvantaged children			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
To understand what hopes and wishes are; To be able to describe what your hopes and wishes are; To begin to distinguish between positive and negative dreams.	Discuss dreams with children : What are they? When do they happen? Do we always dream about nice things? How do we feel when we have bad dreams? What can we do to encourage pleasant dreams?  Show first slide of Dreamcatcher PowerPoint (a Dreamcatcher). Have the children seen these before? Where have they seen them? Show next slide : Why do we use dream catchers? Discuss this with children, state that it is a belief but one that helps a lot of children and adults. Distinguish between belief and fact. Model how to make a Dreamcatcher: <ol style="list-style-type: none"> <li>1. Make a hoop using a pipe cleaner</li> <li>2. Use wool; weave in and out of the hoop to create a web.</li> <li>3. Decorate with beads and feathers.</li> <li>4. Draw/ write your dreams on small pieces of paper and attach to web.</li> </ol> Allow children to complete their own Dreamcatchers. Children with reduced motor skills will need adult support. Allow children who are not confident in writing to represent their dreams with pictures or symbols.	Hopes Dreams Wishes Aspirations Resolutions Goals Aims Belief Fact	What is a Dreamcatcher? PowerPoint Projector Pipe cleaners Wool Beads Feathers Paper Pencils
Learning Outcomes	Children will be able to discuss the beliefs of others They will be able to distinguish between a belief and a fact Each child will have considered their own dreams and have presented them as a dreamcatcher.		

<p>Evidence (photographs, drawings, work etc.)</p>	<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <h2 style="color: #00AEEF;">Why do we use dreamcatchers?</h2> <ul style="list-style-type: none"> <li>Good dreams come along if you hang a dreamcatcher above your bed.</li> <li>Native American people believe that the web catches the good dreams and lets the bad ones escape. The means that you can dream the good dreams again but not the bad.</li> <li>The are usually made from a round wooden hoop with a web inside. They are often decorated with feathers, leather and wooden beads.</li> </ul> </div>  </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>
<p>Teacher Evaluation and Recommendations</p>	<p>Children enjoyed making Dreamcatchers and they were a good tool for helping children to distinguish between material and non-material dreams.</p> <p>Children were desperate to take these home so it would be nice to give them the opportunity to make two so that one could be displayed at school.</p> <p>Paper dreams can be added to or removed as children's dreams change.</p>

SMILE Activity Plan: A Wish for me, my Friends and the World			
Length	45 minutes	Key Emotion	Hopes and Dreams
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
Key Questions and Motivation			
What are hopes and wishes? What are your hopes and wishes for your future? How does hope make you feel? What are your dreams? What are your dreams for other people?			
Family Involvement (optional)			
Letter to parents – discuss New Year’s Resolutions, record resolutions of children and parents Christmas – support OXFAM – sending wishes to disadvantaged children			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
To understand what hopes and wishes are; To be able to describe what your hopes and wishes are; To begin to feel empathy by thinking of hopes and dreams for others.	Read a story of hope and friendship to the children. Book must have at least 2 main characters where one has a wish for another. Discuss with children how hopes for others may be different to hopes for yourself.  Seat children in a circle and allow them to pass around a teddy or another object to identify a speaker. On the first round they talk about a hope for themselves, then in the second round a hope for a friend (possibly in another country or school,) and finally the world (supporting a charity etc.). Rotation of 3 activities: <ol style="list-style-type: none"> <li>Using star template children make a wish for a friend (this should be a friend in another school so that they can be sent by post) encouraging the children to think of non-material wishes.</li> <li>Children write a wish for themselves for the future on a cut out star. This can be used to create a hanging decoration to be taken home.</li> <li>On large A3 paper children to work as a group to suggest different wishes for the world and how they can help them happen.</li> </ol> Children to complete each activity in turn.	Hopes Dreams Wishes Aspirations Resolutions Goals Aims Belief Fact	Hope story Teddy Star templates Star cut-outs Large paper Pens Scissors Glues Decorations
Learning Outcomes	Children will be able to discuss the hopes of others Each child will have considered their own hopes and the hopes of others and will have presented them in a wide range of styles		

Evidence (photographs, drawings, work etc.)



Examples of children’s hopes for themselves  
A hope for a friend in another school

Teacher Evaluation and Recommendations

Children enjoyed making their wishes. Posting the wishes to another school really helped to motivate the children. Children needed a lot of support to move their hopes away from material objects and towards emotions. A photograph of the receiving school looking at the wishes would be good as children were keen to know if their friends liked them. School Council representatives successfully presented our support of OXFAM to other Council members and as a school we raised over £200 to support their Christmas campaign.



## SMILE Activity Plan: New Year's Resolution Wreath

Length	45 minutes	Key Emotion	Hopes and Dreams
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
<b>Key Questions and Motivation</b>			
What are hopes and wishes? What are your hopes and wishes for your future? How does hope make you feel? What does it feel like when our hopes and wishes don't come true?			
<b>Family Involvement (optional)</b>			
Letter to parents – discuss New Year's Resolutions, record resolutions of children and parents Christmas – support OXFAM – sending wishes to disadvantaged children			
<b>Learning Objectives</b>	<b>Description of teaching and activities</b>	<b>Emotional Vocabulary</b>	<b>Resources (Including literature, music ICT)</b>
To understand what a resolution is; To understand what hopes and New Year resolutions are; To begin to distinguish between hopes and resolutions.	Discuss resolutions homework with children. What New Year resolutions did they make? What resolutions did their parents make? Why do we make New Year Resolutions? Children to discuss with a talk partner and come up with one long term and one short term resolution for themselves. Teacher to model making wreath: <ol style="list-style-type: none"> <li>1. Draw around hand on coloured paper</li> <li>2. Cut out handprint</li> <li>3. Write two resolutions on hand print in pencil</li> <li>4. Go over in black pen</li> <li>5. Stick together 5 – 6 hands to make a wreath</li> </ol> All children to go to table to create handprints. Children with limited fine motor skills will need support to do this.	Hopes Dreams Wishes Aspirations Resolutions Goals Aims Belief Fact	Homework – discuss resolutions with parents. Coloured paper Scissors Glue Pencils Pens
<b>Learning Outcomes</b>	Children will be able to discuss the difference between resolutions and hopes. They will be able to set realistic long and short term resolutions for themselves. They will be able to present these neatly as a handprint.		

Evidence (photographs, drawings, work etc.)



Children's handprint resolutions presented as a wreath.

Teacher Evaluation and Recommendations

Setting a discussion task as a pre-learning homework activity was very successful this supported less confident children and allowed all to be a part of the classroom discussion. Children were very proud of their resolutions and they need to be displayed in the classroom. Some children needed extra support and discussion time to be able to set realistic resolutions for themselves. At the end of the year, it will be useful to come back to resolutions and discuss progress towards achieving them.

## Love and Friendship

“Love is a very strong feeling of affection towards someone, if you love someone, they are very important to you. You say that you love someone when their happiness is very important to you, so that you behave in a kind and caring way towards them. Love is the feeling that a person's happiness is very important to you, and the way you show this feeling in your behaviour towards them. If you love something, you like it very much.

For Example:

We love each other. We want to spend our lives together.

My love for all my children is unconditional.

She's got a great capacity for love.

We loved the food so much, especially the fish dishes.


I loved reading.”

(Collins, 2017)




## SMILE Activity Plan: My Mum is the Best Mum in the World


Length	45 minutes	Key emotion	Love and Friendship
Age Range	7 yrs	Learning Needs (optional)	2 pupils with special learning needs
<b>Key Questions and Motivation</b>			
Who do we love most? What is the feeling that makes us more powerful, more beautiful, unique and more caring? Expressing our love for our mothers, we show the world what is really important. Can we only love people or animals? What else can we love? Learning to express our feelings is the cheapest gift, but the most expensive one!			
<b>Family Involvement (optional)</b>			
The pupils' parents provide their children with the materials for the activity.			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
To develop their artistic skills; To learn how to express love; To underline the importance of mothers.	<p>The pupils are asked to bring in a picture of their mothers. Most of them decided to draw their mother and they added lots of hearts as a symbol of their feelings.</p> <p>The Teacher invited the children in front of the class to say something nice about their mother. The game is called: <b>"My mum is the best mum in the world because..."</b></p> <p>At the beginning of the lesson, the teacher tells them the story of a child who was about to become the king of his country. He had everything a child could wish for, but he wasn't happy at all. His mother was ill and nothing could cure her. He decided to give all his fortune whoever could cure his mother and so, a wizard told him that loving his mother and showing her his love would be the most powerful medicine in the world! And so the students started to list all the things they do for their mothers to express their love and affection.</p> <p>The teacher asked the pupils to make cards and poems as a gift for their mothers.</p> <p>The students came to the front, taking turns, and shared their card and recited their poems.</p> <p>The teacher asked the pupils to look at the card and understand that love is the cheapest gift in the world, but the most precious one!</p>	Love Affection Need Friends Friendship Acceptance Try Tolerance	Whiteboard Markers Coloured paper Watercolours

Learning Outcomes	The students learned to express love and feel proud of it!
Evidence (photographs, drawings, work etc.)	 A young girl in a school uniform (white shirt, red and black plaid vest, and red and black plaid skirt) is holding a white heart-shaped sign. The sign contains the text: "ROSES ARE RED, VIOLETS ARE BLUE, SUGAR IS SWEET AND SO ARE YOU." She is standing in a classroom decorated with colorful bunting. A boy in a school uniform is partially visible in the background.
Teacher Evaluation and Recommendations	Evaluation: praise, verbal feedback and self-assessment. The pupils were encouraged to express their love as the most important thing in the world.

## SMILE Activity Plan: Cards in a Pocket

Length	2 weeks	Key Emotion	Love and Friendship
Age Range	12 yrs	Learning Needs (optional)	
Key Questions and Motivation			
How can I experience joy in my life?			
Family Involvement (optional)			
Learning Objectives	Description of teaching and activities		Emotional Vocabulary
To interact and participate in class in a constructive way. to be aware of human rights and duties	<p>Students put cards into two cloth pockets hung on a poster on the wall of their classroom. On the cards, students write a short text about an episode in their lives when they've experienced a display of affection, friendship and care.</p> <p>These were shared if the pupils were happy to do so.</p>		Love Joy Friendship
Learning Outcomes	To understand and use different types of messages		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	This activity was very exciting and fascinating for students.		

## SMILE Activity Plan: Giving and Receiving

Length	2 weeks	Key Emotion	Love and Friendship
Age Range	12 yrs	Learning Needs (optional)	
Key Questions and Motivation			
How can I experience joy and love in my life?			
Family Involvement (optional)			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
Be able to motivate students to think about the different meanings and expressions of love; Give the opportunity to foster co-operation in order to succeed in the given assignment.	Design a poster with "giving and receiving" messages using lap books, written ideas, art and aphorisms/astute observation about love in the students' mother tongue	Joy Love Friends	Cards Paints Pens Scissors Posters
Learning Outcomes	Understanding different types of messages Sharing experiences Improving social and emotional competencies		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	The students really enjoyed the activities giving their own creative ideas.		



## SMILE Activity Plan: Sharing and Loving make us Better People

Length	45 minutes	Key emotion	Love and Friendship
Age Range	10-11 yrs	Learning Needs (optional)	
Key Questions and Motivation			
Voluntary action: "Sharing and loving make us better people"			
Family Involvement (optional)			
In partnership with the Pucioasa Cultural Centre and with Pucioasa Care and Assistance Centre			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary (Vocabulary emotional)	Resources (Including literature, music ICT)
Developing a sense of belonging  Expressing feelings and emotions towards people around  Developing artistic skills  Encouraging civic spirit	The activity was organised in three stages: 1. During the first stage, the children worked in groups in order to design and make cards and trinkets. Some of the parents and teachers were involved in this part of activity. The children also prepared a few songs for Mother's Day.  2. The second stage: the children accompanied by their teachers went to Pucioasa Care and Assistance Centre where they recited a few poems and sang the songs they had prepared. At the end of their performance, they offered the cards and the trinkets to the audience (the old women from the Centre). The children were rewarded with applause and warm hugs.  3. The third stage: on the way back to school, the children offered cards and trinkets to the women they met on the street, animated by the desire of drawing a smile on their faces. This activity also promoted the partnership of our school with other institutions in the town.	Love Giving Sharing Receiving Hugs Care Altruism	Coloured paper Markers Coloured pencils Glue CD player
Learning Outcomes	The children learnt to express their love for older people: grandparents, parents. A sense of belonging is developed (some of the children don't have grandparents anymore and sharing their emotions with the old people from the centre made them happier).		





Evidence (photographs,  
drawings, work etc.)



**Cantece pentru copii - De Ziua Ta Mamico**

Refren:  
De ziua ta, mamico,  
In dar ti-am adus inima  
si crede-ma, mamico,  
Un dar mai frumos nu se putea.

Am vrut sa-ti culeg o floare,  
Un mic ghiocel frumos,  
Dar pana la urma moare  
Si cui e de folos?

Refren:

Am vrut sa-ti culeg stelute,  
sa-ti fac un frumos colier,  
Dar cine nu stie oare  
Ca in zori stelutele pier?

Refren:

Am vrut sa-ti culeg o raza  
De soare, sa-ti prind in par,  
Dar tu stralucesti mai tare  
De dragoste si dor.


Refren:



Teacher Evaluation and  
Recommendations

The children were encouraged to express their warm feelings towards the people around them, thus making everybody happier.

## SMILE Activity Plan: I have a Message for You!




Length	1 week	Key Emotion	Love and Friendship
Age Range	9 yrs	Learning Needs (optional)	
Key Questions and Motivation			
How can I experience joy in my life?			
Family Involvement (optional)			
Learning Objectives	Description of teaching and activities		Emotional Vocabulary
Understanding different types of messages Communicate ideas and information using different languages and supports	Make a card with affectionate words to give to a very dear friend in class		Love Joy Friendship
Learning Outcomes	Resources (Including literature, music ICT)		
Understand different types of messages Communicate ideas and information using different languages, symbols, pictures and gestures	Red card Paints Pens Scissors		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	The pupils liked this activity very much.		

## SMILE Activity Plan: I love ...it!

Length	45 minutes	Key emotion	Love and Friendship
Age Range	7 yrs	Learning Needs (optional)	1 pupil with special learning needs
<b>Key Questions and Motivation</b>			
Can we only love people or animals? What else can we love? Do you love eating? Do you love food? In order to eat something with great pleasure, we have to first learn how to love those ingredients! Learn how to love food by playing with it!			
<b>Family Involvement (optional)</b>			
The pupils' parents provide their children with the materials necessary for the activity.			
<b>Learning Objectives</b>	<b>Description of teaching and activities</b>	<b>Emotional Vocabulary</b>	<b>Resources (Including literature, music ICT)</b>
To develop their artistic skills;  To learn how to love something;  To develop positive feelings towards vegetables, an ingredient children usually dislike;  To raise their self-esteem by displaying their works.	<p>The pupils were asked "what is their favourite food?" As most of them chose French fries, the teacher asked them to bring a potato to school, some other kinds of vegetables (some they like and some they dislike) and toothpicks.</p> <p>At the beginning of the lesson, the teacher told them the story of a potato that did not have any friends; he wanted to befriend a little boy, but the little boy kept rejecting him. Then, one day, the other veggies, feeling sorry for the potato, suggested to that he should change his appearance and they offered to decorate him. They were sure that once the little boy saw him alongside his companions, he would finally be accepted. The little boy realised that all the other veggies made the potato look cheerful and more colourful, so he immediately wanted to befriend the potato together with his buddies, the veggies.</p> <p>Then the teacher used brainstorming on the whiteboard to list as many vegetables as possible. She asked the pupils to divide them into two columns – the ones they liked and the ones they disliked. As expected, the pupils listed most of them and especially the green ones, in the 'Dislike' column. The teacher then asked the pupils to hold their potatoes and look closely – what do they feel? Most of them said that the potato seems sad / bare / boring. The teacher talked to them about the importance of vegetables in our daily meals.</p> <p>The teacher asked the pupils to use all the other veggies they have brought in to decorate / dress the potato.</p>	Love Affection Need Friends Friendship Acceptance Try Tolerance	Whiteboard Markers Vegetables Toothpicks

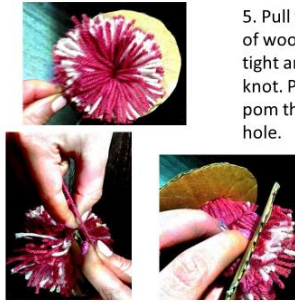
	<p>The pupils came to the front, taking turns, and presented their potatoes, naming the veggies they have used.</p> <p>The teacher asked the pupils to look at the potato again and express their feelings towards it. Most of the pupils were delighted with the result and said that now; the potato looked happy / cheerful / merry / colourful. Some even say that the potato looked delicious!</p> <p>They all promised to try eating all sorts of vegetables at home and report back to the class regarding the tastes they have experienced.</p>		
<p>Learning Outcomes</p>	<p>The students learnt that vegetables are good for our health. The students learnt what 'love' is about and how best to express this feeling.</p>		
<p>Evidence (photographs, drawings, work etc.)</p>			
<p>Teacher Evaluation and Recommendations</p>	<p>Evaluation: Praise, verbal feedback and self-assessment. The pupils were advised to try a new vegetable every week and to love the food that makes them healthy and strong.</p>		

## SMILE Activity Plan: How do we Celebrate Love?

Length	2 sessions of 45 minutes Or 1 session of 90 minutes	Key Emotion	Love and Friendship
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
<b>Key Questions and Motivation</b>			
What is love? Are there different types of love? How do different forms of love feel? Do we love our friends? How do we show different forms of love? How do we celebrate different forms of love?			
<b>Family Involvement (optional)</b>			
Pre-learning homework. Children to discuss different forms of love at home and post comments on the blog about what they and their families think different forms of love may be.			
Learning Objectives	Description of teaching and activities		Emotional Vocabulary
LO: To begin to understand the emotions of love and friendship. SC: I can consider the different types of love. SC: I understand how different types of love make me feel. SC: I can make links between love and friendship.	Show children PowerPoint introducing different forms of love. Focus on slide 'How do we celebrate love?' Allow children to discuss with talk partner different ways of celebrating love, think about how different forms of love are celebrated in different ways: Mother's Day, Valentine's Day, hugging etc. Model 2 craft activities. <p style="text-align: center;"><u>Activity 1 – Love Monsters</u></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>1. Get a ball of wool and two cardboard disks, tie the wool to the disks.</p> </div> <div style="text-align: center;">  <p>2. Pass the wool through the hole in the cardboard disks and keep repeating this to cover the card in wool.</p> </div> <div style="text-align: center;">  <p>3. Keep repeating step 2 until the entire disk is covered and then tie the wool off.</p> </div> </div>		Love Friendship Emotion Hug Cuddle Affection Companionship Celebrate Celebration Valentine's Day
			Resources (Including literature, music ICT)
			PowerPoint with prompt for discussion of how we celebrate love Projector Pompom templates Wool Googly eyes Pipe cleaners Scissors Coloured paper Pens Glue



4. CAREFULLY cut the wool around the outside. When you are about 1/3 of the way around begin to thread another piece of wool between the two disks, keep cutting and pulling the long part of the wool through.



5. Pull the long piece of wool until it is very tight and tie it in a knot. Pull the pom-pom through the hole.



6. Now that you have your pom-pom for the body, decorate it with googly eyes, small pom-poms and pipe cleaners to look like a monster.

Activity 2 - I Love You This Much



1. On coloured paper draw around your hand twice and cut

2. On one hand print write 'I love you'

3. On the other write who it is to and who it is from



4. Create a concertina fold of paper using two long strips and write

'this much' on it

5. Stick the hand prints together using folded paper


6. Give to a friend or loved one






Learning Outcomes

Children will be able to reflect upon how we celebrate different forms of love in different ways  
 They will participate in ritual gift giving  
 They will present their love for different people in different ways

Evidence (photographs, drawings, work etc.)

 How do we celebrate love?

- With words, verbal or written 
- Hugging and kissing
- Supporting each other
- Giving gifts 
- Weddings or civil ceremonies
- Attending places of worship or festivals
- Remembering lost loved ones 
- Valentines day



1. How we celebrate love discussion prompt from Powerpoint
- 2 & 3. Children completing activities
4. Completed activities on display

Teacher Evaluation and Recommendations

Real life scenarios and special days helped the children to think about celebrating love  
 Children enjoyed thinking of who they could give their gifts to at home and school  
 Art and Craft activities made it engaging, creative and memorable for children  
 We carried out two activities together as an extended session but this could be split into two or three shorter sessions to suit the children.

## SMILE Activity Plan: Different forms of Love

Length	45 minutes	Key Emotion	Love and Friendship
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
<b>Key Questions and Motivation</b>			
What is love? Are there different types of love? How do different forms of love feel? Do we love our friends? How do we show different forms of love?			
<b>Family Involvement (optional)</b>			
Pre-learning homework. Children to discuss different forms of love at home and post comments on the blog about what they and their families think different forms of love may be.			
<b>Learning Objectives</b>	<b>Description of teaching and activities</b>		<b>Emotional Vocabulary</b>
LO: To begin to understand the emotions of love and friendship. SC: I can consider the different types of love. SC: I understand how different types of love make me feel. SC: I can make links between love and friendship.	Show children PowerPoint introducing different forms of love. Discuss with children when they have experienced these. How does your body feel? How do you feel emotionally? Stop at the slide that introduces pictures of different love.  Working in groups of 4-6 children to use large piece of paper to sort images in to 4 categories: family love, loving animals, loving nature, loving your friends. Children are free to discuss and develop their own categories BUT they must agree and they must be categories that can include all of the pictures.  Give children 15-20 mins to discuss this and record their groups and which image fits in which.  Nominate a group captain for each group. Captain decides who will feedback the categories to class and lead discussion into the important features of each category. Give groups a further 5 mins to discuss and then allow each group to present and explain their categories.		Love Friendship Emotion Hug Cuddle Affection Companionship
<b>Learning Outcomes</b>	Children will be able to listen to, reflect on and comment upon the opinions of others as part of a group discussion. They will be able to argue, take turns and extend what has been said before. Children will be able to recognise different forms of love and justify their classification.		

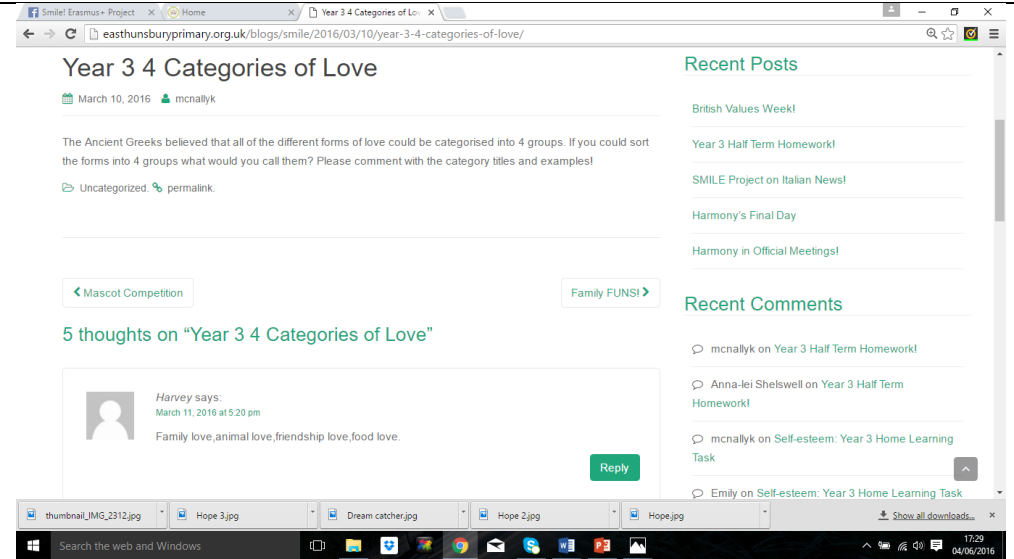


Evidence (photographs, drawings, work etc.)

### How do you show your love?



### How could you categorize these types of love?

1. How do you show your love? (from PowerPoint)
2. Discussion prompt slide (from PowerPoint)
3. Example of at home response to pre-learning task.

Teacher Evaluation and Recommendations

Pre-learning task opened up discussion at home and allowed all children to come to the session prepared with some idea of how to classify. Children were very good at 'thinking outside the box,' and coming up with creative suggestions for categories such as a love of nature, family love, friend love and love of things. It took some children longer than others to be able to take it in turns and take part in a cooperative discussion. These children need more practice as part of a smaller group. The majority of children were successful in the group discussion and were able to respond constructively to their friends' suggestions and form reasoned arguments.



## SMILE Activity Plan: More than Friends

Length	School year	Key Emotion	Love and friendship
Age Range	3-12 yrs	Learning Needs (optional)	Included
Key Questions and Motivation			
We live and love. We are included in circles of love and friendship. Many people around us are more than friends.			
Family Involvement (optional)			
Families are invited to participate in the parties			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>We all need love</p> <p>Giving and receiving love</p> <p>We find out who is around us: our love circles</p>	<p>We promote a lot of different activities all through the school year to facilitate interpersonal interactions: pupil-pupil, pupil to parents, pupil to godparents, pupils with grandparents including times to support each other in school</p> <p>Pupils from different groups (twinned groups) meet to do shared activities, to exchange school experiences, messages, gifts and love)</p> <p>Pupils/families/teachers in the class: shared activities in the school such as parties, workshops etc.</p> <p>Hold a Grandparents' Party: a meeting point where they can also find friends and it acts as a celebratory opportunity and gift from the school to grandparents and their grandsons and granddaughters to spend time together</p> <p>Hold a Women's Party for teachers and Mums: All the women of the school are invited to bring some meals to share in a Women's dinner</p> <p>Hold a Teachers Party and organise social activities out of the school: sharing good moments to feel good with our friends, be more than just colleagues: lunch, parties, trips ...</p>	<p>Love</p> <p>Friends</p> <p>Confidence</p> <p>Support</p> <p>Share</p> <p>Interaction</p>	<p>It's an ongoing activity and we use all the resources in the school and the cooperation of the children's families and friends.</p> <p>The school as a meeting point is considered the most important resource.</p>
Learning Outcomes	<p>We are important to and unique in the group and we need to feel we belong and can participate in the group.</p> <p>We love and feel good. We are together in the good and bad moments to help, listen, talk, support, smile and cry if necessary.</p>		



Evidence (photographs,  
drawings, work etc.)



Teacher Evaluation and  
Recommendations

These events are very special! They are worth it!



## SMILE Activity Plan: I love my School

Length	1 week	Key Emotion	Love and Friendship
Age Range	3-12 yrs	Learning Needs (optional)	Included
Key Questions and Motivation			
Do you like your school? Why do you think this school is special?			
Family Involvement (optional)			
Families are asked to write messages to say the best things they like of our school			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>We find out the strengths that make our school the best;</p> <p>We feel safe, loved and confident in the school;</p> <p>We know the importance of feeling we are accepted and belonging to the school with our own unique characteristics (talents and difficulties);</p> <p>The school community needs us and we are important active members of it.</p>	<p>I love my school ...</p> <p>Staff, families and pupils write messages to say the things they like about our school and we displayed some murals in the hall to show all the messages.</p> <p>We talked about it in staff meetings: Our school – we analyse the strengths, opportunities or weaknesses of our school to find the goals on which we need to work to improve it.</p> <p>We do the same in class assemblies or in meetings with parents at the beginning of the school year.</p> <p>We write the names of the people we love: at home, family, friends, in our neighbourhood, at school</p> <p>We do the same exercise at the end of the school year to make an evaluation that will help us improve and make more friendships</p> <p>We love the school, not only as an institution, but as a human community. We love the staff, the classmates... and we exchange letters, gifts and messages to make a "Box of Love" in class</p>	<p>Weakness</p> <p>Strengths</p> <p>Opportunities</p>	<p>Coloured papers</p> <p>Pencils</p> <p>Glue</p> <p>Displays</p>
Learning Outcomes	We feel unique and belong to the school community. Everything we offer the school is important in order to achieve our goals and feel good about ourselves.		

Evidence (photographs, drawings, work etc.)




Teacher Evaluation and Recommendations

This activity helps the school and the community to reinforce the school identity and give everyone a sense of belonging.



## SMILE Activity Plan: All you need is Love

Length	School year	Key Emotion	Love and Friendship	
Age Range	3-12 yrs	Learning Needs (optional)	Included	
Key Questions and Motivation				
Can you express you love with external symbols? Hugs, kisses and some expressions of love Do we always have to accept hugs and kisses? Are they always a demonstration of love? How can we say NO if we don't want to hug or kiss someone?				
Family Involvement (optional)				
In general or individual meetings or interviews with parents, teachers will talk about Mr. No and the importance of being able to express our emotions even about how we feel about kisses and hugs.				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
<p>To feel free to decide;</p> <p>To appreciate the power of the kisses and hugs;</p> <p>What is and is not a demonstration of love;</p> <p>To learn to say NO;</p> <p>To respect and accept the others' decisions.</p>	 <p>We discuss how kisses and hugs comfort us and make us feel good: e.g. when we want to share a happy moment Hugs can make us feel better and supported when we are scared or sad They can help us to keep calm in difficult situations or when we are furious We have to make the pupils distinguish when we want or don't want to do something including hugs. When we are free or forced to do something we don't want to do. MR. NO - We talk about different kinds of hugs – it is very funny!</p> <p>Usually, we feel very happy and hugs and kisses are a powerful tool BUT we shouldn't feel we are forced to do things if we know they are wrong or make us feel uncomfortable, regardless of the person who is inviting us to do it (We should remember Mr.NO).</p>		<p>Kisses</p> <p>Hug</p> <p>Expressions</p> <p>Choose</p> <p>Forcing</p> <p>Support</p> <p>Acceptation</p> <p>Freedom</p>	
Learning Outcomes	<p>Children will know they are free to decide when they need or would like to receive or give kisses, hugs, physical expressions of their feelings.</p> <p>They need to know they don't have to do the things that make them feel uncomfortable or they know are wrong even if the person who is asking them to do it is a friend or a relative.</p> <p>They need to accept when someone says no to them.</p>			

<p>Evidence (photographs, drawings, work etc.)</p>	
<p>Teacher Evaluation and Recommendations</p>	<p>We talked with the pupils and listened to them.          We need to observe carefully the reactions of our pupils to detect special situations that perhaps they don't want to tell us about (bullying, some kind of forcing, harassment...)          Mr. No will appear in the class from time to time to remind the pupils he is always in our minds and we have to call on him when we need his help.</p>

## Fear

"Fear is the unpleasant feeling you have when you think that you are in danger. It is a thought that something unpleasant might happen or might have happened. If you fear for someone or something, you are very worried because you think that they might be in danger. If you fear to do something, you are afraid to do it or you do not wish to do it. If you fear someone or something, you are frightened because you think that they will harm you.

For example:

I was sitting on the floor shivering with fear.

The Zoo is running hypnosis programs to help people overcome their fear of spiders.

He fled on Friday, saying he feared for his life

She pursed her lips together, as though fearing to betray her news."






## SMILE Activity Plan: Machine to Measure Fear

Length	2 days	Key Emotion	Fear	
Age Range	5-7 yrs	Learning Needs (optional)	For children with mild learning difficulties	
Key Questions and Motivation				
How can we measure fear? Where do I feel fear in my body? Can I measure fear in my body?				
Family Involvement (optional)				
Parents help to gather working materials to make a machine.				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
The development of skills for the recognition and expression of fear  Development of fine motor skills  Development of knowledge about characteristics, functions of objects and phenomena  Development of abilities of complex mental operations  Creative expression of children	<b>Activity goal:</b> Make a machine to measure fear  The creation of the machine (how?), the collection of the necessary details and equipment (what we need?), the layout and design of the machine, the measurement of fear.		Fear	Paper and pencil (for layout) Malfunction Tape Screwdrivers Pliers Tools etc
Learning Outcomes	Children learn to express and share their fears with friends and teachers. Children learn to develop different (creative) ways to identify the emotional intensity. Creative thinking is enhanced. The children's self-confidence of children increased			

<p>Evidence (photographs, drawings, work etc.)</p>	<p><b>Illustration:</b> statements by the children, drawings, art work, photo and video documentation, which shows the activity, the poster, etc.  <b>STEP 1:</b> children think and draw a plan  <b>STEP 2:</b> the process of making the machine  <b>STEP 3:</b> to describe how it works to other pupils</p> <div data-bbox="465 347 1072 743" data-label="Image"> </div> <div data-bbox="1086 389 1720 734" data-label="Image"> </div> <div data-bbox="1688 421 2188 719" data-label="Image"> </div>
<p>Teacher Evaluation and Recommendations</p>	<p>This activity, which originated from the children, created an opportunity for the child to recognise this emotion, then a way to measure the level of these emotions, and the way to overcome it. The activity opens the ability to innovate and develop creativity and self-confidence in children.</p>



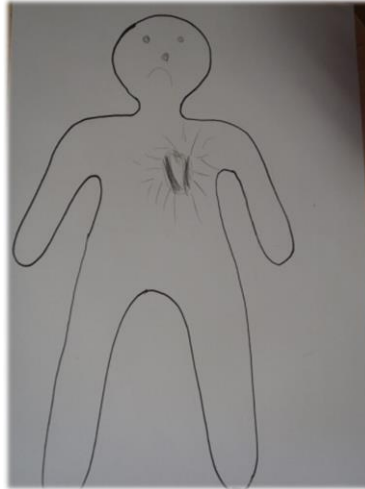
## SMILE Activity Plan: Scary Box

Length	2 days	Key Emotion	Fear	
Age Range	5-8 yrs	Learning Needs (optional)	For children with mild special needs.	
Key Questions and Motivation				
Children listen to music from "The box full of feelings" (CEGO publishers) or other scary music. They are encouraged to enter the big box. Teacher asks the children: How do you feel when you hear this music? Where do you feel it? Why don't you want to come into the box? How can you help your friend come into the box?				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
To encourage feelings of safety and self-confidence  To practice coping skills  To enhance sensory learning  To enhance cooperation and friendship.	A big cardboard box is placed in the class, (if possible, so big that several pupils can come in). A CD player or notebook should be placed in the box and the scary music turned on. The teacher changes the volume (up and down) and observes children's behaviour, provides opportunities for pupils to express or record their thoughts, feelings, and conclusions. The activity is intended to enable children to express their fear, encourage them to find ways to cope with and overcome fear. Also activities are designed to encourage children to help each other.		Fear Help Safe Secure	Very big cardboard box  Music from "The box full of feelings" or other scary music  CD player or notebook with speakers
Learning Outcomes	Children learn to express and share their fears with friends and teacher. Children learn to develop coping skills to deal with fears and to overcome them. The feeling of self-confidence and the feeling of safety are increased.			
Evidence (photographs, drawings, work etc.)			Statements by the children, drawings, art work, photo and video documentation, which shows the activity, the poster, etc. How can you help your friend to come in the box? Karla: "I would take Luka's hand." Lorena: "I would turn on the light." Lucas: "I would put some joyful music on." Marin: "I would call his mum and dad to help him."	
Teacher Evaluation and Recommendations	This activity is good for encouraging cooperation and friendship between children. Also, good for developing coping strategies.			

## SMILE Activity Plan: Fear in my Body

Length	1 week	Key Emotion	Fear	
Age Range	5-10 yrs	Learning Needs (optional)	For children with mild special needs.	
<b>Key Questions and Motivation</b>				
Children's books on the theme Fear, photos, scary music. How do you feel? Where do you feel the fear in your body? What colour is your fear? How does fear travel around your body? How does your body show the fear?				
<b>Learning Objectives</b>	<b>Description of teaching and activities</b>		<b>Emotional Vocabulary</b>	<b>Resources (Including literature, music ICT)</b>
To develop recognition and identification of fear (and other feelings) in our own body  To see the relationship between feelings and body sensations  To recognise the feelings of others	Teacher provokes the feeling of fear with books, photos, music, materials from "The box full of feelings" (CEGO publishers); encourages them to express and describe their fear, reactions to negative events.  Where do they feel the fear in the body? What colour is their fear?  Then the children are offered to draw their body and to colour the specific parts. The discussion about fear, body sensations and behaviour is encouraged afterwards.		Fear Feeling Sensation	Children's books on theme FEAR; "The box full of feelings" – CEGO publishers; Music Coloured pencils, Crayons Paper
<b>Learning Outcomes</b>	Children learn to express and share their fears with friends and their teacher. Children learn to recognise body sensations related to their feelings.			

Evidence (photographs, drawings, work etc.)



Children statements, drawings

**Gabrijela:** I am afraid of snakes. When I am frightened my fear is black and my heart beats strongly.



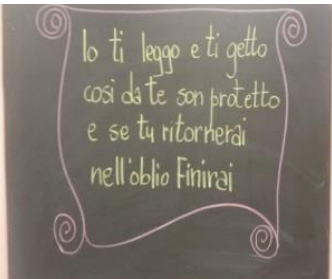

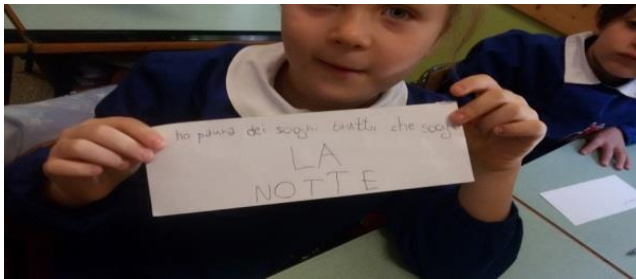
I am afraid of cars. My fear is sometimes small and sometimes big. It enters in my legs when I am crossing the street. Its colour is black.

Teacher Evaluation and Recommendations

Pupils understood this activity and actively participated. It is not difficult for them to identify the bodily sensations. Most of the children feel and identify fear in their chest, heart and tummy. Typically, they chose the colour black to describe it but light blue and red were suggested as well.

This activity helps children to express their feelings and to increase interest in their friends' feelings. Teachers can easily compare the results and differences between children.

## SMILE Activity Plan: Fear Eating Monster

Length	1 week	Key Emotion	Fear
Age Range	7 yrs	Learning Needs (optional)	
Key Questions and Motivation			
Going back to school, entering a new career, or bringing your creative talents			
Family Involvement (optional)			
Learning Objectives	Description of teaching and activities		Emotional Vocabulary
Expressing and interpreting concepts, thoughts, feelings, facts and opinion in both oral and written form	At first children identify their fears. Then they write them down on a piece of paper, they repeat some Magic Words and throw the papers into the <b>Fear Eating Monster</b> and it will start to disappear.		Fear Monsters
Learning Outcomes	Know how to share your emotions and learn ways of overcoming the negative ones		
Evidence (photographs, drawings, work etc.)	  		
Teacher Evaluation and Recommendations	Teacher observation comments: children were very happy to talk about their fears and to overcome them with the help of their class mates.		




## SMILE Activity Plan: The Tree of Fear / The Tree of Courage

Length	45 minutes	Key Emotion	Fear
Age Range	8 yrs	Learning Needs (optional)	
Key Questions and Motivation			
What I am afraid of and how I can overcome this!			
Family Involvement (optional)			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>To describe emotions in certain situations</p> <p>To identify their own solutions to express emotions in a healthy manner</p> <p>To understand and define fear/courage</p>	<p>1. Warm up activity: Introduction: Discussions with the students about emotions and the way they may influence their choices.</p> <p>2. The Teacher explains the fact that expressing and identifying their own emotions may lead to a more relaxed state and they won't feel overwhelmed. Together with the students we talked about all their fears, explaining that they have to accept each other and be more understanding of how other people feel.</p> <p>3. Summarise the theme and the objectives: The teacher explains what the lesson is about using appropriate language and checks the children's understanding.</p> <p>4. Task: The students work on 'The Tree of Fear', writing the most important things they are afraid of on their leaves!  They didn't have to write their names on the leaves if they didn't want to .The exercise helped students feel in control of their own emotions and the fact that controlling them leads to positive results.</p> <p>5. Outcome –'The Tree of Courage' The students identified solutions to overcome their fears and created 'The Tree of Courage.' The students wrote what they have to do in order to overcome their fears on the leaves. The students understood that the first step in solving these situations is to accept emotions, live with them without allowing them to take control of their lives.</p>	Fear Weakness Courage Acceptance Encouragement	Flipchart paper Coloured paper Markers

<p>Learning Outcomes</p>	<p>The students will succeed in overcoming their fears and they will learn that we all have our fears, nobody's perfect, but if we accept and help one another we can improve ourselves, feel able to manage our feelings and overcome our fears.</p>
<p>Evidence (photographs, drawings, work etc.)</p>	
<p>Teacher Evaluation and Recommendations</p>	<p>The students were praised for their activity and contributions during the lesson.</p>




## SMILE Activity Plan: Fearless

Length	2 weeks	Key Emotion	Fear
Age Range	6 yrs	Learning Needs (optional)	
Key Questions and Motivation			
going back to school, entering a new career, or using your creative talents			
Family Involvement (optional)			
Learning Objectives	Description of teaching and activities		Emotional Vocabulary
Resources (Including literature, music ICT)			
Describing feelings and their intensity associating them with experiences in everyday life, sensory and behavioural connotations.	The children assigned different colours to their fear and painted them. Then they drew the monsters that animate their unconscious and entrusted their fears into a monster box into which they could post their fears. During a visit to the town library, they listened to the animated reading of horror books , adapted to their age. At the end of the experience, pupils showed that they had learnt to recognise their fears and and they were able to overcome them thanks to the intervention of special spells and magic potions .... Before leaving , they received a medal bearing the words "test exceeded courage!"		Fear Monsters
Learning Outcomes	Understanding different type of messages. Communicating ideas and information using different languages and supports		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	The pupils really enjoyed this journey which involved them in different and fascinating activities. They shared every step of the activity with their english teacher who translated and taught them a short rhyme about fear and simple sentences to say out loud.		





## SMILE Activity Plan: I am afraid of Bogeyman ...

Length	45 minutes	Key Emotion	Fear
Age Range	9 yrs	Learning Needs	
Key Questions and Motivation			
What does fear look like? What do we do in order to overcome fear? Is there a bogeyman? The students want to get rid of the things they are afraid of, to know how to overcome fear and to understand that some things really exist only in their imagination.			
Family Involvement			
The family members fill in a survey showing their children's fears and what to do in order to overcome them.			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p><b>Group target one – pre-school students and primary students:</b></p> <p>To improve social and emotional competencies with positive effects on key competencies;</p> <p>To raise the cohesion of the group including students with Special Needs;</p> <p>To raise self-esteem by overcoming their own fears.</p>	<p>Create the proper atmosphere for the purpose of the lesson. The students work in groups of four.</p> <p>The students have to finish the following sentence: , <b>I am afraid of bogeyman because...</b></p> <p>Students are informed that they will read a text and they will make a book mark which will help them overcome their fear. They read a story about those who are afraid of dark and the monsters that appear in the dark. Students talk about the text.</p> <p>Students are given little stars that will help them in the dark. Each star will capture their bogeymen.</p> <p>The students identify the materials they have to work with and the stages of the project. The bookmarks are shared with the students and they also evaluate them by making a Gallery Tour.</p> <p>The students will evaluate the products according to the following criteria: The completion of the product; Its correctness; The aesthetic look;</p>	<p>Fear Emotion Experience Exteriorization</p>	<p>Coloured paper The surprise box Post-it notes Felt tips Laptop</p>


<p>Learning Outcomes</p>	<p>The students enjoyed working on the bookmark and we're sure that this would keep the bogeymen away. A lot of them admitted that the bookmark helped them to face the creatures of the dark.</p>
<p>Evidence (photographs, drawings, work etc.)</p>	
<p>Teacher Evaluation and Recommendations</p>	<p>The students were praised for their activity by both teacher and students. The Gallery Tour was also used as an evaluation tool. The students were encouraged to express and overcome their fears. Sometimes, only listening to each other, understanding how we feel and accepting we all have fears may help us much more than we think.</p>

## SMILE Activity Plan: Lucky and Zorba

Length	1 week	Key Emotion	Fear
Age Range		Learning Needs (optional)	
Key Questions and Motivation			
going back to school, entering a new career, using your creative talents			
Family Involvement (optional)			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources <b>(Including literature, music ICT)</b>
Be able to motivate themselves, to persist in pursuing an objective beyond their frustrations and manage their moods	Read the novel "Lucky and Zorba" by Luis Sepulveda. Attend the screening of the eponymous film or a film with a significant character/hero. Discuss the core message of the activity: learn to love even those who are different from us. Represent the message in a graphic art form. Create acrostics with the most important words of the story	Fear Difference	The novel and movie Lucky and Zorba Drawing paper Crayons Note book Pencils Markers
Learning Outcomes	Understanding different types of messages Communicate ideas and information using different languages and supports		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	Pupils are keen to record and capture the basic message. They carried out the activities with enthusiasm.		

SMILE Activity Plan: Can you draw Fear?			
Length	50 minutes	Key Emotion	Fear
Age Range	7 yrs	Learning Needs (optional)	1 student with special needs - ADHD
Key Questions and Motivation			
How does fear look like? What can we do to face our fear? The students are eager to face fear and overcome it!			
Family Involvement (optional)			
The family members fill in a questionnaire about the things their children are afraid of and the things they can do to not to be afraid anymore!			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
Improving social and emotional competencies; Increasing group cohesion by integrating pupils with special educational needs; Increasing self-esteem by overcoming their fears.	Students will paint a picture illustrating "Fear" (How does Fear look like?). They will talk about their drawings. (Why do you think Fear looks like that?) While drawing, students will listen to some calming music.  Each student will show and explain his picture.  On a post-it, each student will write their fear, pack it and put it in a surprise box. If they were able to overcome fear, they would be invited to take the post-it from the box and throw it away.	Fear Emotion Feelings	Coloured paper The surprise box Post-it notes Coloured pencils Markers Laptop
Learning Outcomes	Students have expressed their negative emotions by making drawings. Through their drawings, they showed their fears and they have also overcome them. Students will learn to be brave and increase their self-esteem with the help of their colleagues and the activities within this plan.		
Evidence (photographs, drawings, work etc.)			
Evidence (photographs, drawings, work etc.)	Students were evaluated orally and by their peers. Systematic observation of the student's behaviour was also used, using a grading scale. I encouraged students to express their fears and I tried to make them understand how they can overcome this fear and remove them as obstacles.		

## SMILE Activity Plan: A Scary Night at School

Length	1 night	Key Emotion	Fear
Age Range	11 yrs	Learning Needs	Included
Key Questions and Motivation			
Sleeping a night at our school and controlling the fear.			
Family Involvement (optional)			
Their families help us to prepare the costumes.			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
Spend time with my friends  Promote children's autonomy  Overcome fear	Welcome the children and families Workshop: games, dances, cook scary food, make a cave for an Ogre. Prepare and cook a mummy with cheese and a sausage and make a spider with cookies and sweets Learn a scary dance (Thriller by Michael Jackson) Five senses activities (Spaghetti worms, Cauliflower brains...) Do a Treasures Hunt. Watch a horror film. Sleep in a sack/sleeping bag for a "Halloween Sleepover "at school Breakfast with churros.	Fear Nightmares Brave Help Secrets	Music Food Different materials for craft workshops Smartboard Horror film (for children) Spooky costumes Candies /sweets Decorations
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	The children wrote a short recount of their experiences. The sleepover fostered good relationships between all members of the school community (pupils, parent and teachers)		

## SMILE Activity Plan: Ghosts, Monsters and Others... Boo!

Length	2 weeks	Key Emotion	Fear
Age Range	3-12 yrs	Learning Needs (optional)	Included

**Key Questions and Motivation**  
 Decorate our school in order to work about fear  
**Family Involvement (optional)**

Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
Decorate the school	Decorate Halloween doors	Fear Ghost Book of the Dead Fold	Papers Scissors Crayons Book of the Dead
Promote artistic development	Create skeletons with paper		
Collaborate with peers	To make sarcophagus/coffin based on "The Book of the Dead"  Make ghosts who can eat our fears		
<b>Learning Outcomes</b>	Work with pupils of different ages Talking about fears and trying to overcome them		


Evidence (photographs, drawings, work etc.)



	 The image contains three photographs. The first shows a blue door wrapped in white paper like a mummy, with a brown face and yellow eyes cut out. The second shows a wall display of numerous colorful paper skeletons and puppets. The third shows a cardboard box with a jagged hole cut out, revealing a black and white zigzag pattern, with two white googly eyes on top.
<p>Teacher Evaluation and Recommendations</p>	<p>We created a great atmosphere and a team spirit in which we helped each other</p>



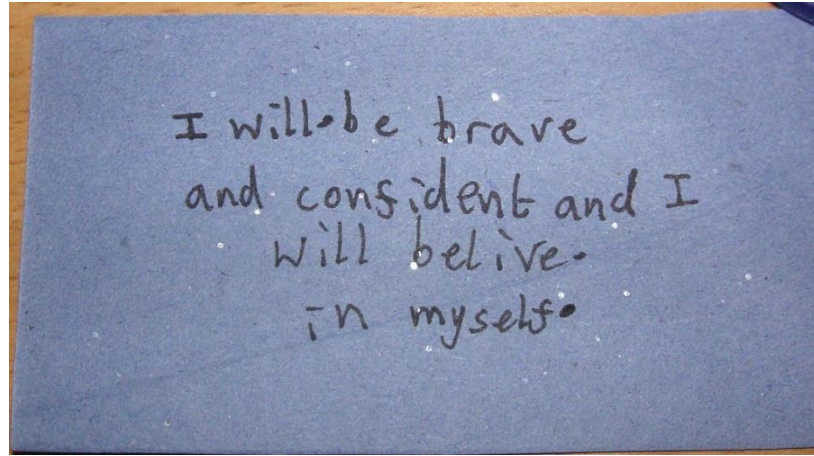
## SMILE Activity Plan: Who said the word Fear?

Length	1 week	Key Emotion	Fear
Age Range	3-12 yrs	Learning Needs (optional)	Included
Key Questions and Motivation: Week of the Brave – Don´t be scared!			
Recognise and overcome our fears – a week of being brave			
Family Involvement (optional)			
Families talk about fear and bravery at home and do some other activities suggested by teachers			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>Verbalize our fears;</p> <p>Learn strategies in order to overcome them;</p> <p>Be aware that everyone has fears.</p>	<p>Look for information about famous people and relatives and about their fears and phobias. Stick on a mural.</p> <p>Make different art works to represent our own fears with different materials: clay, paper, crayons, collage</p> <p>Oral presentation of their own artistic works.</p>	<p>Phobia</p> <p>Fear</p> <p>Terror</p> <p>Distress</p> <p>Creepy</p> <p>Disgusting</p> <p>Irritating</p> <p>Empathy</p>	<p>Paper</p> <p>Crayons</p> <p>ICT</p> <p>Scissors</p>
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	<p>Sharing our deep feelings in an empathic way</p> <p>Overcoming some of our fears</p>		

## SMILE Activity Plan: Stones of Strength

Length	1 hr	Key Emotion	Fear	
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.	
Key Questions and Motivation				
What does fear feel like? Does everyone feel scared? What am I afraid of? How can I try to overcome my fears?				
Family Involvement (optional)				
Children to take 'Stones of Strength' home to use when they feel afraid Start an open dialogue of fears on school blog.				
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)	
<p>To begin to recognise and explain the emotion fear.</p> <p>To understand what makes me feel afraid.</p> <p>To create an amulet to help me overcome my fears.</p> <p>To begin to develop strategies to overcome fear.</p>	<p>Open session with discussion. Teacher uses their own phobia or fears as an example – discuss with class – what could the teacher do to help themselves to feel less afraid? Suggest the idea of creating an amulet to help them feel braver? Have children ever used or seen these before?</p> <p>Teacher to model how to make a 'Stone of Strength.'</p> <ol style="list-style-type: none"> <li>1. Place a glass pebble inside a small organza bag</li> <li>2. Write a message of bravery on a small piece of paper and place inside the bag</li> <li>3. Add magic dust (glitter)</li> <li>4. Create a name label and tie to bag</li> </ol> <p>Children to create their own 'Stones of Strength' with personalised messages. Children with reduced motor skills will need adult support. Less confident writers can draw symbols or ask an adult to scribe for them.</p>	Fear Scared Emotion Overcome Anxiety Dread Fright Afraid Horror Phobia	Glass pebbles Small bags Mixed glitter and sequins Coloured paper Handwriting pens Scissors	
Learning Outcomes	Children will have a greater understanding of their own fears They will have created a small amulet that they can hold onto and use to try to overcome their fears They can develop their range of strategies for overcoming fears			

Evidence (photographs, drawings, work etc.)



1. A completed 'Stone of Strength'.
2. A message of bravery on a child's stone.

Teacher Evaluation and Recommendations

The children all loved this activity. The symbolism of holding on to something to make yourself feel brave was very effective. All were keen to participate and take their Stones of Strength home. Children used stones for trips to the dentist and doctor and some tied them to their beds. (Parental feedback) One child was so enthused that they purchased a 'worry stone' whilst on holiday and was very keen to bring it in to class to show.

## SMILE Activity Plan: Mr Fear Stealer!

Length	45 minutes	Key Emotion	Fear	
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.	
Key Questions and Motivation				
What does fear feel like? Does everyone feel scared? Are my parents afraid of anything? Are my teachers afraid of anything? What are famous people afraid of? What are my friends scared of?				
Family Involvement (optional)				
Survey the fears of parents and children prior to lesson- results of this will be used to create PowerPoint presentation. Start an open dialogue of fears on school blog.				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
<p>To begin to recognise and explain the emotion fear.</p> <p>To recognise what happens to your body when you are afraid.</p> <p>To understand that all people experience fear.</p> <p>To begin to develop strategies to overcome fear.</p>	<p>Brain-storm what children already know about fear, record and save on large paper. Add to this at the end of the topic with a different colour. Show children PowerPoint outlining definition of fear. Show pictures of people who are afraid – discuss physiological clues. Ask children to demonstrate a scared face to a partner.</p> <p>Continue to show PowerPoint, allow time for discussion of famous people’s phobias. Move onto parents’ phobias and discuss. End at the slide with their teacher’s phobia - ask the children to talk in pairs to come up with solutions to their teacher’s phobia and discuss as a class.</p> <p>Discuss the ritual of writing phobias down to let go of them. Show children an image of a ghost, he will take their fears away, allow children to name the ghost (e.g. Mr Fear Stealer) Give all children the chance to write phobia/s on a stick note and place them in a bowl in front of the ghost. Stick one sticky note at a time on to the ghost and discuss strategies to overcome each fear.</p>		Fear Scared Emotion Overcome Anxiety Dread Fright Afraid Horror Phobia	PowerPoint (prepared with images of fear, famous phobias and examples of common fears of children and adults.)  Projector  Ghost image  Sticky Notes Pens Results from parent survey
Learning Outcomes	Children will have an increased understanding of the physiological symptoms of fear. They will begin to accept that the emotion of fear is natural and all people feel it at some time. Children will be able hold open and honest discussions about their own phobias and those of others.			

Evidence (photographs, drawings, work etc.)

What are you scared of?





**What happens to your body when you experience fear?**

- Heavy sweating
- Shaking
- Flushing hot/ cold
- Your heart beats faster
- Dry mouth
- Needing to go to the toilet more often



**What are our Grown-up's fears and how do they overcome these?** 

- Spiders - screaming or asking for help.
- Flying - thinking of how much fun they've will have when they get there
- Darkness - being with family
- Thunder - putting the covers over their eyes and ears or pretending it is drums
- Wasps - standing still
- Dogs - not showing fear, being brave
- Heights and tight spaces - avoiding them
- Birds - getting braver and getting closer to them
- Rats - getting one as a pet

1. Our class ghost Mr Fear Stealer
2. Children putting their fears in his bowl
3. PowerPoint slide for discussing physiological symptoms
4. PowerPoint slide showing parental fears.

Teacher Evaluation and Recommendations

Children were able to discuss their fears openly and honestly, it was important that their talk partner was a friend or someone who they were comfortable to talk to. A handful of children needed adult support to open up about their fears.

Children showed visible signs of relief to discover that adults have fears too such as; sighing, shoulders dropping and smiling. Several children reported that they didn't think that their teachers or parents would be afraid of anything.


All children were keen to put their fears in the bowl. Would be useful to set up a Worry Box or Worry Monster in the classroom where children could deposit their worries throughout the week and regular discussions could be held about how to overcome them.

Most parents were very honest about their own phobias and thought it was a very good subject to be discussing (parental feedback).

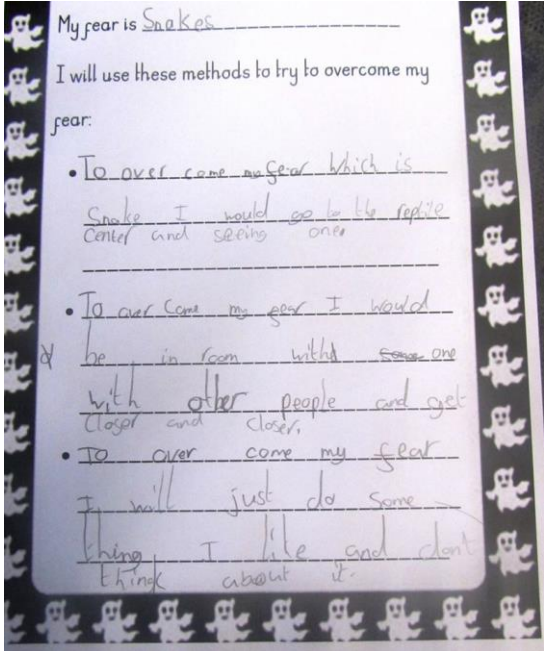
## SMILE Activity Plan: An Action Plan for Fear

Length	45 minutes	Key Emotion	Fear
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
Key Questions and Motivation			
What does fear feel like? Does everyone feel scared? Are my parents afraid of anything? Are my teachers afraid of anything? What are famous people afraid of? What are my friends scared of? What strategies can be used to help overcome fears?			
Family Involvement (optional)			
Survey the fears of parents and children prior to lesson- results of this will be used to create a PowerPoint presentation. Start an open dialogue of fears on school blog. Children to take action plans home to discuss with parents.			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>To begin to recognise and explain the emotion fear.</p> <p>To recognise what happens to your body when you are afraid.</p> <p>To understand that all people experience fear.</p> <p>To begin to develop strategies to overcome fear.</p>	<p>Show PowerPoint, focus on parents' phobias and discuss. End at slide with their teacher's phobia - as children to talk in pairs to come up with solutions to one of the phobias, then discuss as a class.</p> <p>Group children according to parents' fear (spiders, flying etc.). Try to group similar/ the same fears together. Children to discuss 3 – 5 strategies to help their parents as a group.</p> <p>After discussion, ask the children to complete an Action Plan for their parents' phobias. This will outline the fear and 3-5 suggestions of how to overcome it.</p> <p>Most children should be able to complete this independently.</p> <p>Children who have difficulties writing can be given key words to support or can record their suggestions in pictorial form.</p> <p>All children should take these plans home to share with parents.</p>	<p>Fear</p> <p>Scared</p> <p>Emotion</p> <p>Overcome</p> <p>Anxiety</p> <p>Dread</p> <p>Fright</p> <p>Afraid</p> <p>Horror</p> <p>Phobia</p>	<p>PowerPoint (prepared with common fears of children and adults.)</p> <p>Projector</p> <p>Action Plan outlines</p> <p>Pens</p> <p>Results from parent survey</p>
Learning Outcomes	<p>Children will begin to consider and discuss strategies to help overcome fears.</p> <p>They will begin to accept that the emotion of fear is natural and all people feel it at some time.</p> <p>Children will be able hold open and honest discussions about their own phobias and those of others.</p>		

Evidence (photographs, drawings, work etc.)

**What are our Grown-up's fears and how do they overcome these?** 

- Spiders - screaming or asking for help.
- Flying - thinking of how much fun they've will have when they get there
- Darkness - being with family
- Thunder - putting the covers over their eyes and ears or pretending it is drums
- Wasps - standing still
- Dogs - not showing fear, being brave
- Heights and tight spaces - avoiding them
- Birds - getting braver and getting closer to them
- Rats - getting one as a pet



Teacher Evaluation and Recommendations

Children found it easier to discuss their parents fears openly that their own. Many were pleased to discover that they were similar to their own. Most children were keen to take the plans home to discuss with parents but it would be good to include a section for children/ parents to complete once they had held discussions at home. (Parental feedback.)

## Empathy

“Empathy is the ability to share another person's feelings and emotions as if they were your own. It is the projection of one's own personality into the personality of another in order to understand the person better; ability to share in another's emotions, thoughts, or feelings or the projection of one's own personality into an object, with the attribution to the object of one's own emotions, responses, etc.

For example:

Having begun my life in a children's home I have great empathy with the little ones.”

(Collins, 2017)

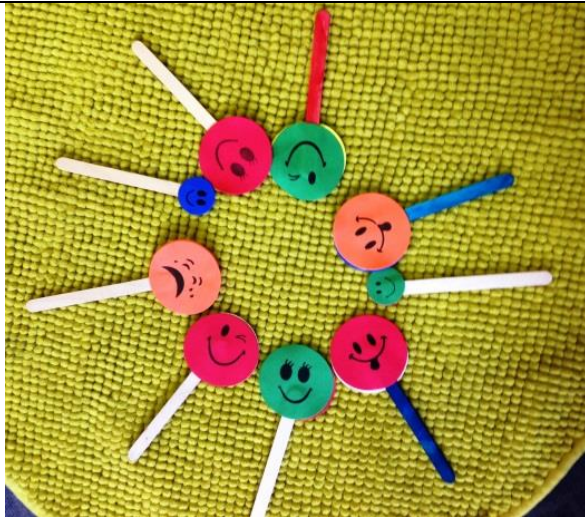




## SMILE Activity Plan: Emotions Lollipops

Length	30 minutes	Key Emotion	Empathy
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
Key Questions and Motivation			
What is empathy? How do we feel when we experience empathy? Is it difficult to feel empathy? Are the feelings of others different to our own? What affects does my body feel when I experience empathy?			
Family Involvement (optional)			
'Walk a mile in someone's shoes' – Summer holiday homework for children to experience a week/ day/ hour etc. in the life of a family member. Share in September and create a prominent display in the class or school.			
Literature/ film links			
Gnomeo and Juliet (Film)			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>To consider and discuss the feelings of others</p> <p>To recognise that different characters can feel differently about the same event.</p> <p>To begin to define empathy</p>	<p>Play name game with children – pass toy around the circle – children say "My name is ..... and today I feel ...." After one pass round the circle, ask for a volunteer to say how they feel – other class members discuss in pairs and feedback – how would these feelings influence the actions or behaviour of this person? Why might x feel like this etc....?</p> <p>Read a familiar story to the children (we have chosen Gnomeo and Juliet.) Give the children 3 wooden lollipop sticks each. Ask the children to design 6 emoji style faces to show how one of the main character feel and how this changes throughout the story. Stick the faces back to back with a lollipop stick in between to create mini emotion communication tools or simple puppets.</p> <p>Ask children to work in pairs ask children to work in pairs or small groups to retell the main events of the story, using their 'emotion lollipops' to communicate how the main character feels at different parts of the story.</p>	Empathy Feeling Emotion Character Happy Sad Loved Glum Gloomy Joyful Heartbroken Scared	Toy Wooden lollipop sticks Coloured Card Pens Glue Scissors Story
Learning Outcomes	Children will be able to write a simple definition of the term 'empathy.' They will have put themselves 'in the shoes' of different people/ characters. Children will be able to express feelings in a variety of ways.		

Evidence (photographs,  
drawings, work etc.)



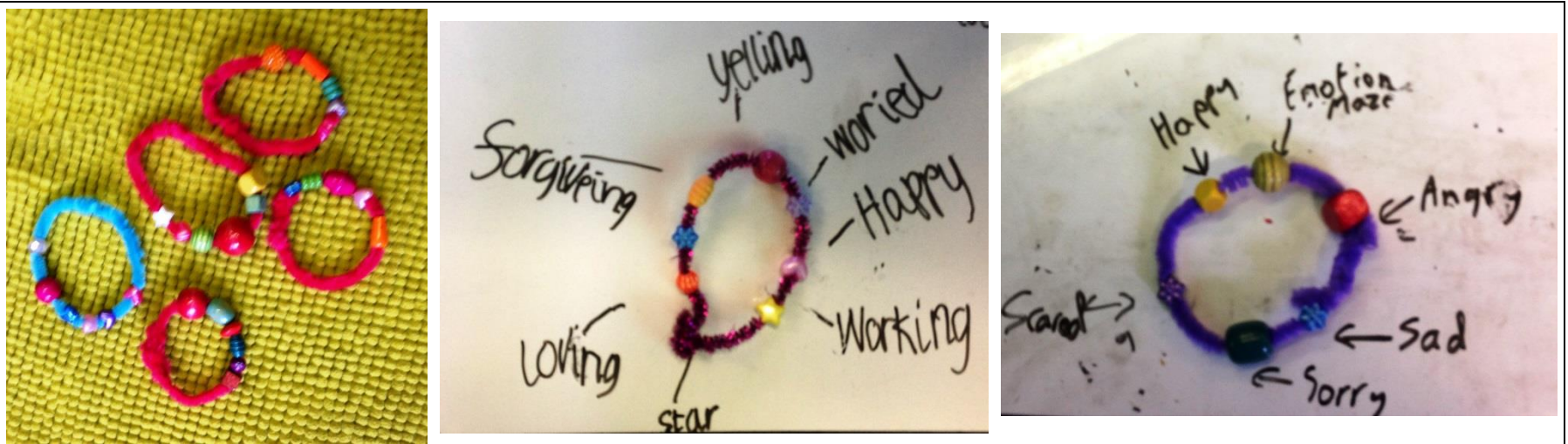
Teacher Evaluation and  
Recommendations

All children loved making these feeling lollipops  
They were a very useful tool and children who show verbal reluctance were able to communicate their feelings visually  
Could be adapted as a tool to help classroom discussion and small group interventions focused around friendships.

## SMILE Activity Plan: Empathy Bracelets

Length	30 minutes	Key Emotion	Empathy
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
Key Questions and Motivation			
What is empathy? How do we feel when we experience empathy? Is it difficult to feel empathy? Are the feelings of others different to our own? What happens to my body and my thoughts when I experience empathy?			
Family Involvement (optional)			
'Walk a mile in someone's shoes' – summer holiday homework for children to experience a week/ day/ hour etc. in the life of a family member. Share in September and create a prominent display in the class or school hall.			
Literature/ film links			
Gnomeo and Juliet (Film)			
Learning Objectives	Description of teaching and activities		Emotional Vocabulary
To consider and discuss the feelings of others  To recognise that the same character can feel differently as a story progresses  To begin to define empathy	<p><b>Character Feelings/Empathy Bracelets</b></p> <p>Chose a familiar story (we chose Gnomeo and Juliet). Ask children to work in pairs to discuss the six main events of the story. It is important to limit the events to make the activity work.</p> <p>Give children a wide selection of different beads, sequins, buttons etc. and a pipe cleaner each. Children will use given materials to retell the six main events of the story. The focus of the retell will be how the character feels at each point and not just what is happening in the story. Give the children around 15 mins to select beads, talk about their meanings in terms of emotions and secure them onto a pipe cleaner to make a bracelet.</p> <p>Individually, each child then needs to place their bracelet on to a piece of paper and label each bead, using arrows, to explain how their chosen character feels at each point of the story.</p>		Resources (Including literature, music ICT)  Story Selection of beads, Buttons and sequins Pipe cleaners Paper Pens
Learning Outcomes	Children will be able to write a simple definition of the term 'empathy' They will have put themselves 'in the shoes' of different people/ characters Children will be able to express feelings in a variety of ways They will have an understanding of when and how a character's feelings change over a given period of time		

Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations

This activity worked well as it allowed the children to visualise how emotions can change over time  
 Children were enthused and had to really put themselves into another characters head to allow them to justify their choices  
 Bead selection is important – children were very imaginative but shapes such as stars and hearts helped to scaffold their understanding  
 It is also important to ensure that the holes in the beads are large enough to thread onto the pipe cleaners.  
 The children found it easier to manipulate and thread onto pipe cleaners than string

## SMILE Activity Plan: Empathy Glasses

Length	45minutes – 1hr	Key Emotion	Empathy
Age Range	7-10 yrs	Learning Needs (optional)	Mixed ability class of 30 pupils including one child with a diagnosis of Autism Liaise with link class in SU weekly to maximise inclusion
Key Questions and Motivation			
What is empathy? How do we feel when we experience empathy? Is it difficult to feel empathy? Are the feelings of others different to our own? What effects does my body feel when I experience empathy?			
Family Involvement (optional)			
'Walk a mile in someone's shoes' – summer holiday homework for children to experience a week/ day/ hour etc. in the life of a family member. Share in September and create a prominent display in the class or school.			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>To consider and discuss the feelings of others.</p> <p>To begin to define empathy.</p> <p>To feel and experience empathy for others, in different situations.</p> <p>To consider empathy from different perspectives.</p>	<p><b>Stone game</b> – allow children to pick up two pebbles with the qualities of a good friend on. They keep hold of the one they need to work on and pass the other one on – repeat several times. Children return the pebble that doesn't apply to them and then keep the one they most need to work on.</p> <p>Discuss the term 'empathy' what do the children think it means? Guide them to discover that it means to experience someone else's feelings.</p> <p>Show children images of others experiencing lots of different emotions. Ask them to talk to a partner about how each child feels and explain why they think this.</p> <p>Children to make their own '<b>empathy glasses</b>' using the template provided. Use them to look at pictures of people feeling different emotions and describe the feelings to partner. Extend discussion to think about why the person feels this way and how we could help them to feel better.</p>	Empathy Feeling Emotion Happy Sad Scared Worried Anxious Excited Lonely etc.	Pictures of different emotions Pebbles with friend Vocabulary Glasses template
Learning Outcomes	Children will be able to write a simple definition of the term 'empathy.' They will have put themselves 'in the shoes' of different people/ characters. Children will be able to express feelings in a variety of ways. They will be able to discuss how and why they experience empathy.		

Photographs




Teacher Evaluation and Recommendations

An enjoyable activity that is relatively easy to set up  
It was useful for the children to have the hook of glasses to help them understand the abstract concept of empathy  
The children used the glasses to 'see through into their friends feelings and emotions'  
Many children were keen to take the glasses home so that they could see how their parents/ siblings/ friends etc. we're feeling



## SMILE Activity Plan : Pay it Forward (PIF)

Length	One morning + homework	Key Emotion	Empathy
Age Range	From 6 yrs.	Learning Needs (optional)	
Key Questions and Motivation			
Pay it forward video 3 minutes			
Family Involvement (optional)			
introduce parents with PIF project			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>Developing empathy;</p> <p>The development of positive emotional states, belonging to a group, a sense of affection, confidence and a relaxed atmosphere;</p> <p>The development of social competence (the ways in which the child acts and behaves well towards others);</p> <p>Developing the ability to recognise and express emotions;</p> <p>Developing capabilities to make autonomous decisions.</p>	<p>Watched the video followed by a discussion with children about what they had seen and what they can do.</p> <p>The teacher gives instructions for the game, "Pay it Forward." (Pass it on)</p> <p>A good deed can be done immediately or later in the day, when the opportunity arises.</p> <p>Each child gets 2 Pay it Forward cards. The first good deed card must be done in school, the other at home (parents are introduced in project).</p> <p>Contents of the card: <b>Congratulations! You have received a Pay it Forward card.</b> This means that someone has completed a good deed for you and they wish nothing in return. All they want is that you pass on this card, along with a good deed to someone else in need.</p>	<p>Empathy</p> <p>Helping others</p>	<p><a href="https://www.youtube.com/watch?v=gw0Lvr4eK-k">https://www.youtube.com/watch?v=gw0Lvr4eK-k</a></p>  <p><b>-PIF (kards)</b> <b>Download</b> <a href="https://postimg.org/image/kxnomrp61/">https://postimg.org/image/kxnomrp61/</a> Print on harder paper two cards for each child. <b>4 cards on A4</b></p>

<p>Learning Outcomes</p>	<p>Children are learning situations and behaviours in which they can help others. Their behaviour and actions affect other peers and adults.</p>
<p>Evidence (photographs, drawings, work etc.)</p>	<div style="display: flex; justify-content: space-around;">   </div> <p><a href="https://www.youtube.com/watch?v=3O4uAfaJvaA&amp;feature=youtu.be">https://www.youtube.com/watch?v=3O4uAfaJvaA&amp;feature=youtu.be</a></p>
<p>Teacher Evaluation and Recommendations</p>	<p>Children understood the idea of "pay it forward" after role-playing the game of doing good deeds. In this way, all the children are keen to participate, and throughout the day began to notice a variety of situations and behaviours displayed, actions undertaken and reactions when someone does a good deed.</p>



## SMILE Activity Plan: The Giving Tree

Length	One school day	Key Emotion	Empathy
Age Range	4 - 7 yrs	Learning Needs (optional)	Children with mild special needs
Key Questions and Motivation			
<b>Children's book "The Giving Tree" (S. Silverstein)</b>			
Family Involvement (optional)			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>Development of emotional literacy and expression;</p> <p>Development of empathy;</p> <p>Development of positive social behaviour</p>	<p>Read the children's book The Giving Tree (Shel Silverstein) The short story called The Giving Tree portrays happiness as being when we give and have the capacity to give. The boy in the story always wants and always takes and as a result is never happy or contented. He always comes back to the giving tree in search of happiness. He thinks that happiness is in money and possessions. Had he simply looked at the example the tree was making, he would have realised that happiness is in giving not receiving. Whenever the boy leaves the tree, the tree becomes sad, not out of want for the boy, but out of wanting to give more to the boy. Every time the opportunity arises for the tree to give it does and then feels happy. At the end of the story when the boy is an old man, all he wants is a quiet place to sit and rest. He had become tired from all the effort he had put in to being happy. All the things that he had tried to make him happy were now gone. All he had was the stump of a tree. In contrast the tree, which no longer had anything to give, was happy even to the end because it was able to give everything it had to comfort the boy.</p> <p>After reading the story, the teacher asks the children questions to ensure their understanding of the story and its messages. Then the children create a tree and hearts out of coloured paper. It should be laminated so that the children can use them over time.</p> <p>Hearts are put on the Empathy Tree when a child helps his/her classmate or recognise and understands the feelings of another classmate. The goal is to encourage empathy as the emotion and the appropriate behaviour. The Tree is a reminder of good deeds in the classroom and good behaviour.</p>	<p>Empathy</p> <p>Helping others</p>	<p>The Giving Tree</p> <p>Coloured paper</p> <p>Laminator</p> <p>Velcro tape</p>

<p>Learning Outcomes</p>	<p>Children learn to recognise situations when someone needs help. They learn to feel empathy and connect it with social behaviour.</p>
<p>Evidence (photographs, drawings, work etc.)</p>	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p><b>A.G. (5, 3 g.): "Yesterday I helped to comfort my sister, she was crying and I gave her a hug."</b></p>
<p>Teacher Evaluation and Recommendations</p>	<p>This activity encouraged children to become aware of their own and other's empathy. They made efforts to help each other more and to gain more hearts for the Empathy Tree.</p>



## SMILE Activity Plan: See, Feel, Act

Length	1 week	Key Emotion	Empathy	
Age Range	5-10 yrs	Learning Needs (optional)		
Key Questions and Motivation				
<p><b>Grimm Brothers children's book: "The Star Money"</b>                  What is a good deed? What would you do if someone poor and hungry asked you for food?</p>				
Family Involvement (optional)				
Parents find the photo of migrant people and their journey that encourages empathy and they talk with the children about it. They bring photos into school or they can make a poster with children.				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
Development of empathy  Learning of positive social behaviour	After reading a fairy-tale and asking questions, the teacher shows recent photos of migrant people. Children are asked to express their thoughts and feelings gained through media and family conversations. Teacher discusses with the children what they think, feel and how they can act in these situations.  Then children are divided in two groups. They have photos of a migrant's journey and should order it according to the chronology of events (e.g. war, refugees fleeing, a boat journey and families in refugee camps). The goal is to create a picture story of the events. How will the migrants feel at each stage of their journey? Children will also paint pictures to express their empathy and understanding of the migrant's situation.		Empathy A good deed Helping others	Story "The Star Money" Photos of migrants Water colours Brushes Black felt pen Paper
Learning Outcomes	Children learn to recognise situations when someone needs help, to feel and show empathy and understanding of others.			



Evidence (photographs, drawings, work etc.)



Children's statements: What is a good deed?

**Gabrijela:** "When you help someone and give him food".

**Leona:** "When you give someone your toy which you don't need."

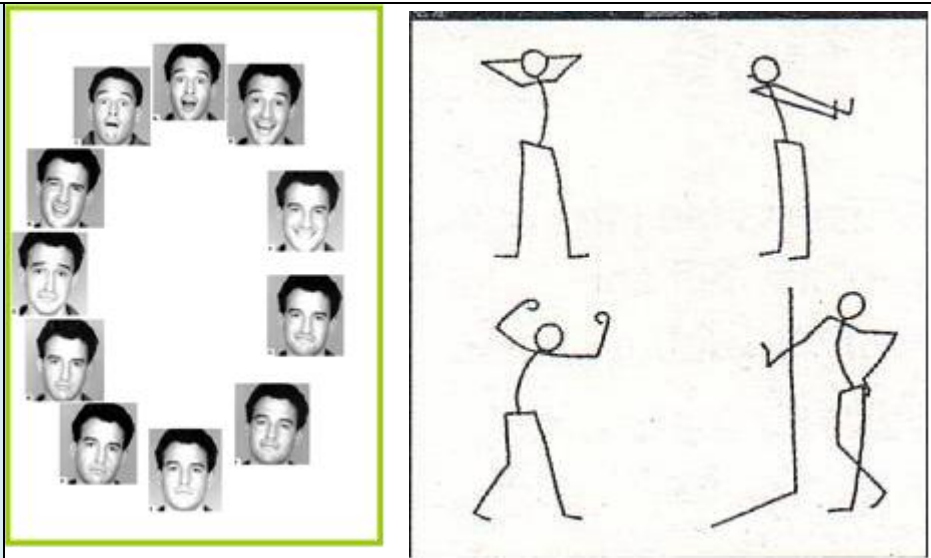
**Sven:** "When you help the blind person to cross the street."

Teacher Evaluation and Recommendations

This activity led to more empathic behaviour, more positive social interactions and cooperation between classmates. They listened to and cared more for each other.

## SMILE Activity Plan - Empathy


Length	2 hour session	Key Emotion	Empathy
Age Range	11 yrs	Learning Needs (optional)	
Key Questions and Motivation			
What is Empathy? How do we show this for another person? Explain that empathy means thinking about other people and their feelings.			
Family Involvement (optional)			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>To begin to understand the term Empathy.</p> <p>To explore and begin to recognise this emotion in ourselves and others.</p>	<p>Organise opportunities to meet new people, spend time and undertake projects with others, work in groups and maintain good interpersonal relations. How should we behave when we have to complete shared activities with our school friends, at work or within our family?</p> <p>Draw attention to the significance of gestures, postures, looks and other nonverbal cues – what do they notice?</p> <p>This will help to greatly improve communication and relationships with your students</p> <p>Understanding peoples expressions</p> <p>Look at peoples' body language.</p>	<p>Understanding</p> <p>Feelings</p> <p>Listening</p> <p>Caring</p>	<p>iPad / camera to film the action</p> <p>Photocopies of each of these boxes</p> <p>Communication Symbols to explore feelings</p>
Learning Outcomes	<p>Game: " The feelings have short legs "</p> <p>Ask the group to act out the body movements and gestures together for various emotions. All the attention focused on body language</p>		

<p>Evidence (photographs, drawings, work etc.)</p>	 <p>each other. In addition to the words and tone of voice, they need to understand and hear what another person is trying to say and their level of emotions in order to show empathy.</p>	<p>Procedure:</p> <ol style="list-style-type: none"> <li>1. Following the "brainstorming," study the facial expressions of the boy one at a time and ask the question "What is the boy feeling?"</li> <li>2. Turning now to the second box, follow the process as above, with the question: "What is the body position showing in terms of how someone might be feeling?"</li> <li>3. Reflect together that we all have feelings (joy, fear, anger are the basic emotion). We feel them first and foremost in our mind and then our feelings are reflected in the body, face, eyes, gestures, behaviours/actions.</li> <li>4. From this fact, turn to reflect on our interactions realising verbal communication is not enough to understand</li> </ol>
<p>Teacher Evaluation and Recommendations</p>	<p>The awareness of the significance of gestures , postures , looks and other nonverbal cues help to greatly improve communication and relationships between students</p>	



## SMILE Activity Plan: The New Student

Length	Two weeks	Key Emotion	Empathy
Age Range	Students II D secondary school (11-12 years old)	Learning Needs (optional)	
Key Questions and Motivation			
First steps towards empathy: a challenging task to welcome a new foreign student in class			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>Developing empathy;</p> <p>The development of positive emotional states, belonging to a group, a sense of affection, confidence and a relaxed atmosphere;</p> <p>The development of social competence (the ways in which the kids act and cope with a new behavioural attitude towards a friend from different culture and habits);</p> <p>Developing the ability to recognise and express emotions;</p> <p>Developing capabilities to make autonomous decisions.</p>	<p>After the arrival of Islam in class II D all teaching activities were being aimed at helping the students and Islam to interact as positively as possible. It is a really demanding but fantastic empathy experience.</p> <p>There's a big problem to cope with! The language barrier because Islam knows just a few Italian words. During the first two weeks we asked our students to write down their ideas on emotions and empathy.</p> <p>Here are examples of their reaction to the new student: "At the beginning he was so nice, but later he has showed his anger. I know we have to make a step towards him, but he should make one towards us."(Morena).</p> <p>"Islam has a good friendship only with Giulio because he's friendly and caring" (Flavio).</p> <p>"While my teacher was asking information about him, I thought: Oh poor thing! He can't understand Italian" (Francesco).</p> <p>"He sometimes is worried and aggressive with us; perhaps he's uneasy because it's difficult to enter into a consolidated group speaking a different language" (Marika).</p> <p>"I have some problems talking to him because I'm afraid of telling something he doesn't like to listen to, on the other hand he doesn't help me. I hope he'll find his serenity" (Alessia).</p> <p>"I'm looking forward to knowing everything about his culture and his traditions" (Emanuele).</p> <p>"I thought he didn't want to talk to me because of his shyness. I know there are so many things to find out. For example I supposed he was an Inter supporter, but he's a Juventus one!" (Marco).</p> <p>"I can speak French very well, Islam is from Algeria, so he can speak French</p>	<p>Empathy</p> <p>Helping others</p>	

	<p>quite well. He often chats with me, he feels more comfortable and less suspicious.” (Stefano).</p> <p>On the 20<sup>th</sup> October we had a “welcome session” in which students gave Islam greetings and welcome cards created by themselves to create an atmosphere of solidarity and friendship.</p> <p>Islam was very happy and our students are determined to succeed in creating a cooperative group and aiming at understanding the real meaning of empathy.</p> <p>The challenge is being taken.</p>		
<p>Learning Outcomes</p>	<p>I can think about what feelings are. I can explain how someone else might be feeling. I can show that I care about someone other than myself.</p>		
<p>Evidence (photographs, drawings, work etc.)</p>			
<p>Teacher Evaluation and Recommendations</p>	<p>This new experience is helping students to reflect on themselves and on the way they see or sometimes judge other people.</p>		



## SMILE Activity Plan: A new Classmate, Mario

Length	45 minutes	Key Emotion	Empathy
Age Range	7-8 yrs	Learning Needs (optional)	
Key Questions and Motivation			
What is empathy? What are the basic emotions? What are healthy interpersonal relationships? When do we behave inappropriately? What are the benefits of showing empathy?			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
Detecting and interpreting others' emotions; Anticipating others' behaviour in certain situations; Expressing what others feel during relationships; Giving positive messages to the others; Expressing kind words and thoughts to the other students; Writing positive and motivating messages.	<ol style="list-style-type: none"> <li>1. Meeting the school counsellor and introducing the new classmate, Mario, the cardboard puppet/model to the students.</li> <li>2. Students are told that they are going to recall the basic emotions, detect and interpret others people's emotions and anticipate others' behaviour in certain situations;</li> <li>3. Mario"- the new classmate is handed from one student to another and they have to say some unkind words and tear pieces from his body.</li> <li>4. After that, they have to try to put the pieces back together saying kind words to him.</li> <li>5. The children identify the importance of empathy in forming healthy interpersonal relationships, listing the negative effects of unkind or negative behaviour.</li> <li>6. The students write kind and positive messages to their peers.</li> <li>7. Students are assessed on their level of engagement and they are asked to show empathy towards others.</li> </ol>	Empathy Emotions Interpersonal relationships Healthy and unhealthy behaviour	Flipchart paper Coloured paper A camera A cardboard model Scissors Glue
Learning Outcomes	At the end of the activity students have learned to: to identify and interpret other's feelings to anticipate and guess others' behaviour in certain situations To know how others feel and take it into consideration		

To express and show empathy towards others

Evidence (photographs,  
drawings, work etc.)



Teacher Evaluation and  
Recommendations

The students are praised for their contribution to the activity and they are advised to show empathy for the rest of their life!

## SMILE Activity Plan: A School for all, a School for Everyone

Length	50 minutes	Key Emotion	Empathy
Age Range	8 yrs	Learning Needs (optional)	A student with ADHD and a student with mobility difficulties
Key Questions and Motivation			
What is empathy? How and when can you be empathetic? Is it okay to be empathetic? Given that there are two peers in special situations, the students wanted to find out how to better understand and support them.			
Family Involvement (optional)			
Materials needed: colours, coloured sheets, glue, scissors			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
Understanding the meaning of the word <i>Empathy</i> ;  Recognising self-emotions, but also of others;  Identifying keywords related to empathy  Stating your opinions; arguing your point of view	Children are required to compose a text using the words: help, understanding, friendship, colleague, (an activity in groups of 5 students). The activity of each group is shared with the class. The text "The first grade student" is read (it is about a student who is too tall and was not made to feel welcome at school). A discussion takes place and predictions are made after each section. The new words are explained, the students talk about the text, arguing pros and cons. The term <i>Empathy</i> is explained. There are words related to Empathy. Students are placed in different situations (unable to speak, unable to see). Students are asked to say how they felt in those special situations to have a better understanding of how those who have difficulties might feel. Discuss how to help those who have difficulties. Students create a drawing entitled <b>"A school for all, a school for everyone."</b>	Empathy Help Collaboration Feelings	Flipchart sheets Camera Scissors Glue
Learning Outcomes	During the activity the students learnt: What empathy is, To respond to the needs of the others, providing help when someone is in a difficult situation.		




Evidence (photographs,  
drawings, work etc.)



Teacher Evaluation and  
Recommendations

Students were assessed on their contribution and were advised to apply what they learnt in everyday life.

## SMILE Activity Plan: Empathy

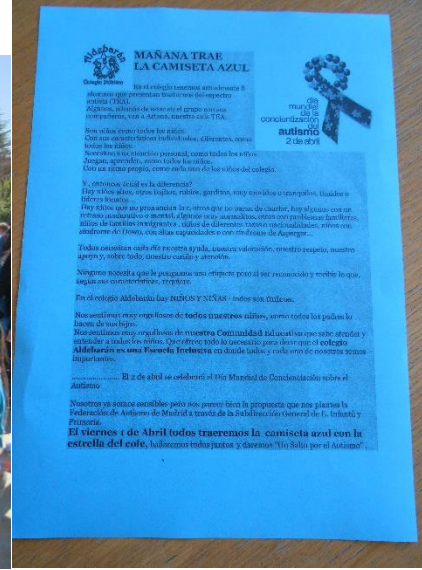
Length	50 minutes	Key Emotion	Empathy
Age Range	10 -11 yrs	Learning Needs (optional)	
Key Questions and Motivation			
What is empathy? How can I teach a child to be empathic?			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
To understand the meaning of the word 'Empathy'; To recognise their own emotions and the others'; To be able to make decisions.	The pupils talk with their teacher about the meaning of the word 'empathy'. Each pupil tries to define the emotion in his / her own words, giving examples of real life situations. The teacher gives proper explanations and exemplifies with a Power Point Presentation that illustrates real life situations based on empathy. The pupils are divided in groups and are asked to work together in order to write down what they remember from the previous discussions. At the end of the activity, the pupils simulate situations in which they had showed or experienced empathy.	Understanding Fear Kindness Empathy	Colourful sheets of paper Crayons Laptop Video projector
Learning Outcomes	The pupils have learnt that: By listening carefully, we can find out the problems the others are facing; Empathy facilitates the appearance of helpful behaviours and inhibits the appearance of more negative behaviours.		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	The pupils have learnt how to express their feelings, to conquer their emotions concerning public speaking and to be self-confident.		



## SMILE Activity Plan: Understanding Autism

Length	3 sessions	Key Emotion	Empathy
Age Range	3-12 yrs	Learning Needs (optional)	Included
Key Questions and Motivation			
Some children are special in terms of their needs and understanding. What is Autism? How can we help a child on the Autistic Spectrum?			
Family Involvement (optional)			
Parents will be informed about the activities and they can also talk about this at home. Families are invited to use symbols when they send messages to the pupils in the class (invitation for a party) We offer a 'Parents' Information Meeting- a meeting for parents and teachers to talk about education. Experts explain the characteristics of children on the Autistic Spectrum and how children with Autism can be supported and included in the school. Teachers talk about the benefits of being an Inclusive school for all the pupils.			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
What does Autism mean?  How can we support children who are on the Autistic Spectrum?  Empathy? What's that?  Try to understand how the world appears through someone else's eyes.  What might be difficult and how can we help?  How do we all keep safe, spot dangers	We need to adapt the activities to the characteristics of the group and ages  Try to understand Autism: Talk before and after watching some movies (it depend on the different ages): "Escuela de Especialistas," "El Viaje de María," and "Soñando Sonrisas"...  Read and discuss a book: "Por cuatro esquinitas de nada"  Children and teachers meet in the playground to sing all together the song "Salta!" Grupo Tequila and finally we all take part in a raising awareness event Jump for Autism: <ul style="list-style-type: none"> <li>- Local police come into school to talk to the pupils about staying safe: Importance of road safety, keeping safe outside school and having an awareness of dangerous situations</li> <li>- They come in the official uniforms, motorbikes, cars – using the alarm siren so all the pupils can recognise them, learn how to act in a dangerous situation and not to be frightened if they meet a policeman in the street</li> </ul>	Autism Aspergers Syndrome Empathy Communication Feelings Difficulties Pupils with special needs	Videos Smartboards Music: song Salta
Learning Outcomes	What's empathy? How can we understand and help pupils with autism as they can't always verbally express what they need? What do pupils on the Autistic Spectrum find difficult and how can we help?		

Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations

We need to adapt all the activities and language to the pupils (age, characteristics of the group).  
 The children don't always know what happened but they can realise what a friend with a disability might need and feel empathy and know what to do.  
 Adults must carefully observe the pupils reactions and interactions and support the inclusion of pupils with special needs.  
 We have to talk and work hard to understand taking care of the language: words, expressions and non verbal language

## SMILE Activity Plan: Experiencing a Disaster

Length	3 hours	Key Emotion	Empathy
Age Range	3-12 yrs	Learning Needs (optional)	Included
Key Questions and Motivation			
What can we do in an emergency situation? Do you know what has happened in Italy? How do you think the people in this kind of disaster are feeling?			
Family Involvement (optional)			
1family facilitates the participation of the UME (Spanish Army Unit for Emergencies)			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
What to do in a situation of emergency  Empathy: How do you think the people who are experiencing a disaster are feeling?	We analyse the disasters that have happened recently in Andria and Castel di Lama (two Italian cities where two of our Partner schools in the Erasmus projects are situated). We talk with the children and ask them if they can imagine the feelings of the people who are suffering these two disasters.  Andria: a train crash Castel di lama: an earthquake  What would you do in case of an emergency?  We conduct a training exercise with the pupils simulating the evacuation of the school for an emergency.  The UME (Spanish Army Unit for Emergencies) comes to the school and explains how they have being helping in both situations in Italy. And, in general what is there role in such disasters.  Pupils have the opportunity of getting into all the vehicles and participate in a simulated rescue by a training dog and an agent.	Emergency Empathy Help Support Keep calm Trust	Participation of UME
Learning Outcomes	They have learnt how to act if an emergency happens through the training exercise They have to trust the police, army and emergency aid agencies. They are experts and can help us. They have felt what empathy is, trying to think about how the people feel in this situations, the problems they have to overcome and the importance of mutual cooperation (in the society, local, national and international support)		





Evidence (photographs,  
drawings, work etc.)



Teacher Evaluation and  
Recommendations

The activity was very interesting and useful.  
Pupils have the opportunity of experience first-hand "the army" and the emergency aid agencies that are very close to us and how efficient they are.  
They enjoyed the active participation.  
In the evacuation exercise, we could get out of the school, in a calm manner, in less than 2 minutes - it was great!

## Joy

“Joy is a feeling of great happiness, a deep feeling or condition of happiness or contentment. It is something causing such a feeling; a source of happiness. A show of joy is an outward show of pleasure or delight; rejoicing. A joy is something or someone that makes you feel happy or gives you great pleasure.


For example:



Salter shouted with joy.  
I cried tears of joy.  
It was a joy to see her looking so well.”

(Collins, 2017)




## SMILE Activity Plan: Bottle of Happiness

Length	2-3 days	Key Emotion	Happiness
Age Range	5-10 yrs	Learning Needs (optional)	For children with mild special needs.
<b>Key Questions and Motivation</b>			
<p>To start with reading the children’s story about happiness. To use a doll or puppet with the happy face.</p> <p>Did you make someone happy?          Recall an event when someone made you happy.          What makes you happy in kindergarten?          Describe what it means to be happy?          Where do you feel happiness in your body?          What does your face look like when you are happy?          How do you act when you are happy?</p>			
Learning Objectives	Description of teaching and activities		Emotional Vocabulary
Recognition, naming and understanding the emotion of happiness	 <p>Children sit in a circle. As a motivation to start the activity read a story on the theme of happiness, talk about how they felt as they listened to the story. You can use a doll that laughs and asks the children questions.</p> <p>Talk about your happy event; show a poster with a large picture of a child who shows emotions of happiness, non-verbal and facial expression.</p> <p>Take a bottle of happiness and by using rhymes or music see who is going to be the first child to spin the bottle. The child which the arrow points to, puts on the mask of happiness and draws a picture that describes happiness, or answer questions.</p>		<p>Happy</p> <p>Joyful</p> <p>Helping others</p> <p>Be happy for others</p> <p>Be happy together</p>
Learning Outcomes	<p>Children learnt to identify happiness in different areas of life and relationships and no longer just in material things. They learnt that happiness can be found in what we can see, hear, experience, smell, taste, in an effort to help others and wish them well.</p>		

<p>Evidence (photographs, drawings, work etc.)</p>	<p>Children's statements:  MISLAV – Luka makes me happy because we play football together.  LANA – I feel happiness here in my tummy, and it feels nice. I am happy when I play with my friend Maja. Maja and I used to play and socialize and that is my happiness.  BRIGITA – Mom is happy because she has got a new baby.  MAJA – I brought happiness to my friend Lana. She couldn't put on hers shoes, I helped her, she was happy.</p> <div style="display: flex; justify-content: space-around;">   </div>
<p>Teacher Evaluation and Recommendations</p>	<p>Children recognise, express and demonstrate the emotion of happiness. They openly show and talk about happiness, some with more and others with less intensity, which is related to the temperament of children. It has been observed that children no longer associate happiness with just the material things, but can be found in what we can see, hear, experience, smell, taste and in our efforts to help others and wish them well.</p>

## SMILE Activity Plan: Love Tank

Length	5 days	Key Emotion	Joy and Happiness
Age Range	5-10 yrs	Learning Needs (optional)	
Key Questions and Motivation			
What is love and can it be measured? What's the colour of love, why?		Share a word that reminds you of love. How much love do you have for...?	
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
To identify and express different kinds of love.	<p>Teachers encourage children to think about loving someone or something, and how much they love someone or something They talk about the word they associate with love and why. What colour is love and why?</p> <p>Teacher offers them a machine with a meter to measure and show how much love is in their Love Tank.</p> <p>Teacher asks questions: "How much love there is in your tank...? - For parents, friends, school, games, food, love for learning?</p> <p>Children indicate with the arrow in the range from 0 to 6, and they put the value in the table. They compare their results and discuss in pairs or small groups.</p>	Love Family Personality	Plates of various forms Tempera, brush, tube of cork, toothpicks Paper and markers meter Measuring equipment: rulers, scales etc
Learning Outcomes	Children learn to recognise and share love for different persons, concepts and things. They learn mathematical concepts: comparison, quantity, measure, and numbers. Personal attitude and assessment is enhanced, more positive self-esteem is developed.		
Evidence (photographs, drawings, work etc.)		Children's statements: Karla: "I have a lot of love for preeschool and school. At school they give us easy exercise, and in kindergarten, I love to play and be with those I love, my friends." Saša: "You can love Mum and Dad." <b>The word that reminds you of love:</b> Klara: "The game I play with my friends." Ema: "Luka, I want him to love me." <b>What's the colour of love?</b> Luka: "Green for nature." Tin: "My love is yellow because of the sun."	
Teacher Evaluation and Recommendations	Children show motivation and passion for this activity. Children are confident when they were asked to express and quantify the amount of love in their Love tank. Focusing on specific tasks that develop mathematical, social and communicative skills engaged the children and helped other learning. We know that children, when talking about love in the first place focus on family (parents, then brothers, sisters, grandparents).		

## SMILE Activity Plan: Musical Hearts

Length	1 hour	Key Emotion	Happiness and Joy	
Age Range	5-10 yrs	Learning Needs (optional)	For children with mild special needs	
Key Questions and Motivation				
What is love for you? How do you feel when you love someone? Where do you feel it? How can you express your happiness and love?				
Family Involvement (optional)				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
Development of positive emotions;  Recognising and understanding emotions and bodily sensations;  Development of social competencies.	Children make hearts from cardboard and arrange them in the circle.  Hearts should be different colours and just one red heart.  Teacher puts on happy, joyful music and children circle around the hearts.  When the music stops, the child who jumped on the red heart answer the questions about love and happiness.		Be happy with others Be happy together Love	Cardboard hearts of different colours Appropriate music
Learning Outcomes	Children learn to; Identify love and happiness in different areas of life and relationships; To express these feelings; To connect feelings and bodily sensations; Become aware of other's feelings.			



Evidence (photographs, drawings, work etc.)

**Children’s statements:**

Karla: “Love is when someone loves you very much, smiles at you and your face blushes.”

Karlo: “Love is red and I love my teddy bears.”

Grgur: “Love is when Ela and me love each other, when your heart strongly beats...”

Marin: “Love is when people marry, when they give each other rings.”



Teacher Evaluation and Recommendations

This game is very dynamic and interesting for children and can be repeated. It is an easy way to find out about pupil’s feelings, the subjects and objects of their feelings and the ways to show their feelings. Teacher can make conclusions about further work on emotional competences.



SMILE Activity Plan: Enjoying Traditions			
Length	2 sessions x 50 minutes	Key Emotion	Happiness and Joy
Age Range	10-11 yrs	Learning Needs (optional)	
Key Questions and Motivation			
What makes you happy? How do you express joy? What time of year are you very happy? Romanian traditions, Romanian folk costumes bring joy to everyone, children and adults, and to be worthy bearers of these beliefs and Romanian traditions is a source of joy and pride.			
Family Involvement (optional)			
Family members have provided appropriate props (costumes, star, apples, nuts, pretzels, candy, oranges, towels)			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>Improving social and emotional skills, with positive effects on key competences;</p> <p>Increase group cohesion through the integration of pupils with special educational needs;</p> <p>Increased self-esteem by overcoming their fears;</p>	<p>WARM UP – The teacher presents a documentary film about Romanian traditions and costumes. Then initiates a discussion about how students can participate in such events, focusing on the emotional aspect of how it makes them feel.</p> <p>The teacher asks the students to organise an activity in the classroom- Winter Traditions. They split into groups of students who will research, learn and then present specific traditions.</p> <p>Students of another class are invited as partners in order to act the role of the hosts, who welcome the carolers and reward them with nuts, apples, oranges, pretzels or cakes.</p> <p>Dressed in special outfits, the students go carol singing (their colleagues acting the role of hosts) and they are rewarded with candies, apples, oranges... The joy of bringing joy to others creates a festive atmosphere.</p> <p>At the end of the activity, all the participants sing carols together.</p>	Emotion Joy Feelings Fear Expressing feelings	Coloured sheets Surprise box Post-it notes Coloured pencils / pens Laptop
Learning Outcomes	The pupils were familiarized with traditional Romanian customs and traditions; they learnt traditional carols, practised Romanian customs, displayed their emotions and felt the joy of giving.		





Evidence (photographs, drawings, work etc.)






Teacher Evaluation and  
Recommendations

Students got verbal feedback.  
The activity was included in a class festival; students' parents were generous hosts and the audience. Students were encouraged to sing the new carols whenever they go carol singing. I noticed that if the teacher listens to and encourages the students, they can easily overcome obstacles and complete challenges.



## SMILE Activity Plan: On Stage!

Length	120 minutes.	Key Emotion	Happiness and Joy	
Age Range	10-11 yrs	Learning Needs (optional)		
Key Questions and Motivation				
Students express their joy through music. The joy is even greater as the artistic acts are performed on stage.				
Family Involvement (optional)				
Students' families take part in this activity as spectators. They also got involved in providing specific outfits.				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
<p>Expressing emotion of joy by performing artistic acts on stage in public;</p> <p>Developing feelings of love, admiration and respect for Christmas customs and traditions.</p>	<p>The students take part in a Christmas festival organised by the Cultural Centre from Pucioasa</p> <p>The joy of sharing an emotion is shown by performing popular carols and songs</p> <p>Different musical instruments are used to accompany the students performing on the stage ( block flute, guitar, piano)</p> <p>The audience sing with the students, the atmosphere becomes a festive one</p> <p>At the end of the activity, Santa Claus arrives with presents to the delight of the children</p>		The activity is in Romanian	Laptop Projector CD player Christmas presents
Learning Outcomes	Students discover different ways of expressing joy, they learnt to be more confident when performing in public			
	  			



Evidence (photographs, drawings, work etc.)



Happiness Teacher Evaluation and Recommendations

The evaluation was by verbal feedback and the applause received from the audience. The children were recommended to carry on the holiday customs and traditions, to be more confident, and to share their innocent joy with the others.

## SMILE Activity Plan: Who is Coming?

Length	120 minutes	Key Emotion	Happiness and Joy	
Age Range	10-11 yrs	Learning Needs (optional)		
Key Questions and Motivation				
Students want to express their joy through music, dance, and drama. The joy is even greater as all their artistic manifestations are their own creation.				
Family Involvement (optional)				
Students' families take part in this activity as the audience. They also got involved in providing specific outfits.				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
<p>Free expression of emotions through artistic acts;</p> <p>Develop group cohesion and team spirit;</p> <p>Develop feelings of love, admiration and respect for Christmas customs and traditions.</p>	<p>Dressed in Christmas outfits, students enter the room and march in on parade to a special song;</p> <p>The joy of bringing happiness to others is expressed through famous Romanian carols, while the children give pretzels, apples, walnuts, oranges and candy to the guests;</p> <p>They students perform different plays which create a festive atmosphere;</p> <p>Christmas carols are sung in groups (karaoke style) and accompanied by a guitar;</p> <p>All the guests and children join in, creating a festive atmosphere;</p> <p>At the end of the activity, Santa Claus arrives with presents to the delight of children.</p>		<p>Most of the plays and carols are Romanian. Some carols are sung in English (Jingle Bells) and Spanish (Feliz Navidad)</p>	<p>Projector</p> <p>CD player</p> <p>Karaoke Mix</p> <p>Christmas Presents</p>
Learning Outcomes	The students learn to express joy, to be more confident when performing in public.			

Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations

Applause, verbal feedback received from parents and guests. I asked the children to continue the traditions of this beautiful holiday and to use their talents whenever they can. They should not forget to enjoy every little thing that fills their soul with joy.

## SMILE Activity Plan: Carnival, Carnival!

Length	1 week	Key Emotion	Joy, hope, a sense of humour, recognition, self-esteem, helping	
Age Range	3-12 yrs	Learning Needs (optional)	All pupils are involved	
<b>Key Questions and Motivation</b>				
Express interest for sharing feelings of joy with friends and adults and have fun dressing up, making up dances and exploring expressive possibilities Use and manipulate materials and instruments for the development and construction of costumes, decorations... Show interest and curiosity in a new situation. Positive attitude when spreading joy to other children. Positive attitude of when supporting and collaborating with peers. Express joy.				
<b>Family Involvement (optional)</b>				
Families help with costumes and are invited to participate in the party/carnival				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
Share a special day	Children design their own Chinese costumes in all age groups so that older pupils can help younger ones.  Older children lead an assembly talking to the rest of the pupils explaining what they have to wear in the Carnival week.  Organise the Carnival Parade.  A school band plays music for the Carnival Parade.  Parents can take photos and enjoy the carnival atmosphere.  The whole community enjoys a hot chocolate cup.		Joy Hope Sense of humour Recognition Self-esteem Help	Art materials Chocolate A band
Learning Outcomes	Spanish traditions Sense of humour Funny moments and happiness			


Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations

Carnival is a special moment to share happiness and collaboration. Pupils and families who left our school are also invited to the party. We made the costumes in the class with easy and cheap materials. Families came and helped us and the children make the costumes.

## SMILE Activity Plan: A Good Times Store

Length	School year	Key Emotion	Joy
Age Range	10-12 yrs	Learning Needs (optional)	All children are included
Key Questions and Motivation - Our Good Times store			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>Promoting positive feelings</p> <p>Sharing happy experiences</p> <p>Knowing better the classmates</p>	<p>A big notebook (our "Good times Store") will be in a very accessible place in the classroom</p> <p>Children are invited to write on it at any time in the school day. They write about good moments, experiences they have enjoyed and not only in the school. They can also illustrate it.</p> <p>Pupils can take the notebook to read it and comment in it with the others when they have some free time in the class</p>	<p>Joy</p> <p>Hopes</p> <p>Positive emotions</p> <p>Share</p>	<p>Notebook</p> <p>Pencils</p>
Learning Outcomes	<p>The Good Times Store is a notebook: Pupils must try to write carefully and beautiful decorate their messages</p> <p>It is also a complementary activity to the Spanish language class.</p>		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	<p>Pupils should feel they are free to write their stories and the teacher is not going to judge their opinions. Confidence is important.</p>		



## SMILE Activity Plan: School Festival

Length	2 days	Key Emotion	Joy, hope, sense of humour, nervousness, solidarity, friendship, solidarity, doubt...	
Age Range	All ages	Learning Needs (optional)	All pupils are involved	
<b>Key Questions and Motivation</b>				
<p>In our Annual School Festival we show our emotions work, raising-self-esteem through the recognition of our work.                  The unique feeling of being on stage and a membership of the school community.                  Our emotion is the joy of having a great time in a festive day, sharing our work with others and making it a moment of collective enjoyment.                  This year the title of our Festival is Our Festival.                  The leitmotifs are allegories of different emotions portrayed through mime, plays, shadows puppets, different performances, poetry etc.</p>				
<b>Family Involvement (optional)</b>				
The families help with the costumes and enjoyed the performance				
Learning Objectives	Description of teaching and activities		European Vocabulary	Resources (Including literature, music ICT)
Having fun sharing our time and activities;  Working together and enjoying the shared outcome;  We can do it!	Teaching teams have been working through the 2 <sup>nd</sup> term looking at different emotions.  As a final activity they have created different artistic and emotional allegories.  Music, dancing and texts have been selected for this purpose.  Children with Special Needs have been integrated perfectly.  The Festival was performed over two days.		Joy Hope, Sense of humour Nervousness Solidarity Friendship Solidarity Doubt...	
Learning Outcomes	The results of this activity are: raised self-esteem; students are able to face important challenges, act in front of many people, feel they are very important and acknowledged. Family involvement.			

Evidence (photographs,  
drawings, work etc.)



Teacher Evaluation and  
Recommendations

The process of preparation for the festival allows:  
Observation of the children's capacity to focus on and adapt to a new situation.  
Older students can practise reaching agreements between themselves.  
Overcoming shyness.  
Working as a team is great!  
Family invitations promote good parent-school relationships.

## Sadness

"If you are sad, you feel unhappy, usually because something has happened that you do not like. It is a feeling of sorrow; unhappiness causing, suggestions, or expressions of such feelings. Sad stories and sad news make you feel sad. A sad event or situation is unfortunate or undesirable.

For example:

The relationship had been important to me and its loss left me feeling sad and empty.

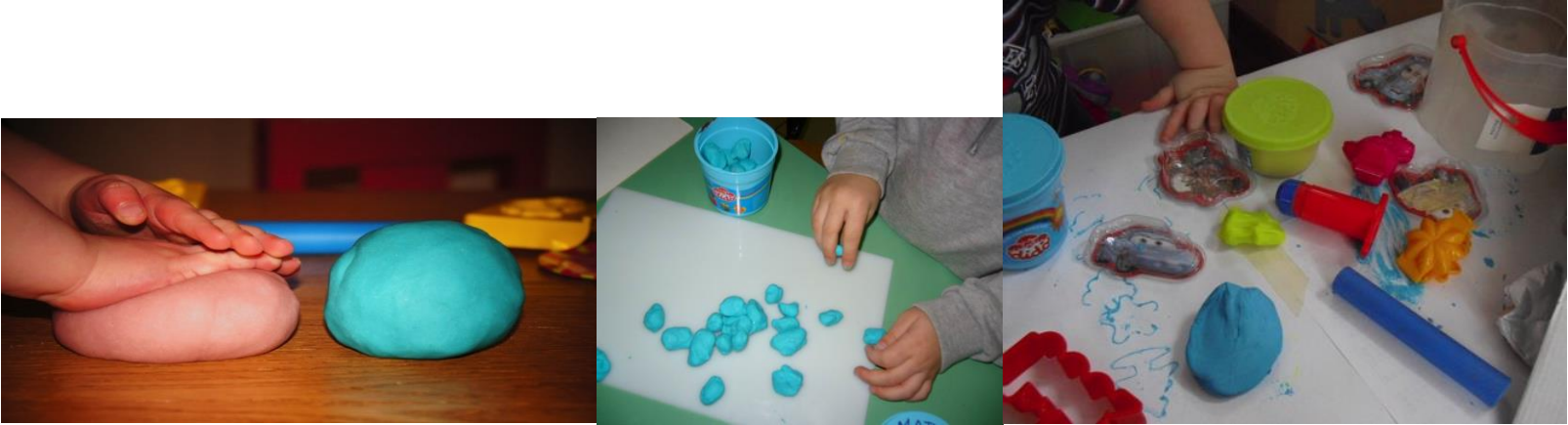
I'd grown fond of our little house and felt sad to leave it.  
I'm sad about my toys getting lost."

(Collins, 2017)




## SMILE Activity Plan: Riccio Lino and Gommolose


Length	60 minutes	Key Emotion	Sadness
Age Range	7 yrs	Learning Needs (optional)	
<b>Key Questions and Motivation</b>			
When are you sad? What do you feel when you are sad? What do you do when you are sad?			
<b>Family Involvement (optional)</b>			
Materials needed: Book "Riccio Lino and Gommolose" Enza Crivelli and Marco Carabassi, Polymer clay of different colours			
<b>Learning Objectives</b>	<b>Description of teaching and activities</b>		<b>Emotional Vocabulary</b>
<p>To recognise their own emotions and those of others</p> <p>To distinguish between sadness caused by physical pain and that caused by psychological pain</p>	<p>The teacher reads the story of Lino hedgehogs to the whole class.</p> <p>Then display the image of the characters in the story and ask each child to explain what character you like most and explain their choice. The answers are noted on the board. It is likely that one or more characters are not chosen.</p> <p>The teacher points out to the children that there are some characters that have not been selected.</p> <p>Similar to Lino hedgehog. At this point ask how the children think he felt and if it has happened to them. Can they recall not being chosen and how they felt at that moment? Have a discussion.</p> <p>Make the children think about what hurts most "Falling on your knee or when someone does not want to play with you?" Discuss this. Use the following questions- "Which evil is worse? Which is more painful? Which pain lasts longer?"</p> <p>The answers are noted on the board and discuss the responses.</p> <p>Finally, the teacher asks the children to create a good luck charm of polymer clay, attaching hooks, so that they become the pendants. Every child constructs two. One for themselves and the other to give to a friend.</p>		<p>Sadness</p> <p>Joy</p> <p>Support</p> <p>Friendship</p>
			<p>Resources (Including literature, music ICT)</p> <p>Book "Riccio Lino and Gommolose" Enza Crivelli and Marco Carabassi,</p> <p>Polymer clay of different colours</p>

Learning Outcomes	<p>The students can:</p> <p>Learn to recognise and appropriately express their emotions.</p> <p>They can discuss sadness with other classmates and with the teacher, work together to improve the classroom climate.</p>
Evidence (photographs, drawings, work etc.)	 <p>The evidence consists of three photographs. The first shows a child's hands rolling a piece of pink clay into a ball. The second shows a child's hands rolling a piece of blue clay into a ball. The third shows a child's hands rolling a piece of blue clay into a ball, with various colorful clay containers and tools on the table.</p>
Teacher Evaluation and Recommendations	<p>The activity can be divided into two lessons or it can be carried out in one longer lesson.</p>

## SMILE Activity Plan: My Sadness Eraser

Length	1 day	Key Emotion	Sadness
Age Range	4 - 6 yrs	Learning Needs (optional)	Children with mild special needs
Key Questions and Motivation			
Picture book "When I'm sad (T. Moroney), When are you sad? What makes you sad? How sad are you? What can you do to overcome your sadness?"			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>The development of emotion regulation (acceptance of difficult emotion)</p> <p>The development of empathy</p> <p>The development of positive social behaviour</p>	<p>Read the book "When I'm sad" (T. Moroney) and talk with the children about the emotion - sadness.</p> <p>Make a scale (meter) of sadness (how sad do you feel?)                      Encourage children to think and offer different solutions - ways of "erasing" sadness.</p> <p>Children make symbols for erasing sadness (based on the children's statements) e.g. a kiss, a hug, playing, a toy, a teacher, friend, being alone, their mother etc.</p> <p>Child mark the amount of sadness using pegs with his/her picture and then take the symbols to erase their sadness and thus demonstrate what he/she needs in that very moment . Children, with the help of the teacher, take action to help a friend erase their sadness or comfort him/her and make them feel better.</p>	<p>Sadness</p> <p>How sad are you?</p> <p>How sad do you feel?</p>	<p>Sadness meter (a little sad, sad, very sad) or indicated by numbers</p> <p>Symbols to overcome sadness - a hug, a kiss, a toy, a friend etc.</p>
Learning Outcomes	<div style="display: flex; align-items: center;">  <p>The children realise how sad they are for themselves and find ways to help themselves and their classmates in this situation.</p> </div>		

## SMILE Activity Plan: Sad Doll

Length	1-2 hours	Key Emotion	Sadness
Age Range	6-7 yrs	Learning Needs (optional)	
Key Questions and Motivation			
Incentives: Doll is asked questions as part of creating a story: Who is this? What is her name? How does she feel? Why? What happened to her? Where is she from?			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources
<p>To experience and understand sadness</p> <p>To encourage different coping skills to overcome sadness</p> <p>To encourage creativity and imagination</p>	<p>Children, with the encouragement of adults, make a sad doll as the inspiration for the activity (picture 1)</p> <p>Teacher introduces the children to the story:                      "In our group there is a girl who is sad ..." and asks questions.                      "Where did she come from? How she get here? How does she feel? What happened to her? What should she do?"</p> <p>Teacher encourages children to think of ways of helping:                      "How can we help her?"</p> <p>Teacher records all the answers of the children from which they create a shared story. Based on the story, the children draw blueprints and made a joint picture book.</p>	Sadness Emotions	<p>Balloon for making the head</p> <p>Marker pen to draw a face</p> <p>Clothes</p> <p>The chair as support for the body</p>
Learning Outcomes	Children learn to recognise the emotion of sadness, and find different ways of dealing with sadness. They also learn how to create a story and to express themselves.		
Evidence (photographs, drawings, work etc)			
Teacher Evaluation and Recommendations	Through an imaginary story children can decide the direction of the story of the story and consider the sadness and find solutions to the situation. Children are very motivated by the incentive (the doll) and created a great story.		

## SMILE Activity Plan: Sadness and Happiness

Length	2 days	Key Emotion	Sadness
Age Range	5-6 yrs	Learning Needs (optional)	Children with special educational needs
<b>Key Questions and Motivation</b>			
The picture book, Ž. Hercigonja: "Sadness and Joy and Wild Boar", puppets on the fingers (emotions of sadness and joy), questions: What is sadness? What is joy? How do they differ?			
<b>Family Involvement (optional)</b>			
<b>Learning Objectives</b>	<b>Description of teaching and activities</b>	<b>Emotional Vocabulary</b>	<b>Resources (Including literature, music ICT)</b>
Identification of sadness and its prevalence by positive emotion  Development of communication skills and cooperative relations	<p>The activity begins with a discussion about sadness, its characteristics and their own experience: "What is grief?", "How is it recognised and where do we feel it?", "How long does it last?", "When are we sad and who makes us sad?" "What do we do to overcome sadness?" After that, the teacher tells the story of sorrow and happiness that travel the world competing to make people sad and happy.</p> <p>They meet a benign and resourceful pig that pulls out something good when confronted with sad situations. Sadness does not make the pig sad and happiness wins. While the teacher tells the story, the children can dramatize with puppets on their fingers following the story.</p> <p>The Teacher discusses the reasons for Pig's sorrow and the way she successfully resolved it. Then, the children are offered opportunities to role-play in class with the aim of making their friend sad and then cheering him/her up using the puppets.</p>	Sadness Joy Positive and negative emotions	Picture book: "Sadness, Joy and Wild Boar" (Želimir Hercigonja)  Finger puppets, cubes of sponge
<b>Learning Outcomes</b>	Presenting, accepting and understanding sadness. Understanding how to overcome sadness.		



Evidence (photographs, drawings, work etc.)



**Marija Magdalena: "I am very sad when girls don't want to play with me."**  
**Sven: "My Dad didn't come to pick me up on time and he didn't take me to a concert in England. I was very sad. I felt better by listening songs on PC."**

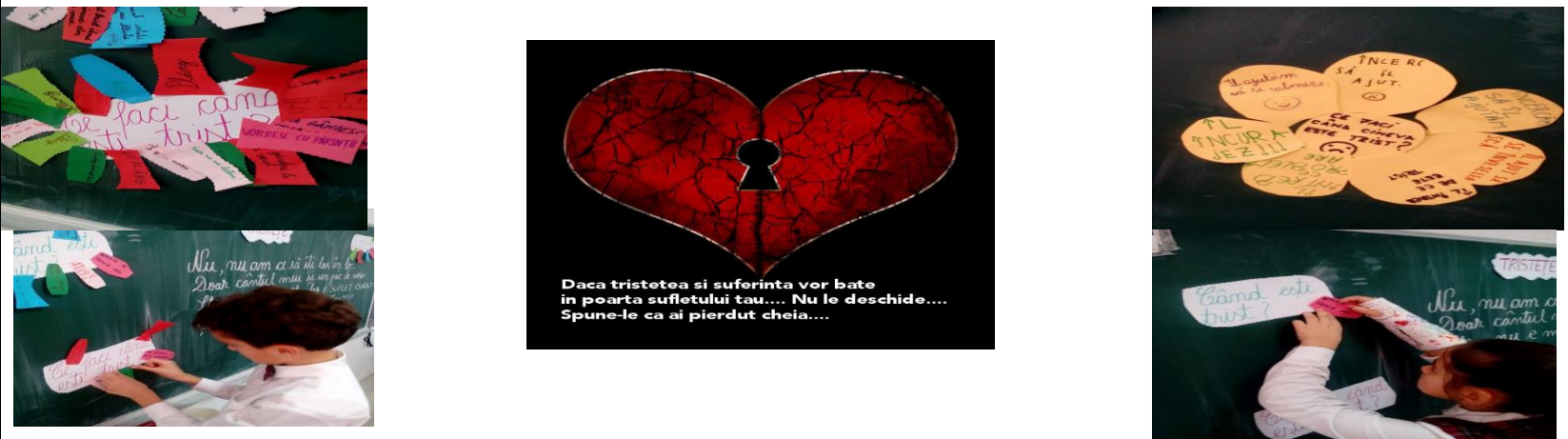
Teacher Evaluation and Recommendations

Children openly talk about sadness, ready to talk about its triggers. Sadness does not last long and can be quickly replaced by positive emotions.





## SMILE Activity Plan: Who wants to be Sad?

Length	60 minutes	Key Emotion	Sadness
Age Range	10 yrs	Learning Needs (optional)	1 pupil with special learning needs
<b>Key Questions and Motivation</b>			
When are you sad? What do you feel when you are sad? What do you do when you are sad? What do you do when somebody else is sad? We often perceive sadness as a deep and unwanted feeling. If everyone likes to be happy, nobody likes to be sad, because sadness is unbearable and unmanageable.			
<b>Family Involvement</b>			
Materials needed: projector, laptop, Internet, camera (photo collage), props (coloured cardboard soles representing certain categories of persons with disabilities)			
<b>Learning Objectives</b>	<b>Description of teaching and activities</b>		<b>Emotional Vocabulary</b>
<p>To recognise their own emotions and those of others</p> <p>To understand the meaning of the word, sadness'</p> <p>To understand how important the presence and support of relatives are</p>	<p>The activity began based with the quotation:  <b>"Music is stunning. It brings a metaphysical comfort, allowing you to stay alone and isolated while it tells you that you are not alone ... Really, the only cure for grief is to share it with someone else."</b>                      The fourth grade students listened to some songs that create a feeling of sadness. There were discussions based on these songs and the students identified all situations in which they were sad.                      Students answered each of the questions:                      When are you sad?                      What do you do when you're sad?                      What do you feel when you're sad?                      What do you do when someone is sad?                      Each student spoke openly about his/her problems and we all concluded that without help from family and friends we cannot overcome our problems.</p> <p>Then, the fourth grade students worked in groups on the Internet looking for the most relevant quotes about sadness.  <b>"You cannot prevent the birds of sorrow from flying over your head, but you can prevent them from building nests in your hair"</b>.</p>		<p>Sadness</p> <p>Joy</p> <p>Support</p> <p>Friendship</p>
			<p>Resources (Including literature, music ICT)</p> <p>Laptop</p> <p>Video projector</p> <p>Sad songs and sad music</p> <p>Sheets of paper</p> <p>Scissors</p> <p>Coloured pencils</p>


	<p>Chinese proverb  <b>"Good humour is the health of the soul, sadness is its poison."</b>          Lord Chesterfield  <b>"One must not let oneself be overwhelmed by sadness."</b>          Jacqueline Kennedy Onassis  <b>"Sadness flies away on the wings of time"</b> Jean de La Fontaine"  <b>"Sadness is also a kind of defence."</b> Ivo Andric  <b>"Sadness is but a wall between two gardens."</b> Kahlil Gibran          At the end of the activity, the students sang a stanza of the song that impressed them the most.</p>		
<p>Learning Outcomes</p>	<p>The students have learnt that:          Sadness may have a strong impact on mental health and even on physical health.          Feelings of sadness can serve as a stimulus for increasing motivation and perseverance.          Sadness can lead to isolation, confusion, agitation.</p>		
<p>Evidence (photographs, drawings, work etc.)</p>			
<p>Teacher Evaluation and Recommendations</p>	<p>If sadness and suffering knocks at the door of your soul... do not open... tell them that you have lost the key.</p>		

## SMILE Activity Plan: Princess Little Tears

Length	2 months	Key Emotion	Sadness
Age Range	6 yrs	Learning Needs (optional)	Included
Key Questions and Motivation			
Recognise and overcome our sadness to become happy again			
Family Involvement (optional)			
Families help with the costumes for the play and they are invited to the performance			
Learning Objectives	Description of teaching and activities	European Vocabulary	Resources (Including literature, music ICT)
Spend time with my friends; Keep attention; Improve reading; Act and dance with friends in a play; Memorize the role; Take turns in debates.	Read the fairytale: "La Princesa Lagrimitas" Watch some scenes of the film "Sonrisas y Lágrimas" (The Sound of Music) Talk about the sad moments we can find in the story and film Think about when we have felt sad our lives and talk about it in the class Invent a different end to the story to help them overcome sadness Prepare the play with the end they have invented: costumes, music, dance, props scenery... And ready ... on stage: Perform the play for the parents and school.	Sadness Tears Cry Happiness Laugh Jokes	A tale: "La Princesa Lagrimitas"/Princess Littletears' Digital board Music Costumes Book
Learning Outcomes	Share different experiences with the class mates and families Create a good atmosphere when we help each other Art and crafts, language and understanding empathy		
Evidence (photographs, drawings, work etc.)		Video report of the performance of the play La Princesa Lagrimitas	
Teacher Evaluation and Recommendations	Children wrote a short story about their experiences. It has improved relationships in the class and the ability to openly talk about their feelings.		

## SMILE Activity Plan: What Happened?

Length	1 session x 50 minutes	Key Emotion	Sadness	
Age Range	9–10 yrs	Learning Needs (optional)		
Key Questions and Motivation				
What makes you sad? How do you express sadness? What does sadness feel like? How can I make sadness disappear? Am I the only one who feels sad? .				
Family Involvement (optional)				
Family members have provided appropriate props (costumes, star, apples, nuts, pretzels, candy, oranges, towels)				
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)	
<p>To understand and discuss physical symptoms of sadness in my body.</p> <p>To identify emotional symptoms of sadness in my feelings and thoughts.</p> <p>To understand that we all feel sad and it is important to think of things we can do when this happens.</p> <p>To think of helpful things I can do to make me and the others happy.</p>	<p><b>Session 1. Preparing the Activity</b></p> <p>WARM UP – The teacher asks students to talk about some sad moments they experienced and invites them to watch a documentary video about emotions - Controlling emotions” <a href="https://www.youtube.com/watch?v=iGET9fNNIK">https://www.youtube.com/watch?v=iGET9fNNIK</a></p> <p>Teacher initiates a discussion about the things that makes them sad. As some students do not want to talk about these things, the teachers gives them some worksheets to underline the situations that would make them sad. They wrote about these situations on raindrops and in order to keep sadness away they hid them under a rainbow umbrella, as there’s always a silver lining... Teacher plays the song; it is a sad, bad day! As everybody can have a sad day!  <a href="https://www.youtube.com/watch?v=ca8SUuG8vdA">https://www.youtube.com/watch?v=ca8SUuG8vdA</a></p> <p><b>Session 2. The Activity</b></p> <p>Teacher discusses Christmas, as their favourite time of the year and asks them to find an emotion to describe best this special occasion. Most of the students answered <b>Joy!</b> Then the students are invited to watch a cartoon, The Little Match Girl” <a href="https://www.youtube.com/watch?v=LRjeVRpFRuM">https://www.youtube.com/watch?v=LRjeVRpFRuM</a></p>	Emotion Sadness Feelings Expressing feelings Emotion	A documentary about emotions A movie Laptop Video projector Coloured pencils Worksheets	

	<p>After the movie the teacher asked students about the movie and how did they feel. They had to write about the little girl's feelings. They had to finish some sentences, "If I were there, on a cold winter day, I would..."</p> <p>Then the students decided to help all the children who were sad, even if Christmas was supposed to be the merriest time of the year. They realised it wasn't that way for everyone. So, some of them donated clothes, toys and sweets to those less fortunate ones, turning sadness into happiness joining a Charity event run in our school, The Shoe Box Project.</p>		
<p>Learning outcomes</p>	<p>All children will be able to talk about physical and emotional symptoms of sadness.</p> <p>Most children will be able to think of and discuss causes of sadness. Some children will be able to make a plan to make other sad children happy.</p> <p>The pupils were familiarised with traditional Romanian customs and traditions; they learnt traditional carols, practised Romanian customs, displayed their emotions and felt the joy of giving.</p>		
<p>Evidence (photographs, drawings, work etc.)</p>			
<p>Teacher Evaluation and Recommendations</p>	<p>Students got verbal feedback. The activity was part of a class festival, the students' parents being generous hosts. Students were encouraged sing the carols when carol singing.</p>		

## SMILE Activity Plan: Always Hope!

Length	3 days	Key Emotion	Sadness
Age Range	7-9 yrs	Learning Needs (optional)	One student with special educational needs
Key Questions and Motivation			
What is Sadness? What does it mean and how do we behave? How can we overcome these moments of sadness? Why should we have a positive attitude?			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
To understand the meaning of the word: Sadness;  To identify their own emotions but also the causes that lead to them;  To engage in activities involving the theme;  To prove the ability to decide in various situations;	Day 1. Discussions with students on the emotions that each of us feel <b>What is Sadness?</b> Sadness is an oppressive state of mind; grief, bitterness. An unpleasant emotion which is one of our basic emotions, along with joy, anger, fear, contempt. How do you feel when you're sad? Pupils offer different answers: Sadness in our lives appears like a cloud covering the shining sun; When we are sad we cry; We don't smile; We feel a tightness in the chest; We need more affection; We are not as active.  In essence, sadness is a healthy emotion and its appearance signals that some events happen in our life, unwanted things need to be solved.  The state of sadness allows us to remain aware of the reality around us and expressed sincerely, in a non-destructive manner for us, it may bring about a temporary release of internal tension.	Sadness Grief Pain Loneliness Hope	Emotion images Coloured sheets Crayons Pens Supporting text Laptop Video projector Educational film Camera

Sadness should not be confused with depression. We must understand what sadness is so that we can build ways of managing it and find appropriate ways to act in such delicate situations.

Introduce the pupils to a meaningful story: **"The story of the sad sadness" by Inge Wuthe**

Pupils listened carefully to the story. They discussed it, asked questions and offered their own opinions.

The pupils wrote the word "sadness" on a cape and drew a number of tears chosen by them as they thought of one of the sad moments they have crossed in life. They cut the cape and stuck it onto the cloud.

The cape is similar to that worn by the character Sadness, in the story. Even if students remember the sad moments and what saddens them, they can focus on hope, this feeling that each of us experience, hoping everything will be settled and will be better.

Day 2.

**What are the causes that can lead to sadness?**


Pupils offered examples from their life: moments when they were aware of a negative experience: the suffering of a brother/sister/friend, different accidents, when they hurt themselves and they went to hospital, diseases of family members, the loss of the loved ones, parents' divorce, the departure of a parent abroad etc.

The pupils watched the animation film **Inside out-Part I.**

**Description:** The film focuses on the story of little Riley and the emotions in her head - Joy, Anger, Disgust, Fear and Sadness- try to guide her life.





	<p>The life of Riley, a cheerful and carefree girl, is turned upside down when she needs to say farewell to her happy childhood in Minnesota and move to San Francisco. Like all of us, Riley is guided by his emotions - joy, fear, anger, disgust and sadness. Emotions live in the Control Centre of Riley's mind, where they try to advise her every day. As Riley and her emotions struggle to adjust to a new life in San Francisco, disorder appears in the Control Centre. Although Joy, the main and most important emotion of Riley, tries to keep a positive attitude, the emotions can't agree on the best way to cope in a city, a new house and a new school.</p> <p>After watching the film, pupils express their opinions to the situation Riley is in and try to situate themselves in the place of the character.</p> <p>Day 3.</p> <p>Pupils watch the movie <b>Inside out- part II</b></p> <p>After watching the movie pupils express their views on the important factors that have helped Riley to overcome her moments of deep sadness.</p>  <p><b>How do we deal with these situations to remove sadness?</b></p> <p>We often perceive sadness as an unwanted deep feeling. If everybody likes to be happy, nobody likes to be sad, because sadness is hard to take and manage, because sadness is opposite joy.</p> <p>Remember!</p> <ul style="list-style-type: none"> <li>It is important to recognise sadness;</li> <li>Identify and understand those moments/ emotions related to sadness;</li> <li>Accepting the loss is also essential and people need time to get used to new situations;</li> <li>It is very important to be tolerant with each other and our self, taking care of our physical and mental health;</li> <li>Keep communicating with people you trust and who are available to listen to you;</li> <li>Long-term isolation is not beneficial.</li> </ul>		
<p>Learning Outcomes</p>	<p>Children learnt that it might take less pleasant experiences either now in childhood or later, to prepare them for the adult life. Whether it's moving house, losing a job or experiencing a divorce, we have moments which can create chaos in our minds and lives, but we must be prepared to overcome them.</p> <ul style="list-style-type: none"> <li>Be more careful with each other;</li> <li>Respond sensitively to others, offering help when in a difficult situation;</li> <li>Believe there is always hope, just think that one day it will be better!</li> <li>Motto: "No matter what you're going through, there is always hope!"</li> </ul>		


Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations

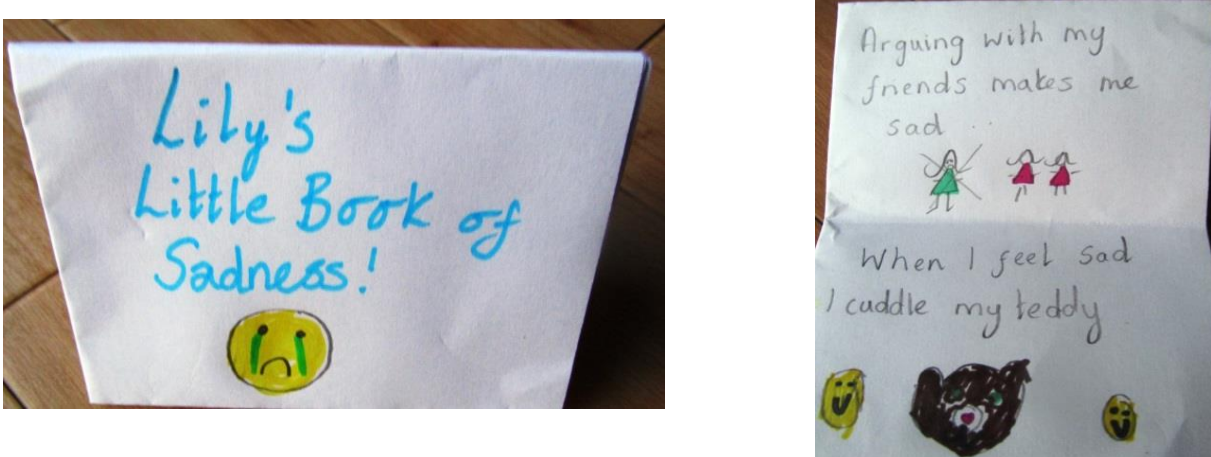
Expressing emotions, ongoing communication, showing collaboration, involvement and self-confidence. Through this work I discussed the feeling of sadness, consciously and actively involving them in discussions on the subject and together they provided solutions to overcome sensitive and sad situations.

## SMILE Activity Plan: Tears under the Bed

Length	2 days	Key Emotion	Sadness
Age Range	3-6 yrs	Learning Needs (optional)	Included
Key Questions and Motivation			
Do you feel sadness as a bad emotion?			
Learning Objectives	Description of teaching and activities	European Vocabulary	Resources (Including literature, music ICT)
To be able to express sadness; To recognise situations or things that make us be sad; To understand there´s something positive when we express our sadness with tears as a way to show it.	We started telling the tale: "Tears under the Bed." The tale is about a boy who everyone called "weepy" or "cry baby" because he cries too much. The child feels that tears may not be good and that they should not be shown, so he decides to put all his tears in a box and keep them under the bed. In addition to their own tears, he decides to save all those tears that he can see in people... it appears as if everything is solved but... little by little tears disappear from people and that presents a difficulty since without tears, babies cannot communicate their needs etc. Finally, the child opens the box and allows the tears to come out again. Through a reflection in an assembly we look at the importance of being able to cry to let our feelings out and discuss what the pupils understand about sadness. Being sad can feel uncomfortable, but expressing our sadness is not a bad thing as others can see and understand what is going on, how people are feeling and try to help us.	Sadness Tears To cry	A tale: "Lágrimas bajo la Cama" / 'Tears under the bed' Coloured papers A box Crayons
Learning Outcomes	To communicate and express the situations that make us feel sad. We need to use body language as well as speaking and writing.		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	Children experienced this activity in a very natural way expressing their sad feelings. The box is still used in the classes. In a spontaneous way, we see the children put their "tears" into the box when they are feeling sad.		

## SMILE Activity Plan: A Sadness Action Plan


Length	30 minutes	Key Emotion	Understanding Sadness
Age Range	7-10 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
Key Questions and Motivation			
What is sadness? Who feels sad? Is it okay to feel sad? Do different things make different people feel sad? How does your body feel when you are sad? How do you feel emotionally when you are sad? What is remembrance? Why do we mark Armistice day? What can we do to help us overcome sadness?			
Family Involvement (optional)			
Home task – what makes people at home feel sad and how do they overcome these feelings?			
Literature/ film links			
Remembrance – Armistice day Anti-bullying week – w/c 14 <sup>th</sup> November 2016			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>To identify physical symptoms of sadness.</p> <p>To identify emotional symptoms of sadness.</p> <p>To understand that we all feel sad and it is okay to be sad.</p> <p>To explore strategies for overcoming sadness.</p> <p>To develop a sadness plan.</p>	<p>Show and discuss first 6 slides of “How does this person feel?” PowerPoint. Use discussion points and questions at bottom of slides – encourage children to compare the different images and think about different causes of sadness. Reflect on what will be the same and what will be different about how each person feels. Show slides 6 and 7 of How does this person feel? PowerPoint. Use discussion points at bottom of slides.</p> <p>Allow children to suggest strategies for each subject to help them overcome their sadness.</p> <p>Show slide 8 and try out some of the strategies suggested.</p> <p>Ask children to make their own ‘little book of sadness.’</p> <ol style="list-style-type: none"> <li>1. Sadness Triggers – list the things that make you sad</li> <li>2. Sadness Symptoms – how do you feel physically and emotionally when you are sad?</li> <li>3. It’s okay to feel sad – design your own motivational picture/ phrase</li> </ol>	<p>Sad</p> <p>Miserable</p> <p>Gloomy</p> <p>Down</p> <p>Blue</p> <p>Physical</p> <p>Emotional</p> <p>Symptom</p> <p>Strategy</p>	<p><a href="#">How does this person feel.pptx</a></p>

	<p>4. List 3 strategies to feel happier– list them in order and add detail e.g.:</p> <p>“If I feel sad I will listen to my favourite song which is ‘Happy’ by Pharrell Williams’. This song is on my I-pad and I will listen to it in my bedroom. If I am not at home I will imagine the song and sing it in my head”.</p> <p>“If I still feel sad I will try a breathing exercise. I will sit on the floor with my legs crossed, close my eyes and count my breaths; I will also trace my breathing around the palm of my hand”.</p> <p>5. “If I still feel sad I will talk to my mum or a teacher if I am at school”.</p>		
<p>Learning Outcomes</p>	<p>All children will be able to talk about physical and emotional symptoms of sadness.          Most children will be able to think of and discuss causes of sadness.          Some children will be able to make and effective plan to overcome sadness.</p>		
<p>Evidence (photographs, drawings, work etc.)</p>			
<p>Teacher Evaluation and Recommendations</p>	<p>Children need to have a good understanding of sadness triggers and strategies to overcome sadness so it is advisable to teach this at the end of the unit.</p> <p>Children enjoyed making the books and found it useful to have a small book that they could carry in their pockets. This activity would also work well when teaching about anger or fear.</p> <p>Coloured paper would make this more exciting for the children.</p>		



## SMILE Activity Plan: Sadness Colour Chart

Length	30 minutes	Key Emotion	Understanding Sadness
Age Range	7-10 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
Key Questions and Motivation			
What is sadness? Who feels sad? Is it okay to feel sad? Do different things make different people feel sad? How does your body feel when you are sad? How do you feel emotionally when you are sad? What other words do people use to describe sadness? What can we do to help us overcome sadness?			
Family Involvement (optional)			
Home task – what makes people at home feel sad and how do they overcome these feelings?			
Literature/ film links			
Remembrance – Armistice day Anti-bullying week – w/c 14 <sup>th</sup> November 2016			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>To identify physical symptoms of sadness.</p> <p>To identify emotional symptoms of sadness.</p> <p>To understand that we all feel sad and it is okay to be sad.</p> <p>To explore strategies for overcoming sadness.</p> <p>To develop a wider vocabulary to describe the feeling sadness.</p>	<p>Show and discuss last 6 slides of ppt. Allow children to talk to a partner and come up with other words for sadness. Play 'ping-pong' game in partners, children take it in turns to say a different word for sad, the winner is the last child to come up with a word.</p> <p>Develop a class word bank (list) of different words for sad. Do the children think that any of the words are stronger or weaker than others? For example is despair the same as feeling unhappy?</p> <p>Each child to choose 6 different words for sadness and list them in order of severity.</p> <p>Give children a paint swatch of different blues (or ask them to make: a strip of paper coloured in with 6 different shades of blue.)</p> <p>Children then use their 6 words to decorate the swatches with the least sad word on the lightest colour and so on. – use these to decorate the classroom.</p>	<p>Sad</p> <p>Miserable</p> <p>Gloomy</p> <p>Down</p> <p>Blue</p> <p>Physical</p> <p>Emotional</p> <p>Symptom</p> <p>Strategy</p>	<p><a href="#">How does this person feel.pptx</a></p> <p>Paint swatches</p> <p>Different shades of blue</p> <p>Flip chart</p>

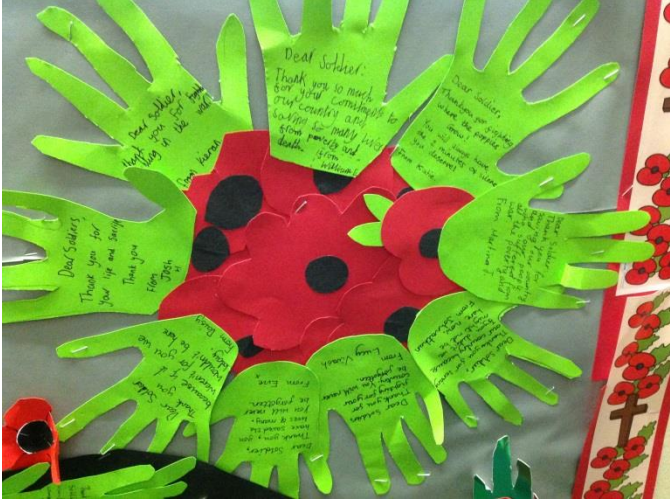

<p>Learning Outcomes</p>	<p>All children will be able to talk about physical and emotional symptoms of sadness.                  Most children will be able to think of and discuss causes of sadness.                  Children will have a wider vocabulary when discussing sadness.</p>
<p>Evidence (photographs, drawings, work etc.)</p>	
<p>Teacher Evaluation and Recommendations</p>	<p>This was a very successful activity with 7 and 8 year olds as they already had a wide vocabulary.                  Younger children would need longer to gain the vocabulary before they participated.                  Using actual paint swatches was very motivating to the children and the local DIY store were happy to donate them                  Displaying the swatches allowed children to use vocabulary in subsequent work.</p>



## SMILE Activity Plan: A Remembrance Wreaths

Length	30 minutes	Key Emotion	Understanding Sadness
Age Range	7-10 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
Key Questions and Motivation			
What is sadness? Who feels sad? Is it okay to feel sad? Do different things make different people feel sad? How does your body feel when you are sad? How do you feel emotionally when you are sad? What is remembrance? Why do we mark Armistice day? What can we do to help us overcome sadness?			
Family Involvement (optional)			
Home task – what makes people at home feel sad and how do they overcome these feelings?			
Literature/ film links			
Reembrace – Armistice day Anti-bullying week – w/c 14 <sup>th</sup> November 2016			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>To identify physical symptoms of sadness.</p> <p>To identify emotional symptoms of sadness.</p> <p>To understand that we all feel sad and it is okay to be sad.</p> <p>To explore strategies for overcoming sadness.</p> <p>To link sadness and remembrance</p>	<p>Discuss sadness explored so far with children. Introduce theme of loss, this is one of the most common causes of sadness. Has anyone had a person or pet die that they really cared about? How do they remember them? War causes great loss and is the source of lots of sadness. How do we remember soldiers lost at war? Discuss remembrance and link to armistice day. What is our symbol for remembrance? The poppy.</p> <p><b><u>To make wreaths:</u></b></p> <ol style="list-style-type: none"> <li>1. All children draw around their hands on green paper.</li> <li>2. Children write a message of thanks and remembrance to a soldier.</li> <li>3. On red card children draw a poppy.</li> <li>4. Decorate the poppy with black items such as pom-poms, buttons etc.</li> <li>5. Cut out poppies and hands.</li> <li>6. Stick them together in groups to make wreaths.</li> </ol>	Remembrance Armistice Sad Miserable Gloomy Down Blue Physical Emotional Symptom Strategy	<p><a href="#">How does this person feel.pptx</a></p> <p><b>Green and red card.</b></p>



<p>Learning Outcomes</p>	<p>All children will be able to talk about physical and emotional symptoms of sadness.                  Most children will be able to think of and discuss causes of sadness.                  Children will reflect on remembrance and write a message of thanks to a soldier.</p>	
<p>Evidence (photographs, drawings, work etc.)</p>		
<p>Teacher Evaluation and Recommendations</p>	<p>Carry this activity out around 11<sup>th</sup> of November to make it more relevant to children.                  Display wreaths is a prominent location within the school                  War is a very emotive topic – identify vulnerable children prior to activity.</p>	

## Anger

“Anger is the strong emotion that you feel when you think that someone has behaved in an unfair, cruel, or unacceptable way. It is a feeling of great annoyance or antagonism as the result of some real or supposed grievance; rage; wrath

For example:

He cried with anger and frustration.  
Ellen felt both despair and anger at her mother.”

(Collins, 2017)





## SMILE Activity Plan: The Statues and the Artist

Length	45 minutes	Key Emotion	Anger
Age Range	7-9 yrs	Learning Needs (optional)	One student with special educational needs
Key Questions and Motivation			
What is Anger? What does it mean to be furious and how does it reveal itself? How can we overcome our moments of anger? Why do we have to control our fury and have a calm attitude?			
Family Involvement (optional)			
Collaborator - Psychologist			
Learning Objectives	Description of teaching and activities (Descrierea activitatilor si a procesului de predare)	Emotional Vocabulary	Resources (Including literature, music ICT)
To understand the meaning of the word fury;  To identify their own emotions but also the causes that determine the state of fury;  To engage in activities involving "The fury" theme;  To find ways of calming.	Discussions with pupils about the emotions that each of us feel. Game: <b>"The Statues and The Artist"</b> Description: Two pupils, one is the statue the other is the artist (shaper) who is shaping the face with an emotion (happy, sad, furious, etc.) The pupils guess the emotion of the shaped face. Pupils are introduced to the topic they are going to discuss Anger. <b>What is Anger?</b> Anger is an emotion whose intensity can vary from a slight irritation / nervousness to an uncontrollable rage. Students mime this emotion. By role playing, they notice one another's expressions and gestures. <b>What are the causes that can lead to fury?</b> Pupils give examples of situations in which they felt angry, then give examples of the methods by which they have mastered/overcome their rage. They use two masks (angry-cheerful) when they recount.  <b>How do you feel when you're nervous?</b>	Anger Nervousness Pain Rage Exhaustion	Emotion images Coloured sheets Coloured pencils Carioca The Turtle Technique - to remove anger camera



Pupils give different examples: nervousness, your face turns red, your hands sweat, your heart beats faster, your head hurts, you feel exhausted, etc.

It provides pupils with explanations of the emotion in question.

Like any other emotion, anger is accompanied by changes at the biological and psychological level. Unfortunately, the most common way to express our anger is verbal and physical aggression.

Fury feels "in its place" when threats appear; it inspires power, aggression and other feelings that allow us to fight or defend ourselves when we are attacked.

Some psychologists say that it is normal to feel angry in certain situations. On the other hand, we can't release anger on every person or situation that irritates us; that is why social norms, laws and common sense outlines certain limits. Some people express anger about what is happening, others suffer in silence and others find ways to chill.

Introduce the pupils to a meaningful story:

**The turtle" - the technique of reducing anger;**

After hearing the story, pupils find out about what happens to turtle Tobias and about methods of calming down or helping yourself feel better that he has learnt from the wise fox.

Pupils practise these calming down methods/ways to feel better.

**The Turtle technique:**

- go inside their shell
- relax
- take three deep breaths
- imagine that the inhaled air reaches the tips of your toes and fingers.
- say: "I'm calm!"

Protect yourself as if you were going into a shell, like a turtle!

Pupils complete a worksheet in which they have to draw or write about two things that make them angry and then two ways they can make themselves feel better.



Play the "The Magic Disc".  
The disc spins and it stops when you put your finger on a suggested strategy. The pupils say: **When I' m angry I can calm down as follows: I walk, I talk about the respective problem, I make a puzzle, I draw or I paint, etc."**

Remember!

Although anger is a complex emotion, it can be controlled and properly managed so that we create and maintain healthy connections with those around us.

It is important to recognise when we are angry.  
It is very important to calm down, take care of our physical and mental health.

Learning Outcomes

Conclusions after the activity:  
Pupils learnt that there may be times in life or events that make them angry, but they must apply effective methods to bring peace and tranquillity.

Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations

Expressing emotions, ongoing communication, collaboration, involvement, self-confidence.  
Through this activity I explained about the feeling of anger, to involve them actively and consciously in the subject, so that we can find solutions to overcome sensitive and difficult situations.

## SMILE Activity Plan: The Expulsion of the Merchants

Length	60 - 80 minutes	Key Emotion	Anger
Age Range	10-11 yrs	Learning Needs (optional)	
<b>Key Questions and Motivation</b>			
What do you feel when you are angry? The anger of the righteous			
<b>Family Involvement (optional)</b>			
Materials needed: Picture of "Expulsion of merchants from the temple", painted by Giotto in the Scrovegni Chapel (1303-05)  Music of Carl Orff "O fortuna - Carmina Burana."			
<b>Learning Objectives</b>	<b>Description of teaching and activities</b>		<b>Emotional Vocabulary</b>
To recognise their own emotions and recognise other people's emotions (emotional intelligence Goleman)  Recognising renowned art works (paintings and music)	The activity begins with the reading of the passage of the Gospel, which tells them about Jesus entering the temple in Jerusalem, and that he gets angry, because there are not people in the temple who pray, but only merchants and money changers. Pupils are shown and comment upon the scene of the "Expulsion of Merchants from the Temple", painted by Giotto in the Scrovegni Chapel (1303-05). Later, the students are asked to reflect about the indignation of Christ which is the just like the strictness of an teacher who leads their children on the path of good, positive energy. Jesus wanted to change the world turning against greed and corruption. After the students are asked to create a piece of art inspired by the fresco by Giotto, as an expression of Christ who rushed angrily towards the merchants. They worked with pastel colours and during the art activities children listened to the music of Carl Orff "O fortuna - Carmina Burana."		Anger Just severity Positive energy
			Picture of "Expulsion of merchants from the temple",  Music of Carl Orff "O fortuna - Carmina Burana."  Papers, colours
<b>Learning Outcomes</b>	The students can: Learn to recognise and appropriately express their emotions. Discussions with classmates and the teacher.		



Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations

The activity can be divided into two lessons.

## SMILE Activity Plan: Inside Out, Introduction to Anger

Length	30 minutes	Key Emotion	Understanding Sadness
Age Range	7-10 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
<b>Key Questions and Motivation</b>			
What is Anger? What makes me and other people Angry? What does Anger feel like? Is it okay to be angry sometimes? How can I help myself when I am feeling Angry? Literature links- Film – Pixar 'Inside Out.'			
<b>Family Involvement (optional)</b>			
Ask your grown – ups "What makes you feel angry, and what do you do to make yourself feel better?" - comment on SMILE blog and discuss in class.			
<b>Literature/ film links</b>			
Literature links- Film – Pixar 'Inside Out.'			
<b>Learning Objectives</b>	<b>Description of teaching and activities</b>	<b>Emotional Vocabulary</b>	<b>Resources (Including literature, music ICT)</b>
<p>To understand and discuss physical symptoms of anger in my body.</p> <p>To identify emotional symptoms of anger in my feelings and thoughts.</p> <p>To understand that we all feel anger and it is important to think of things we can do when this happens.</p> <p>To think of helpful techniques I can use to calm myself down.</p>	<p>Show children two 'Inside Out' anger clips as basis for discussion (you may wish to watch the film for context prior to this session)</p> <p>Questions - What is anger? Can anyone explain it to me? What made the character feel angry/cross in the story?</p> <p>Give each table a large piece of paper and in small groups, create a thought /picture shower of what makes us all angry/cross. Each group to share their ideas. (be sensitive to individuals who may find this challenging, 1-1 teaching may be required)</p> <p>Question - Do we all feel angry at the same things? Do we all show this in the same way? Ask children to design their own characters to represent 'anger' and 'calm.'</p>	<p>Anger</p> <p>Cross</p> <p>Rage</p> <p>Frustration</p> <p>Emotional Symptoms</p> <p>Physical feelings</p>	<p>Anger clips from 'Inside Out'</p> <p>Large paper</p> <p>Pens</p> <p>Paper</p> <p>Pencil crayons</p>
<b>Learning Outcomes</b>	All children will be able to talk about physical and emotional symptoms of anger. Most children will be able to think of and discuss causes of anger. Some children will be able to represent anger and calmness pictorially.		



<p>Evidence (photographs, drawings, work etc.)</p>	
<p>Teacher Evaluation and Recommendations</p>	<p>Children were able to talk about the feeling of anger with confidence. Having a well-known character upon which to base discussions was helpful to the young children involved. Children enjoyed creating visual representations of their feelings. Children are able to make some suggestions of how to overcome anger but need further sessions to be able to adopt and practise using them.</p>




## SMILE Activity Plan: Anger Volcanoes

Length	30 minutes	Key Emotion	Anger
Age Range	7-10 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
Key Questions and Motivation			
What is Anger? What makes me and other people Angry? What does Anger feel like? Is it okay to be angry sometimes? How can I help myself when I am feeling Angry? Literature links - Film; Pixar 'Inside Out.'			
Family Involvement (optional)			
Ask your grown – ups "What makes you feel angry, and what do you do to make yourself feel better?" - comment on SMILE blog and discuss in class.			
Literature/ film links			
Literature links – Film; Pixar 'Inside Out.'			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
To understand and discuss physical symptoms of anger in my body.  To identify emotional symptoms of anger in my feelings and thoughts.  To understand that we all feel anger and it is important to think of things we can do when this happens.  To think of helpful techniques I can use to calm myself down.	<p><b>Look at Anger PowerPoint</b> slides 1-6. Discuss what happens to our bodies, minds and emotions when we are angry? Discussion with children, ask children to show their 'angry faces' and talk to partners about what makes them angry and how this feels.</p> <p><b>Anger volcano</b>                  Children to draw a volcano and add to it different scenarios that make them feel angry using the volcano as a scale. Add physical and emotional symptoms.</p> <p><b>Volcano breathing</b>                  Ask children to stand tall with their legs slightly apart, put their hand in front of their heart in prayer position. Move hands up until they reach head, take a deep breath in, let go of anger as you breathe out noisily and shoot hands to sky.</p>	Anger  Cross  Rage  Frustration  Emotional symptoms  Physical feelings	Anger PowerPoint  Paper  Pencil Crayons  Large Space

<p>Learning Outcomes</p>	<p>All children will be able to talk about physical and emotional symptoms of anger.                  Most children will be able to think of and discuss causes of anger.                  Some children will be able to represent anger and calmness pictorially.                  Some children will be able to use a breathing technique to help them calm down.</p>
<p>Evidence (photographs, drawings, work etc.)</p>	<p>The evidence consists of three hand-drawn worksheets. Each worksheet features a central drawing of a volcano and a scale of emotions. The first drawing, by Owen, shows a volcano with levels from 'I feel angry' to 'I feel happy'. The second, by Phoenix, shows a volcano with levels from 'I feel angry' to 'I feel happy'. The third, by AUSTEIA, shows a volcano with levels from 'I feel very angry' to 'I feel happy'.</p>
<p>Teacher Evaluation and Recommendations</p>	<p>Children were able to talk about the feeling of anger with confidence.                  Using the image of a volcano to explain anger was effective.                  Children found it easy to talk about triggers for their anger but found it harder to think of strategies to help overcome them.                  They loved the 'Volcano Breathing' exercise was very effective and children are keen to use it as a strategy to help themselves when calming down outside of the lesson.</p>

## SMILE Activity Plan: Stress Balls

Length	30 minutes	Key Emotion	Understanding Sadness
Age Range	7-10 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
Key Questions and Motivation			
What is Anger? What makes me and other people Angry? What does Anger feel like? Is it okay to be angry sometimes? How can I help myself when I am feeling Angry? Literature links- Film; Pixar 'Inside Out.'			
Family Involvement (optional)			
Ask your grown – ups "What makes you feel angry, and what do you do to make yourself feel better?" - comment on SMILE blog and discuss in class.			
Literature/ film links			
Literature links - Film; Pixar 'Inside Out.'			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including Literature, Music ICT)
To understand and discuss physical symptoms of anger in my body.  To identify emotional symptoms of anger in my feelings and thoughts.  To understand that we all feel anger and it is important to think of things we can do when this happens.  To think of helpful techniques I can use to calm myself down.	<p><b>Look at Anger PowerPoint</b> slides 6 - end. Discuss what happens to our bodies, minds and emotions when we are angry? Discussion with children, ask children to show their 'angry faces' and talk to partners about what makes them angry and how this feels. Ask children to contribute suggestions for calming down from their conversations at home.</p> <p><b>Stress Balls</b></p> <p>Encourage children to make 'stress balls,' to help them to calm down when feeling angry. You will need: Balloons, playdough, marker pens.</p> <ol style="list-style-type: none"> <li>1. Draw a happy face on the balloons</li> <li>2. Make dough into sausage shapes and insert into balloons.</li> <li>3. Manipulate dough until it is all inside the balloon and makes a ball shape.</li> <li>4. Tie a knot in the balloon.</li> </ol>	Anger  Cross  Rage  Frustration  Emotional symptoms  Physical feelings	Anger PowerPoint  Balloons  Marker Pens  Playdough

<p>Learning Outcomes</p>	<p>All children will be able to talk about physical and emotional symptoms of anger.                  All children will make their own stress ball.                  Most children will be able to think of and discuss causes of anger.                  Some children will be able to use the 'stress balls' as a strategy to help them calm down.</p>
<p>Evidence (photographs, drawings, work etc.)</p>	<div style="display: flex; justify-content: space-around;">    </div>
<p>Teacher Evaluation and Recommendations</p>	<p>Children were able to talk about the feeling of anger with confidence.                  Children loved creating their stress balls.                  Using a wide variety of different coloured balloons was engaging to the children.                  Lots of playdough is needed, once it is inside the balloon it will look like a very small amount.                  Children are starting to use them as a calming down strategy.</p>

## SMILE Activity Plan: My Angry Volcano

Length	1 day	Key Emotion	Anger
Age Range	4-6 yrs	Learning Needs (optional)	
Key Questions and Motivation			
Encyclopaedia about volcano, video clip about volcano			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
The development of a positive emotional state; Developing the ability to make anger under control; Learning to respect the rules and agreement; The development of positive attitudes towards themselves and environment.	Start with a discussion about anger and angry feelings and relate this to exploding like a volcano. Ask the child to colour the volcano and cut it out of paper. Roll the base into a cone shape and tape or glue together. Talk to the child about things that make him or her feel angry. Write their triggers on the lava strips (in shape of rectangle). Roll the rectangle strips into a tube and attach to the base to form the lava. Curl the strips so they explode out. After that review anger explosions and talk about ways to cool off before the volcano explodes.	Anger Be angry Volcano	Encyclopaedia YouTube
Learning Outcomes	The children themselves realise how anger works and find ways to help themselves to manage anger in this situation.		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	The children enjoyed their task.		



## SMILE Activity Plan: Angry Burger

Length	One morning	Key Emotion	Anger
Age Range	5-10 yrs	Learning Needs (optional)	Children with mild special needs
Key Questions and Motivation (pitanja, poticajizauvođenjedjece u aktivnost I motiviranje)			
Photos depicting anger What makes you angry? Who often makes you angry? How to help yourself when you are angry? How can you help others when they are angry?			
Family Involvement (optional)			
Making "Angry Burgers" at home with family members			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
Fine motor skills; Development of ability to recognise and express emotion (anger); Development of empathy; Accept positive attitudes and behaviour in relation to themselves and others	At the beginning, the children describe the anger linked photos .Ask them about situations which make them angry, how to manage the anger, how to help yourself in a situation when you are angry, how they can help others when they are angry. Children cut out the ingredients for a burger from a collage of paper colour (red, green, yellow, brown). On each piece of paper write down the answer to the questions: What makes you angry? Who makes you angry most if all? What to do when you are angry? What can I do to make anger pass quickly? Children exchange burgers and "try" the Angry Burgers made by their friends.		Collection of photos depicting anger Scissors Glue Paper Markers Paper clips
Learning Outcomes	Children have the opportunity to be aware of situations that make them angry, get acquainted with the situations when they may get angry and how they can help themselves and others when they are angry.Include the child's family and the children in this unit of work as they can share and learn about situations that make their family members angry and look for ways to help each other.They can have fun and spend quality time together.		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation	The activity is very funny, children can creatively make us aware situations when they feel angry and how to help themselves and others in similar situations. Exchanging "Angry Burgers" helped children collect a lot of ideas of how to overcome anger and see that anger is an emotion that occurs in us all and you can help yourself and others so that it passes quickly.		

## SMILE Activity Plan: Angry Me and Calm Me

Length	5 days	Key Emotion	Anger
Age Range	5-6 yrs	Learning Needs (optional)	Also for children with mild or severe disabilities
Key Questions and Motivation			
The series of picture - books about anger - Tatjana Gjurković and Tea Knežević "When Angry Squirrel does not Listen" and "When Angry Nile Horse Bites" Talk with stimulating questions: "Which emotion occurs in the story?" "In what way the anger is expressed?" "Do you get angry sometimes?" "Why are you angry?" "How do you show that you are angry?"			
Family Involvement (optional)			
Children share cards (two different colours) on which will work with parents to write ways of dealing with anger issues (pros and cons)			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
Identify emotions of anger  Expressing anger in a socially acceptable way	Teacher reads to a picture book to the children in which a Squirrel and Nile Horse show inappropriate behaviour when they are angry (Squirrel is angry because everybody is telling her what she does wrong so she decided not to listen to them, but soon something went wrong. Nile horse got mad at a tiger who took the ball. He bit him and had a huge fight; their problems need solving with the help of clever owl).  Cards that the children brought from home are stuck onto the poster For and Against (see photo) <ul style="list-style-type: none"> <li>• <b>FOR</b> an acceptable way of expressing anger (go to a quiet place, deep breaths)</li> <li>• <b>AGAINST</b> an unacceptable way of expressing anger (hit someone, bite, scream at someone)</li> </ul> The teachers make stickers with angry and calm faces and children stick them on their fists. Children share their experiences and the teacher encourages coping strategies: What would "Calm Me" and "Angry Me" would do? The solutions are discussed.	Anger Aggression Acceptable Behaviour Calmness Unacceptable behaviour	Picture books "When Angry, Squirrel does not Listen" and "When angry, Nile Horse Bites"  Cards in two colours Large paper poster Labels angry and calm face.
Learning Outcomes	Teach children how to deal with anger and how to express it in a socially acceptable manner.		



Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations

This activity is recommended to help the recognition of acceptable behaviour and change the negative to positive behaviour.

## SMILE Activity Plan: Fear in the Forest

Length	1 hour	Key Emotion	Anger
Age Range	All ages	Learning Needs (optional)	Included
Key Questions and Motivation			
What happens? I am very angry!			
Family Involvement (optional)			
Learning Objectives	Description of teaching and activities	European Vocabulary	Resources (Including literature, music ICT)
Trying to control myself; Keeping calm; Expressing feelings and emotions.	<p>We created a Red Angry Corner in the corridor.</p> <p>First we read and discussed the book "El Monstruo de Colours" / "The Coloured Monster" – La Rabia.</p> <p>We talked about the times we can feel angry.</p> <p>Can we control our impulses? How can we react? Do we need to shout, hit someone, and throw things? Do we feel good when we do these things?</p> <p>We made a box with the monster's face and we wrote about or drew moments when we felt anger. Children could scrunch it up into a paper ball and throw it into the monster's mouth.</p> <p>In our Red Angry Corner they are allowed to shout, hit the punch ball, use the hopper for bouncing and jumping or use the red long soft bars to make anger leave us: ahhhhhhh!!!!</p>	Anger Angry Calm Cry Shout Nervous Control Express Feelings	Book "El Monstruo de coloures" Box Red papers Punching ball Pencils Red soft bars and a jumping ball/hopper
Learning Outcomes	We explore anger and our reaction/actions How could we manage to stop our impulses? Find out ways to express this angry feeling physically without hurting others or causing damage. Can we find ways to become calm or keep calm? How do we feel after an uncontrolled moment? Could we have done something that could potentially cause damage to things or other people?		

Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations

Children acted impulsively at the beginning and then they discovered the consequences of this reaction. They have realised that if they stop and write or draw what they feel they are more reflective and their first impulse lessons.



## SMILE Activity Plan: Calm Corner/Corner of Tranquillity

Length	2 hours	Key Emotion	Anger
Age Range )	All ages	Learning Needs (optional)	Involved
Key Questions and Motivation			
Shake out your anger and be calm			
Family Involvement (optional)			
Learning Objectives	Description of teaching and activities	European Vocabulary	Resources (Including literature, music ICT)
<p>Know I am very angry!</p> <p>Realise I can talk to someone</p> <p>Learn ways of keeping calm!</p> <p>How to help yourselves and others.</p>	<p>We have created a calm corner in the corridor.</p> <p>First we have drawn/painted impulsively with a brush and black or red paints to throw out our anger into Big Art. We don't want to be angry and this is the shared result of the fury of all the class on a big paper piece of paper/ big collaborative art.</p> <p>To restore calm, the teacher or one of the pupils slowly read some instructions on how to calm down , how to be relaxed: we think of different parts of our body and at the same time we are imagining beautiful places, the sound of water, calm music...</p> <p>To finish the activity the children are taught how to give a gentle, safe massage on the back of the other friend using a tennis ball.</p>	<p>Anger</p> <p>Calm</p> <p>Impulse</p> <p>Hate</p> <p>Massage</p>	<p>Long white paper and black and red paint</p> <p>Tennis balls</p> <p>Carpets</p> <p>Soft light and relax music</p>
Learning Outcomes	<p>We express how we feel when we take out our anger and put our feelings on paper with our friends doing it too. What's the result? What can we understand from the art we have created? What feelings were behind it?</p> <p>We can keep calm with the help of our friends, calm words, beautiful thoughts and we can control our body and mind by trying to transport ourselves to a special place, a happier event or an improved situation.</p>		

Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations

A calm corner in the class or school corridor is very useful.

Children can go there and try to keep calm when they are very angry.

We can include some more items to help such as toys, cushions, bottles with a calm colours, a notebook, boxes for notes, sweet messages etc.

## SMILE Activity Plan: Music for our Hearts

Length	1 hour	Key Emotion	Anger
Age Range	All ages	Learning Needs (optional)	Included
Key Questions and Motivation			
A Caress for your Heart			
Family Involvement (optional)			
Learning Objectives	Description of teaching and activities	European Vocabulary	Resources (Including literature, music ICT)
<p>When we feel angry we need to find a way to keep calm:</p> <p>Find ways to be more relaxed and think about what happened.</p>	<p>Once we know what make us very angry we must try to find a way to keep calm and feel better.</p> <p>We created a nice atmosphere (lights, carpets on the floor and opportunities for silence).</p> <p>We listen to very relaxing music while we are thinking of beautiful things that make us feel happy and smile.</p> <p>We practise tai-chi for kids (video in you tube).</p> <p>We put stripes of different colours in a big heart to make a big display with beautiful messages that express the situations that make us feel happy and crossing out those that make us furious.</p>	Tranquillity Calm Impulse Peace Anger Friendship Massage Softly Relax Caress Peaceful Comfortable Sweet Meditation Furious	Relaxed Chinese music: <a href="https://www.youtube.com/watch?v=7dyUaFW5a6M">https://www.youtube.com/watch?v=7dyUaFW5a6M</a> Strips of coloured papers Glue Big white paper Carpets to lay down Taichi for kids video <a href="https://www.youtube.com/watch?v=aICP5R3EFxA">https://www.youtube.com/watch?v=aICP5R3EFxA</a>
Learning Outcomes	We learnt how to keep calm and find some ways to be more relaxed and avoid displays of anger even when we are cross. These methods are useful for other situations in which we want to be more comfortable and relaxed (before an exam or an exciting event).		

Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations

Children followed the instructions very quietly and helped the others by giving a lot of ideas about how to create calm situations in the school, at home, when travelling etc.

## Self-Esteem

Self-knowledge is the knowledge of one's own qualities, character, abilities, etc.

Your self-esteem is how you feel about yourself. For example, if you have low self-esteem, you do not like yourself, you do not think that you are a valuable person, and therefore you do not behave confidently.

For example:

The more self-knowledge we have, the more control we can exert over our feelings and behaviour.

Poor self-esteem is at the centre of many of the difficulties we experience in our relationships.

(Collins, 2017)





## SMILE Activity Plan: Rainbows of Similarities and Differences

Length	2 days	Key Emotion	Self-esteem
Age Range	5-6 yrs	Learning Needs (optional)	Appropriate for children with special learning needs
<b>Key Questions and Motivation</b>			
Children's book "Rainbow" – Manuela Vladić-Mastruko "Rainbow" talks about colours which are different by appearance but each has its meaning and uniqueness within the rainbow. Very big, floor puzzle in the rainbow shape – as the incentive for cooperation and joint working We asked children several questions: "In how many ways do people differ? How am I alike / different from my friends? How am I special, unique?" How did I get my name and what is the meaning of my name? What do I do best?			
<b>Family Involvement (optional)</b>			
Conversation with the children about similarities and differences in the family – interests, likes and dislikes of family members.			
<b>Learning Objectives</b>	<b>Description of teaching and activities</b>		<b>Emotional Vocabulary</b>
Learning about similarities and differences  Development of cooperation within the class  Development of self-esteem and self-value	Children divide in pairs. Each pair has one sheet of drawing paper. Each pair draws two rainbows, writes their name and draws himself/herself. One rainbow is the rainbow of similarities and the other one is the rainbow of differences. After drawing, the children discuss about their similarities and differences (physical self, names, interests, family similarities etc.) The teacher writes down their statements and ideas.  Then children who can write put their answers onto the rainbows. Children who don't know how to write get help from other children.  At the end, each pair of children introduce themselves to the class and explain their similarities and differences.  The whole class has the opportunity to compare their rainbows.		Resources (Including literature, music ICT)  Children's book "Rainbow" Puzzle Crayons Colouring pens A3 paper
<b>Learning Outcomes</b>	Learning about and acceptance of similarities and differences between children Enhancement of self-esteem More tolerance and cooperation between children in the class		



Evidence (photographs, drawings, work etc.)



Children say:

**Sofija:** "I wear glasses and my friend Zvonimir does not. I am a girl and Zvonimir is a boy. We both like to eat chocolate pudding."

**Saša:** "I was born in Pula and my friend Katrina in Zagreb. We both have a brother and a sister."



Teacher Evaluation and Recommendations

Children listened to the story with great interest and have showed a great understanding of its message. They showed interest in interpersonal similarities and differences. Children encouraged each other to talk about themselves and their characteristics. They wanted to know more about their classmates.

We have noticed this activity encouraged inhibited child to interact with other children more often.

We recommend this activity to teach children the acceptance and tolerance of others and their differences.

SMILE Activity Plan: Dice of Self-Esteem			
Length	2-3 hours	Key Emotion	Self-image, Self-esteem
Age Range	5-10 yrs	Learning Needs (optional)	Children with mild special needs
Key Questions and Motivation			
Group activity, making of dice for a game with a conversation-what are the personality traits? What is self-esteem?			
Family Involvement (optional)			
Children take dice at home and play the game with the family			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
To create a better self-image  Development of self-evaluation	The children sit in a circle and with nursery rhymes. The teacher decides who will be the first to throw the dice. On each side of the dice there are different unfinished sentences or questions. A child who throws the dice answers the question or finishes the sentence which shows on the upper side of the dice. Questions which are on the dice: - I love myself because... - Three words that describe me ... - What I like the most about myself ... - I'm really a good at... - I want to be... - I'm great at... Children who can read help the children who cannot. When a child answers the question, he/she gives the dice to a friend next to him/her and so on. Another option of the game is that the child throws the dice and the others from the group answer.	Self-esteem  Personal traits and qualities	Cardboard Scissors Glue Coloured paper Felt-tip pen Dice
Learning Outcomes	Increasing self-awareness, improved self-esteem, recognising the similarities and differences between friends, gaining a sense of their own values and the values of other children in the group.		

Evidence (photographs, drawings, work etc.)



Anamaria: "I'm a little strong, I want to be very strong"

Tibor: "I love myself because I'm fast"

Ida: "I am happy, beautiful, smart"


Gregory: "I want to be strong to be a fireman"

Marin: "I know well enough to count"


Teacher Evaluation and Recommendations

The children enjoyed the activity. Children have repeated the activities daily in the morning circle. They recognise their good qualities and the qualities of others. They can accept similarities and differences. They feel a sense of pride, a sense of security, happiness and self-importance. The activity has contributed to strengthening and connecting the entire group.

## SMILE Activity Plan: Positive Thinking



Length	1 week	Key Emotion	Self-image
Age Range	10 yrs	Learning Needs (optional)	
Key Questions and Motivation			
Positive attitudes in society			
Family Involvement (optional)			
Learning Objectives	Description of teaching and activities		Emotional Vocabulary
Increase self-esteem;  Develop feelings of acceptance, safety, confidence in themselves and in others;  Ability to solve interpersonal problems.	Become aware of their abilities.  Get in touch with their emotions and their feelings and awareness of the positives.  Feel connected with your body (awareness of the relationship with your body and its expressive potential )		The good that others see in me  Love yourself  Attitude towards the body
Learning Outcomes	Promoting and facilitate interpersonal relationships Facilitating global growth of the young		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	It is always difficult to measure the effects of a work that aims to be mostly qualitative. Assessment questionnaire.		

## SMILE Activity Plan: Circle of Positivity

Length	15 - 30 mins (dependant on age of children)	Key Emotion	Self-esteem
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
Key Questions and Motivation			
What is self-esteem? What are you good at? What makes you feel good about your-self? Which of your own characteristics do other people value the most? What characteristics do you value in your friends?			
Family Involvement (optional)			
Home discussion, blog post, what is self-esteem, what are you good at etc.? Myself and my family sheets to complete. Blow up affirmation balloons			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
To identify my own strengths; To identify strengths of others; To celebrate my own strengths.	Discussion of self-esteem, look at blog posts and think of a class definition of self-esteem. Children to work in pairs with a peer of their choice. Using sticky-back notes- each child takes it in turns to write/ draw one of their friend's positive characteristics and then stick this to their friend. Children to keep swapping roles and repeating this activity. (Children to keep their own notes to take home)	Self-esteem Strength Positive Smart Personality Characteristics	Access to blog posts Set home-learning task prior to session Sticky notes Pens
Learning Outcomes	Children will have an increased sense of self. They will have experienced pride. They will have been given an opportunity to celebrate their strengths with their parents, teachers and peers.'		
Evidence (photographs, drawings, work etc.)	Notes written by one child to another.		
Teacher Evaluation and Recommendations	All children enjoyed making positive comments about their friends. Children were amazed to see how many positive comments their partner could make about them. All children visibly happy and smiling. Was intended as a 10-minute activity but actually it lasted for 30 minutes as children enthused. Many children were keen to take their sticky notes home and display them in their bedroom (reported by parents). Opened up discussions with parents about the child's talents (reported by parents). Would be a very good start of term activity. If repeated, I would keep copies of the notes and create a classroom display.		


## SMILE Activity Plan: Positive Affirmation Balloons

Length	20-30 minutes	Key Emotion	Self-esteem
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
<b>Key Questions and Motivation</b>			
What is self-esteem? What are you good at? What makes you feel good about your-self? Which of your own characteristics do other people value the most? What characteristics do you value in your friends?			
<b>Family Involvement (optional)</b>			
Home discussion, blog post, what is self-esteem, what are you good at etc.? Blow up affirmation balloons My-self and my family sheets			
<b>Learning Objectives</b>	<b>Description of teaching and activities</b>		<b>Emotional Vocabulary</b>
To identify my own strengths;  To identify strengths of others;  To celebrate my own strengths;  To set my-self and intention.	Positive Affirmation Meditation: children to look at a calming scene with music playing. Encourage children to make a positive affirmation (such as "I will be strong", "I will be calm"). Children to focus on this as they look at the image – when the affirmation is clear in their mind, close their eyes and imagine ways to achieve it.  Children to write their affirmation on a balloon to take home and blow up the balloon with their families.		Self-esteem Strength Positive Smart Personality Characteristics
<b>Learning Outcomes</b>	Children will have an increased sense of self. They will have experienced pride. They will have been given the opportunity to celebrate their strengths with their parents, teachers and peers. Pupils will be able to define the term 'self-esteem.'		


<p>Evidence (photographs, drawings, work etc.)</p>		<p>Example of 2 balloons written on by children. Example of balloon blown up at home (sent in by parent).</p>	
<p>Teacher Evaluation and Recommendations</p>	<p>Most children were able to reflect on the image calmly and sensibly. A small group required adult support to do this. It may be beneficial to adapt this to become a group activity rather than a whole class session. Children were able to set positive affirmations for themselves but this required a lot of adult modelling. Some children were afraid of balloons; prepare an alternative such as printed cut outs. Children were very keen to take their balloons home to share with their families (parental feedback).</p>		



## SMILE Activity Plan: Self-Esteem Rainbows

Length	1 hour approx.	Key Emotion	Self-esteem
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.
<b>Key Questions and Motivation</b>			
What is self-esteem? What are you good at? What makes you feel good about your-self? Which of your own characteristics do other people value the most? What characteristics do you value in your friends?			
<b>Family Involvement (optional)</b>			
Home discussion, blog post, what is self-esteem, what are you good at etc.? Blow up affirmation balloons / Myself and my family sheets.			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
Learning Outcomes	Children will have an increased sense of self. They will have experienced pride. They will have been given the opportunity to celebrate their strengths with their parents, teachers and peers. Pupils will be able to define the term 'self-esteem.'		
Evidence	Some children found it difficult to think of 5 positives about themselves but were able to do with an adult or peer. Basing the lesson on a song they knew was a good 'hook' and helped the children to become engaged. Rainbows to be displayed in classroom to use as a tool to build self-esteem further.		
Teacher Evaluation and Recommendations	Rainbows of 2 pupils and teacher example:		
			

## SMILE Activity Plan: The Arcobalena

Length	1 week	Key Emotion	Self-image
Age Range	10 yrs	Learning Needs (optional)	
Key Questions and Motivation			
Positive attitudes in the civil society.			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
Increase self-esteem. Develop feelings of acceptance, safety, confidence in themselves and in others. Ability to solve interpersonal problems.	Become aware of their abilities. Get in touch with their emotions and their feelings and awareness of positivity. Get in touch with your body (awareness of the relationship with your body and its expressive potential).	The good that others see in me Love yourself My body Attitude towards the body	The adventure book "The Arcobalena" Experience it and listen to it Music to listen to
Learning Outcomes	Promoting and facilitating interpersonal relationships Facilitating global growth of the young		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	It is always difficult to measure the effects of a work that aims to be mostly qualitative. Assessment questionnaire and high levels of engagement.		

## SMILE Activity Plan: What does it mean to be Unique?

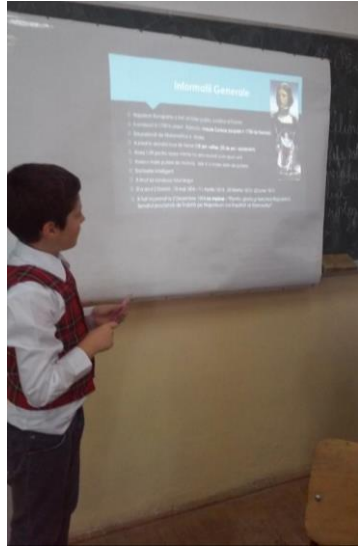
Length	1 hour	Key Emotion	Self-esteem
Age Range	8-9 yrs	Learning Needs (optional)	
<b>Key Questions and Motivation</b>			
<p><b>What does it mean to be unique?</b> No matter how alike two people are there are still features that make each person unique in his/her own way. These are the 10 elements that differentiate a human being from another, so that there are no two absolutely identical people:</p> <ol style="list-style-type: none"> <li>1. DNA</li> <li>2. Digital prints</li> <li>3. Walking style</li> <li>4. Ears</li> <li>5. Eyes</li> <li>6. Voice</li> <li>7. Smell</li> <li>8. Heart beats</li> <li>9. Brainwaves</li> <li>10. Microbiome.</li> </ol> <p>In order to demonstrate uniqueness, the pupils created 'The Fingerprints Train.'</p>			
Learning Objectives	Description of teaching and activities		Emotional Vocabulary
<p>Increasing the self-esteem of the participants</p> <p>Discovering the uniqueness of one's own</p>	<p>The activity lasted for an hour during a Visual Arts and Practical Abilities class.</p> <p>Through a magnifying glass, the pupils looked closely at their fingers to discover their fingerprints.</p> <p>The teacher helped them find out what these are and how important they are for each individual.</p> <p>The pupils used ink to discover their fingerprints. They compared their own fingerprints – left hand and right hand – and observed that they are not alike. They did the same with other peers and reported their findings to the class.</p>		<p>Self esteem</p> <p>Unique</p> <p>Special</p> <p>Important</p>
Learning Outcomes	<p>Each human being has his own individuality, we are original and we have to show exactly how we feel or think. To be unique, this means there is no one else like us because of each human being's exceptional qualities.</p>		
Resources (Including literature, music ICT)			
<p>Magnifying glass</p> <p>Ink</p> <p>Sheets of paper</p> <p>The fingerprints train</p>			

<p>Evidence (photographs, drawings, work etc.)</p>	
<p>Teacher Evaluation and Recommendations</p>	<p>This activity aimed at raising the pupils' self-esteem and proving and celebrating their uniqueness. The assessment took place through discussions and systematic observation. The pupils were surprised to see that there are no two identical fingerprints.</p>

## SMILE Activity Plan: Be a Teacher for a Day

Length	6 sessions of 50 minutes	Key Emotion	Self-esteem Be the Teacher for a day	
Age Range	10 - 11 yrs	Learning Needs (optional)		
<b>Key Questions and Motivation</b>				
Do you respect yourself? Do you trust yourself? Self-esteem / self respect helps you appreciate your abilities correctly, to know your limits, to accept your flaws and to appreciate the value of the people who are around you. Therefore it is so important to educate children in the spirit of a positive self image.				
<b>Family Involvement (optional)</b>				
The family members have contributed at the selection of the materials.				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
To improve social and emotional competencies, with positive effects on key skills;  To increase group cohesion by integrating pupils with special educational needs;  To raise self esteem by overcoming their own fears.	<p><b>PREPARING THE ACTIVITY</b>                  The pupils' attention is captured by a challenge given to the pupils, that of becoming the teacher of the class.                  The teacher starts a discussion about a teacher's attitude in the classroom, about the way a lesson can be structured so that it can be taught to pupils. The pupils decide on topics that interest them in different subjects: Geography, History, Civic Education and Sciences. These topic will be taught by pupils. The teacher schedules these special lessons and gives the pupils ideas regarding the organisation of the activity and the necessary resources.</p> <p><b>INTRODUCING THE ACTIVITY</b>                  The pupils who will take on the teacher's role teach the teaching activity according to their plan, structure a lesson introducing the new content with a Power Point presentation. They ask the pupils to work on tasks related to the topic including discussions on the topic.                  At the end of the activity, both the pupils' degree of involvement and the pupil-teacher activity are evaluated.</p>		Fear Emotion Feeling	Coloured sheets of paper The Surprise Box Post-it notes Laptop
Learning Outcomes	The success of the activity increases the pupils' trust in themselves, in the possibility of succeeding, through effort, determination and perseverance.			


Evidence (photographs, drawings, work etc.)




Teacher Evaluation and Recommendations

The pupils have been evaluated via verbal feedback. The teacher talks about strengths, suggests any improvements and explores the emotional aspects. How did you feel acting as a teacher? Was it easy or difficult? How do you feel now at the end of the activity? How would you define this experience?




## SMILE Activity Plan: Can Do Attitudes

Length (Durata)	1 week	Key Emotion	Self-esteem
Age Range (Varsta)	6-7 yrs	Learning Needs (optional)	
<b>Key Questions and Motivation</b>			
What is self-esteem? Self-esteem is an important factor in the development of the child; some say it is the essence of their personal development. Self-esteem refers to the way we assess ourselves, to how good we are in comparison with our own expectations or the others'. How does self -esteem develop? When grown-ups and the other children listen to the child, encourage him, appreciate him, respect him, give him attention When a child has loyal friends and has good results at school, all these are experiences develop a balanced self-image. When a child thinks positively and makes the right choices, he is most likely going to feel good about himself and the others.			
<b>Family Involvement (optional) (Implicarea familial - optional)</b>			
<b>Learning Objectives</b>	<b>Description of teaching and activities</b>	<b>Emotional Vocabulary</b>	<b>Resources (Including literature, music ICT)</b>
Raising the pupils' self-esteem; Involving the pupils in activities which aim at sharing positive feedback with colleagues / parents / family / teachers; Cooperating efficiently at a group level; Developing the self - assessment competencies.	The activity lasted for one week. <b>Monday <u>Personal development:</u></b> Who am I? Identifying personal qualities and flaws. Each pupil draws and writes down personal qualities and flaws, they present their work and the peers make the necessary adjustments, by adding other qualities, if needed. The teacher adds some more qualities. <b>Tuesday <u>Communication in English:</u></b> The Garden of Greatness. Each participant receives a flower on colourful paper, cuts out the components of the flower, puts them together and then, writes his name on a leaf and his qualities on the petals. All the flowers are stuck together to form the Garden of Greatness. <b>Wednesday</b> The pupils take the flower home to be filled in with other qualities that make them special by their parents. <b>Thursday <u>Communication in Romanian:</u></b> Revisit a text –"In the World of I CAN'T.' The pupils write down all the thing/ actions they think they cannot do. They listen to the text ,In the world of I CAN'T", they answer questions about the text, make predictions, give opinions about the characters' actions and capabilities. At the end of the class they write down all activities they think they can do as if in the World of I CAN!	Self-esteem Trust Important I CAN I am trying to...	Colourful paper Scissors Glue Crayons Short stories Songs 

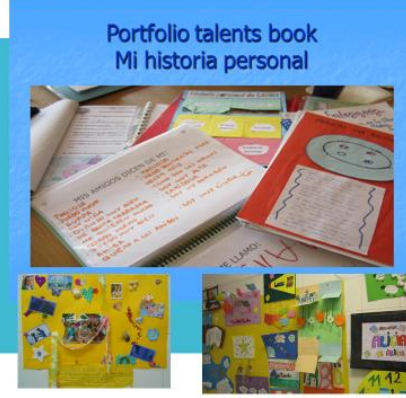

	<p><b>Friday Arts and Practical abilities:</b> The children visit the Royal Court and they participate in a workshop where they are asked to write with a feather. If, initially, they thought they couldn't do it, with help from their colleagues, parents and teachers and by paying attention, they succeed in writing as in olden times. They realise that it is important to try an activity and afterwards decide whether you can or cannot do it.</p>		
<p>Learning Outcomes</p>	<p>Showing a positive attitude, trusting your own ability, respecting yourself, believing in yourself, accept who you are and be proud of yourself, no matter your personal features or errors in behaviour.</p> <p>Respect towards others, the need for self-respect, including feelings of trust, competence, independence and freedom.</p>		
<p>Evidence (photographs, drawings, work etc)</p>			
<p>Teacher Evaluation and Recommendations</p>	<p>This activity aimed at developing the pupils' self-esteem. Together with the pupils' parents and my colleagues, I tried to motivate the pupils to have more trust in their own capabilities, to help them assess themselves, to make them cross certain boundaries. The evaluation was made from discussions / systematic observation: the pupils were surprised to find out about the qualities they have, qualities discovered by other people (colleagues, parents, teachers). The pupils were encouraged to cross certain boundaries and they enjoyed the success of all activities.</p>		



## SMILE Activity Plan: Superheroes

Length	School Year	Key Emotion	Joy, Optimism (self-esteem, talents)	
Age Range	5 yrs	Learning Needs (optional)	Included	
Key Questions and Motivation				
Following a research project on Superheroes, we undertook the creation of a key ring of power unique to each pupil				
Family Involvement (optional)				
Each family was invited one day to talk to other pupils in the class about the talents of their children				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
<p>Superpowers are not real</p> <p>I can...</p>	<p>After conducting a research project on Superheroes and discovering the difference between superpowers (unreal) and real powers, we decided to create a key ring of special powers to be gradually added to throughout the school year. One that will reflect the talents of each child as well as those things that the children are working hard to improve.</p> <p>After finishing the school year, each child will have a key ring full loaded with their special keys powers and celebrate with a Super Hero event.</p> <p>Some powers and qualities that appeared included: writing, respecting others, caring, sharing, running...</p>		<p>Powers</p> <p>Talents</p> <p>Joy</p> <p>Satisfaction</p> <p>Effort</p>	<p>Plastic keyring</p> <p>Key model</p> <p>Cardboard</p>
Learning Outcomes	<p>Awareness and satisfaction of positive qualities.</p> <p>Awareness and effort to improve those things which are more difficult to achieve.</p>			
Evidence (photographs, drawings, work etc.)	  			
Teacher Evaluation and Recommendations	<p>Students were very excited about the idea of getting keys. They put in great effort to achieve the things they intended to improve and are proud of the large number of real powers they have.</p>			

## SMILE Activity: My Portfolio of Talents

Length	Pre-primary and Primary	Key Emotion	Talents and Self-esteem
Age Range	3-12 yrs	Learning Needs (optional)	Included
Key Questions and Motivation			
My Portfolio Talents Book – A Treasure Book			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>This is my story in the school.</p> <p>I am good at ...</p> <p>They will be able to see their own personal development, their commentaries, friends, teachers, exams, certificates, from 3 to 12 years old.</p>	<p>My Portfolio Talents Book: (individual for all the pupils in the school)</p> <p>I am growing up. I am going to learn and live in the school for 9 years. I want to remember my successes.</p> <p>When pupils come to school for the first time, a teacher will begin a portfolio where from this moment, we will keep v representative achievements/activities undertaken by the children during their stay in the school.</p> <p>Every school year we will select items e.g. my first drawing, how I draw my family every year, my classmates, writing, maths, school experiences , special days and celebrations, activities about emotions.</p> <p>When pupils finish 6<sup>th</sup> grade they will have the portfolio as a treasure to take home as a record of their successes.</p>	<p>Portfolio Biography</p> <p>Talents</p> <p>Strengths</p> <p>Weakness</p> <p>Knowledge</p> <p>Treasure</p> <p>A protagonist</p>	<p>A folder with at least 50 plastic bags</p>
Evidence (photographs, drawings, work etc.)	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Portfolio talents book Mi historia personal</p> </div> <div style="text-align: center;">  <p>El protagonista</p> </div> <div style="background-color: yellow; padding: 10px; border: 1px solid black;"> <p>Every school year we will include:</p> <ul style="list-style-type: none"> <li>☺Selfportrait</li> <li>☺Picture – pupils and teachers</li> <li>☺School Project ( Science, English, Literature...)</li> <li>☺Describe : The best school activity in this year</li> <li>☺Your favourite book</li> <li>☺Some examples of different activities , exams,... and final qualifications</li> </ul> <p>6th – individual results of CDI exam                      DVD – pictures "My life in Aldebarán" (3 – 12 years)</p> </div> </div>		
Teacher Evaluation and Recommendations	<p>The portfolio is a fantastic treasure for the pupils. Children can suggest things they wish to include every year but they can't see their portfolio until they leave the school. Be careful not to lose it!</p>		




## SMILE Activity Plan: Whole School Super Learner's Day

Length	1-2 days	Key Emotion	Self-esteem
Age Range	4-10 yrs (can be adapted)	Learning Needs (optional)	Developed in an inclusive school with pupils of all abilities. Including children from our Specialist Unit (SU) with severe learning difficulties and gifted children.
<b>Key Questions and Motivation</b>			
What does it mean to be 'smart'? What are my personal strengths? It is not about how smart you are but in what way are you smart? Can we be 'smart' in different ways?			
<b>Family Involvement (optional)</b>			
Through letters and blog posts parents to be made aware of Super Learner's Days to encourage home discussion. Parents invited to come into school to share skills and lead activities.			
<b>Learning Objectives</b>	<b>Description of teaching and activities</b>		
<p>To understand and develop my own strengths.</p> <p>To recognise the strengths of others.</p> <p>To begin to understand the concept of multiple intelligences.</p>	<p>Children, who are developmentally able, complete 'Smarts Checklist' prior to the day to help them choose activities. All children to 'sign up' for their favoured activity. (They will be grouped accordingly and experience 3 activities per day). Pupils from across school and SU to be divided into groups decided by their learning preferences. They will remain in groups for the duration. Lots of staff, parents and adults need to help to make this a great day!</p> <p>Day/s to be introduced in a whole school assembly using '<b>Smarts' PowerPoint.</b></p> <p><b>Group activities can be adapted to suit needs of the school and children but below are some suggestions:</b></p> <ul style="list-style-type: none"> <li>• <b>Word Smart</b> – Creative writing session lead by visiting author. Topical debate (resources to purchase for playground, persuade the head teacher to let the children wear their own clothes for the day etc.). Sensory stories – children's favourite stories told in multisensory ways with puppets, music etc. lead by skilled members of staff or parents.</li> <li>• <b>Number Smart</b> – practical problem solving skills, applying skills to map reading to navigate around school grounds or local area lead by skilled members of staff. Playing chess against skilled members of the community.</li> <li>• <b>Picture Smart</b> – Creating sculptures with visiting artists, shadowing a visiting photographer to help produce a piece of art work to be displayed in school, textiles and materials workshops lead by visiting experts. Painting/ drawing in certain styles lead by specialist teacher.</li> <li>• <b>People Smart</b> – helping to organise and run a party or coffee morning with members of the local community. Running a 'listening stop' for other children in the playground. Team building exercises such as outdoor den building with Forest Schools Specialist.</li> <li>• <b>Music Smart</b>-dance sessions lead by specialist teacher. Having the opportunity to learn about more unusual musical instruments with experts from the local community. Responding to music artistically with skilled teacher.</li> <li>• <b>Nature Smart</b> – outdoor learning games, den building etc. with specialist Forest Schools Teacher. Planting edible produce with skilled teacher or teaching assistant. Designing and planting a decorative garden in an area of the school with the support of a skilled teacher or teaching assistant. Visit from local vet / guide dog / zoo keeper with animals. Creating natural art in the style of 'Andy Goldsworthy' with skilled member of staff.</li> <li>• <b>Body Smart</b> – develop skills for certain sports with specialist teachers or coaches. Visits from local sporting heroes. Parachute games with skilled teacher. Multi-sports activities with skilled teacher. Dance sessions with specialist teacher.</li> </ul>		

	<p>Arts and crafts workshops (such as jewellery making, collage, baking, knitting etc.) with skilled members of the school community.</p> <ul style="list-style-type: none"> <li>• <b>Self-Smart</b> – topical self-research project, allowing children to work as independently as possible. Mindfulness visualisations such as painting pictures in your mind or mindful eating and walking sessions with specialist teacher. 'Relax-Kids' sessions with specialist teacher/ teaching assistant. Yoga with skilled teacher or specialist. Meditation and relaxation with skilled teacher or specialist.</li> </ul>
Learning Outcomes	<p>Children will develop and build their self-esteem by practising skills in their own areas of strength. Children will have the opportunity to work with different children, teachers and outside specialists with increasing levels of confidence. Children will have a greater knowledge of their own strengths.</p>
Evidence (photographs, drawings, work etc.)	<p>Photographs and videos to be recorded throughout day/s. Examples of work to be collated. Large display or photo book to be created and displayed in a central location within the school. Photos and experiences from the day to be shared with pupils, staff and parents via the school blog. Parents can come along to see.</p>
Teacher Evaluation and Recommendations	<p>Each teacher or activity leader reflects upon the effectiveness of their own session/s and then discusses this at a reflection meeting after the day/s. Enjoyment and progress of pupils to be evaluated. Self-assessment of pupils' confidence levels before and after day/s. Did they have fun? Did it make them feel good?</p>

## SMILE Activity Plan: Life Skills

Length	2 weeks	Key Emotion	Self-knowledge and talents
Age Range	8 yrs	Learning Needs (optional)	
Key Questions and Motivation			
Health promotion in the school, communication in the classroom			
Family Involvement (optional)			
Learning Objectives	Description of teaching and activities		Emotional Vocabulary
<p>Increase self-esteem</p> <p>Develop feelings of acceptance , safety , confidence in themselves and in others</p> <p>Ability to solve interpersonal problems</p>	<p>Promoting the development of the "life skills" that are necessary in human existence and promotes and develops emotional intelligence</p> <p>Specific laboratories of socio - affective education</p> <p>Personal observation forms</p> <p>Description brochures</p> <p>Individual work small and large group work</p>		<p>The good that others see in me</p> <p>Love yourself: Me and my body</p> <p>Attitude towards the body</p>
Learning Outcomes	<p>Promoting and facilitating interpersonal relationships</p> <p>Facilitating global growth of the young</p>		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	<p>The question of evaluation remains a complex problem because it is always difficult to measure the effects of a work that aims to be mostly qualitative.</p>		



# Introduction to SEN provision at East Hunsbury Primary School United Kingdom

The Specialist Unit at East Hunsbury Primary School is a 40 place unit provision for children with Severe Learning difficulties. All pupils have additional needs that may be associated with Down syndrome, Visual and Hearing Impairment or Global Developmental Delay. Some children have other rare disorders. Our School is a large and exciting Primary where the Specialist Unit is fully included, and diversity and difference are celebrated. The unit has 4-5 class bases with up to 10 children in a class each staffed by one teacher and between 1 and 3 members of support staff. Pupils are grouped according to chronological age, and pupils may spend more than one year in each class. There is a child directed play and communication base where children from the Specialist Unit and the Mainstream can play and learn together.

## **SMILE Planning and Teaching**

This project enabled me to work collaboratively with a mainstream colleague when planning the emotions topics for the SMILE project. It was decided to focus the project in two classes in the Specialist Unit, taught jointly together in SMILE lessons each week. Due to the success of the learners in SMILE lessons and the enthusiasm with which it has been received, we have now decided to adopt SMILE as our main focus for Personal, Social and Emotional Education.

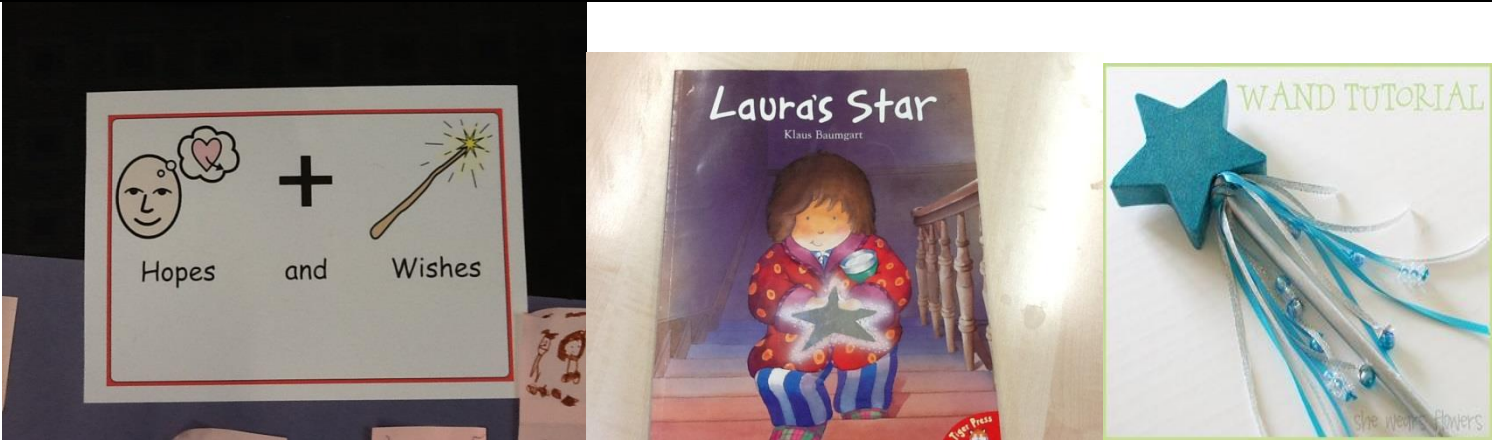
Lessons were differentiated for the SEN pupils in the Specialist Unit to ensure access **for all learners**. This was achieved through the use of drama, role play, the Creative Arts, communication aids, sign language and the use of symbol based resources. There was also a need for children in our Specialist Unit to create tangible objects to help them understand their own emotions and the emotions of others. The language used by practitioners within lessons in the Specialist Unit was also made very clear and simple to understand. Opportunities were sought for some mainstream Inclusion so that pupils in the Specialist Unit could work alongside more able pupils as role models within some SMILE lessons. An expectation of school and home collaboration was also instilled through homework and Parent information sessions so that the pupils in the Specialist Unit could understand that other people in their lives experience emotions too.

## **Lesson Plans**

The lesson plans in this section are written specifically for Primary age children with **Moderate and Severe Learning** difficulties. It is possible to adapt these plans for use with 4-7 year olds in a mainstream setting.

## SEN SMILE Activity Plan: Laura's Star

Length	2 hour session delivered near Christmas time ideally.	Key Emotion	Hopes and Dreams	
Age Range	9-11 yrs (functioning 4+ years below age related expectations)	Learning Needs (optional)	Activity planned for children with Severe Learning Difficulties including: Emotional and Behavioural, Autistic Spectrum Disorder, Down syndrome and related Speech, Language and Communication difficulties	
Key Questions and Motivation				
What is hope? What are our dreams for the future? How can we have hope for others and ourselves?				
Family Involvement (optional)				
Send home a hopes sheet for parents to complete hopes for their children's futures.				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
<p>To begin to understand the term hope.</p> <p>To explore and begin to recognise this emotion in ourselves and others.</p> <p>To explain what we hope for and what our dreams are for our futures.</p>	<p>What is hope? How does it make us feel? Explain that we will be thinking about what hope is and that it is when we want things to change in our future or in someone else's future. Watch the video of the story Laura's star: What does Laura wish for?  <a href="https://youtu.be/LL_2YBNEAs4">https://youtu.be/LL_2YBNEAs4</a></p> <p>Using symbols and pictures ask each child what a wish or hope is. Ask children for their wishes. Collect ideas together to determine understanding and starting points (these are likely to be materialistic at this stage).</p> <p>Explore the idea that it shouldn't always be a present or a gift. Other wishes and hopes such as peace in the world, love, and happiness are important too.</p> <p>Explore the idea of our wishes and hopes for when we grow up. Watch the video "when I grow up" from Matilda the Musical.  <a href="https://youtu.be/e0tRDhEmdO4">https://youtu.be/e0tRDhEmdO4</a></p> <p>Each child will be asked to make a "Wish Wand" for their future. Using a lollipop stick and a star template. Children write or place a symbol on their star for their wish for their own future. Try to encourage wishes such as joy, happiness, love, laughter, friendship etc. Add streamers to their wands.</p> <p>Listen and join in with the song again and dance around with our wish wands.</p>		Understanding Feelings Hopes Dreams Wishes Change	<p>Book "Laura's Star" by Klaus Baumgart</p> <p>iPad / camera to film the action</p> <p>Communication Symbols to explore feelings if available (Communicate in Print/ Widgeit/ Boardmaker)</p> <p>Lollipop sticks Streamers</p>

<p>Learning Outcomes</p>	<p>I can think about what feelings are. I can explain what hopes and dreams are. I can think about my own hopes for the future.</p>
<p>Evidence (photographs, drawings, work etc.)</p>	
<p>Teacher Evaluation and Recommendations</p>	<p>All children could explain what they wish for now. Some children could explain what they want to have when they grow up. Less able children made a wish wand with a more able peer and used symbols to select their wishes.</p>



## SEN SMILE Activity Plan: The Lion who Wanted to Love

Length	2 hour session	Key Emotion	Love and Friendship
Age Range	9-11 yrs (functioning 4+years below age related expectations)	Learning Needs (optional)	Activity planned for children with Severe Learning Difficulties including: Emotional and Behavioural, Autistic Spectrum Disorder, Down syndrome and related Speech, Language and Communication difficulties
Key Questions and Motivation			
What is love? What does love look and feel like on our faces and in our bodies? How does being loved make us feel?			
Family Involvement (optional)			
Send home a hand template for parents to decorate with a message of love for their child. These can be used to create a "well-being love tree" in school for the children to reflect upon.			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>To begin to understand the term love.</p> <p>To explore and begin to recognise this emotion in ourselves and others.</p> <p>To explain who love who and who we love.</p>	<p>What is love? How does it make us feel? Explain that we will be thinking about what love is and that everybody loves someone and is loved by someone. Read "The Lion who Wanted to Love". Explore who he loved in the story and what he did to show this love. Does this feel familiar to anyone?</p> <p>Each child draws a heart in the middle of a piece of paper and draws the people who they love around the edge. Explore that all our hearts look different and that we can love our families, our friends and our pets.</p> <p>Lie down somewhere comfortable with a pillow and a blanket and ask each child to hold their love hearts. Listen to the song "What a Wonderful World."  <a href="https://youtu.be/bkTLIO2zanM">https://youtu.be/bkTLIO2zanM</a></p> <p>Ask the children to think about who loves them and how that makes them feel.</p> <p>Finish the session by passing around a soft toy love heart in a circle and say a loving thing to the person sitting next to you. "I love you because... you sit next to me at lunchtime" etc.</p>	<p>Understanding</p> <p>Feelings</p> <p>Listening</p> <p>Caring</p> <p>Love</p> <p>Kindness</p>	<p>"The Lion who Wanted to Love" by Giles Andreae.</p> <p>iPad / camera to film the action</p> <p><a href="https://youtu.be/bkTLIO2zanM">https://youtu.be/bkTLIO2zanM</a></p> <p>Communication Symbols to explore feelings if available (Communicate in Print/ Widgit/ Boardmaker)</p>
Learning Outcomes	I can think about what feelings are. I can explain who I love and who loves me. I can show that I love others.		



Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations

All children could explain how love feels and who loves them. Some less able children who have no language used the love heart to give to a friend in the circle to show they love them. Sensitivity is needed for those children who find it difficult to say who loves them.

## SEN SMILE Activity Plan: Fear

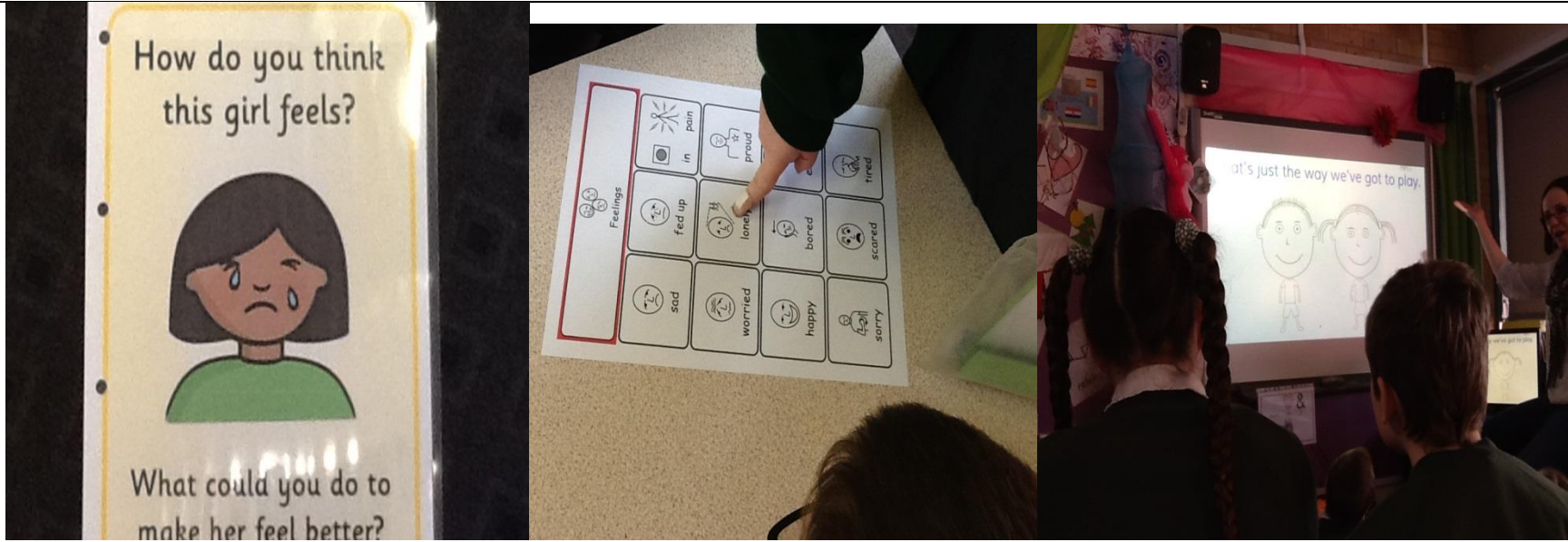
Length	2 hour session	Key Emotion	Fear	
Age Range	9-11 yrs (functioning 4+years below age related expectations)	Learning Needs (optional)	Activity planned for children with Severe Learning Difficulties including: Emotional and Behavioural, Autistic Spectrum Disorder, Down syndrome and related Speech, Language and Communication difficulties	
Key Questions and Motivation				
What is fear? What does fear look and feel like on our faces and in our bodies? How can we be braver and fight our fears?				
Family Involvement (optional)				
Send home a fear sheet for parents to detail what they are scared of. Children to share these in class. (My dad is scared of...) to show that even grown-ups are scared of things.				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
<p>To begin to understand the term fear.</p> <p>To explore and begin to recognise this emotion in ourselves and others.</p> <p>To explain what we are scared of and find a way to be braver.</p>	<p>What is fear? How does it make us feel? Explain that we will be thinking about what fear is and that it is okay to be scared of things, it is normal. Begin by recapping what feelings are and explore the word "emotions." Look at Halloween images of pumpkins, ghosts and witches. How and what do we feel is happening in our bodies when we see these images?</p> <p>Using symbols and pictures ask each child what makes them fearful? Can the children explain why they are scared of these things?</p> <p>Explore the idea that it is ok to be scared of things. It is a normal human emotion. Explain what you are scared of as an adult and why.</p> <p><b><u>TWO ACTIVITIES ON A ROTATION WITH ADULT SUPPORT. SWAP TO EACH ACTIVITY.</u></b></p> <p>Draw our own scary Halloween images based on the images shown. Use black paper and white chalk, white chalk on black paper (Adult support )</p> <p>Making "Bravery bags" with a Stone of Strength inside to chase or fears away. Use a small organza bag and add sequins and coloured paper. Add a small pebble or stone of strength. Add a brave word such as "strong, powerful, and brave" to chase our fears away. (Adult support) Children who cannot write are to add a brave symbol. Children can then take these bravery bags home to use in moments of fear.</p>		<p>Understanding feelings</p> <p>Fear</p> <p>Scared</p> <p>Frightened</p> <p>Brave</p> <p>Strength</p>	<p>Halloween images sensitive to the children's age and developmental levels.</p> <p>iPad / camera to film the action</p> <p>Communication Symbols to explore feelings if available (Communicate in Print/ Widgeit/ Boardmaker)</p> <p>Organza bags 1 for each child, pebbles or stones, coloured paper and sequins.</p>

<p>Learning Outcomes</p>	<p>I can think about what feelings are. I can explain what fear is and how it makes me feel. I can show that I can be brave and strong.</p>
<p>Evidence (photographs, drawings, work etc.)</p>	
<p>Teacher Evaluation and Recommendations</p>	<p>All children could explain what they are scared of. Some less able children who have no language listened to some scary music for the adult to record what happened to their expressions and their body language. Sensitivity is needed for those children who find fear a difficult subject to think about.</p>

## SEN SMILE Activity Plan: Empathy

Length	2 hour session	Key Emotion	Empathy
Age Range	9-11 yrs (functioning 4+ years below age related expectations)	Learning Needs (optional)	Activity planned for children with Severe Learning Difficulties including: Emotional and Behavioural, Autistic Spectrum Disorder, Down syndrome and related Speech, Language and Communication difficulties
Key Questions and Motivation			
What is Empathy? How do we show this for another person? Explain that empathy means thinking about other people and their feelings.			
Family Involvement (optional)			
Learning Objectives	Description of teaching and activities		Emotional Vocabulary
<p>To begin to understand the term Empathy.</p> <p>To explore and begin to recognise this emotion in ourselves and others.</p> <p>To understand things from someone else's point of view.</p>	<p>What is Empathy? Explain that it means understanding others, listening to others and asking them "how do you feel?" Watch the feelings song on <a href="https://youtu.be/UsISd1AMNYU">https://youtu.be/UsISd1AMNYU</a> . Discuss that we all have different feelings every day and we need to think about how our friends might be feeling. Use communication symbols if available, to demonstrate understanding for the children who cannot talk.</p> <p>Ask the children "How could we help a friend? " Use the children to act out a negative situation that may arise in school (over a toy, being first in the line etc.) Spilt the class into two groups with adult support for each group to encourage participation.</p> <p>Each group to create a short act demonstrating what might happen in these situations. Then ask the children how could this situation be resolved? Children to work out a solution together in their group. Groups to come back together to perform to each other. "Freeze" the children to ask questions of each person. "How are you feeling now?" "What should you do next?"</p> <p>Listen to the feelings song again and think about the person sitting next to you. Face them and sing along with the song together. At the end of the song give each other a hug and say "thank you for thinking about me."</p>		<p>Understanding feelings</p> <p>Listening</p> <p>Caring</p>
			Resources (Including literature, music ICT)
			<p><a href="https://youtu.be/UsISd1AMNYU">https://youtu.be/UsISd1AMNYU</a></p> <p>iPad / camera to film the action</p> <p>Props for drama</p> <p>Communication Symbols to explore feelings if available (Communicate in Print/ Widgeit/ Boardmaker)</p>
Learning Outcomes	I can think about what feelings are. I can explain how someone else might be feeling. I can show that I care about someone other than myself.		

Evidence (photographs, drawings, work etc.)




Teacher Evaluation and Recommendations

All children should be able to reflect on themselves and how they treat other people. All children should understand that how they act affects other people. Some children may be able to explain how they could try to have more empathy in the future. Using drama is a good tool with SEN children, especially if the adults join in too!

## SEN SMILE Activity Plan: Understanding Sadness

Length	1 x afternoon session (lasting 2-3 hours)	Key Emotion	Understanding Sadness	
Age Range	SEN children 9-11 years (functioning 4+years below age related expectations)	Learning Needs (optional)	Activity planned for children with Severe Learning Difficulties including: Emotional and Behavioural, Autistic Spectrum Disorder, Down syndrome and related Speech, Language and Communication difficulties.	
Key Questions and Motivation				
What makes different people Sad? What does Sadness feel like? What makes me feel sad? Is it okay to be sad sometimes? How can I help myself when I am feeling Sad? How can I help my friends to feel better again?				
Literature links Remembrance – Armistice day (November 11 <sup>th</sup> )				
Family Involvement (optional)				
Homework task: Ask your grown-ups at home “What makes you feel sad, and what do you do to make yourself feel better?”				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
To understand and discuss physical symptoms of sadness in my body.  To identify emotional symptoms of sadness in my feelings and thoughts.  To understand that we all feel sad and it is okay to be sad. To realise things will change and get better	Look at Sadness PowerPoint (see attached - slides 1-6). Discuss what happens to our bodies, minds and emotions when we are sad. Discuss that we all feel sad sometimes and that is okay.  Ask the children “What makes you feel sad?” Draw and write their ideas on the board so everyone can see.  What could we do to help each other when we are sad? Explain to the children that we can help by using kind words and doing kind things to our friends.  Sit in a circle:  Circle of Happiness Children sit in a circle. One child (child 1) starts by saying "If I was feeling sad". The child next to them (child 2) offers a solution "you could ask someone for a hug". Then child 2 turns to the next child (child 3) in the circle and says "If I was feeling sad..." and child 3 offers a solution, and so on around the circle. What ideas did we all have to help each other?  Draw and share: Play music that feels sad <a href="https://www.youtube.com/watch?v=aWIE0PX1uXk">https://www.youtube.com/watch?v=aWIE0PX1uXk</a> and then music that gradually brightens up to help the class feel in the emotions of sadness and moving forward to happier feelings. <a href="https://www.youtube.com/watch?v=Ri1NIFTKCOM">https://www.youtube.com/watch?v=Ri1NIFTKCOM</a>			Sadness PowerPoint (see attached)  Plain white paper Pastels / crayons / collage material / tissue paper  Music links to play through the computer.

	<p>Whilst listening to the music, draw a picture just using shapes and colours to show the feelings of sadness and feeling better again.</p> <p>What colours represents sadness for you? What shape is sadness?</p> <p>What colours and shapes show that things are getting better?</p> <p>Do these grow and change over time? Add some collage material and tissue paper to show sadness.</p> <p>Share the children’s art work- what colours and shapes have we used to represent sadness?</p> <p>Have you used different colours and shapes for when things start to get happier again?</p>		
<p>Learning Outcomes</p>	<p>All children will be able to talk about physical and emotional symptoms of sadness.                  Most children will be able to think of and discuss causes of sadness.                  Some children will be able to make a plan to overcome sadness</p>		
<p>Evidence (photographs, drawings, work etc.)</p>	<p>Take photographs of children drawing and helping each other.                  Keep examples of art pieces for display</p> 		
<p>Teacher Evaluation and Recommendations</p>	<p>Please be mindful of individual children’s situations and make time to discuss sad emotions on a 1-1 basis if necessary.                  Children should be given time to talk with a friend about what makes them sad before they start the art work.</p>		





## SEN SMILE Activity Plan: Understanding Anger

Length	2 hour session with a break in between	Key Emotion	Anger
Age Range	SEN children 9-11 yrs (functioning 4+ years below age related expectations)	Learning Needs (optional)	Activity planned for children with Severe Learning Difficulties including: Emotional and Behavioural, Autistic Spectrum Disorder, Down syndrome and related Speech, Language and Communication difficulties
<b>Key Questions and Motivation</b>			
What is ANGER? How do we express this in our face and bodies? When do you feel ANGRY? Explain that everyone feels Anger sometimes and this is okay. What we do about it is important.			
Family Involvement (optional) What makes my parents/carers angry? Can set as a prior homework task to help with understanding that every person can feel anger sometimes.			
<b>Learning Objectives</b>			
Learning Objectives	Description of teaching and activities		Emotional Vocabulary
Resources (Including literature, music ICT)			
<p>To begin to understand the term Anger.</p> <p>To explore and begin to recognise this emotion in ourselves and others.</p> <p>To understand what I can do when I feel angry and how I can help others' who might be angry.</p>	<p>Session 1 - What is Anger? Use communication symbols if available, to demonstrate understanding for the children who cannot talk.</p> <p>Teacher to explain what makes them feel angry or discuss completed homework tasks about Parents/Carers anger. Keep reiterating that it is okay for all people to feel angry sometimes.</p> <p>Give each table a large piece of paper and in small groups, create a thought /picture shower of what makes us all angry/cross. Each group to share their ideas. Question- Do we all feel anger at the same things? Do we all show this in the same way?</p> <p>Look at Anger PowerPoint SLIDES - discuss what happens to our bodies, minds and emotions when we feel angry.</p> <p><u>Draw and Share</u> Draw a picture whilst listening to some loud, angry instrumental music. Use shapes and colours to show the feelings of anger and feeling better again. What colour represents anger for you? What shape is anger? What colours and shapes show that things are getting better? Do these grow and change over time?</p>		<p>Understanding</p> <p>Feelings</p> <p>Emotions</p> <p>Anger</p> <p>Cross</p> <p>Mad</p> <p>Frustrated</p> <p>Help</p> <p>Breathe</p> <p>Meditation</p>
<p><a href="https://www.youtube.com/watch?v=Wm15rvkifPc">https://www.youtube.com/watch?v=Wm15rvkifPc</a></p> <p>iPad / camera to film the action</p> <p>Images or magazine pictures of different "calm places"</p> <p>Communication Symbols to explore feelings if available (Communicate in Print/ Widgeit/ Boardmaker)</p>			

	<p>Session 2 – Solutions.</p> <p>Circle of Comfort- ask the children to form a circle of Comfort to offer solutions for when we get angry. One child (child 1) starts by saying "If I was feeling angry". The child next to them (child 2) offers a solution "you could walk away". Then child 2 turns to the next child (child 3) in the circle and says "if I was feeling angry..." and child 3 offers a solution, and so on around the circle (examples - sing a song, do a dance, smile at them, breathe, count to 10, ask if they are okay, play a game with them, fetch a grown up, have a cry, relax, talk).</p> <p>Discuss different suggestions for imagining our "calm place. " Explain that this is a place that they can go to when they feel angry (bedroom, garden, playroom, sofa,) or it could be an imaginary place, share different images from the internet or magazines of these (a beach, a waterfall, a rainbow, a forest) Discuss the idea that imagining your calm place will help you when you are feeling angry. Practise a meditation of your calm place as a class.</p> <p><a href="https://www.youtube.com/watch?v=Wm15rvkifPc">https://www.youtube.com/watch?v=Wm15rvkifPc</a> (visual patterns to lullabies)</p> <p>What is your calm place? Children to sit and think about their "Calm place" in their minds whilst listening to some calm soothing music.</p>		
<p>Learning Outcomes</p>	<p>I can think about what anger is. I can explain how I feel when I am angry and how someone else might be feeling. I can think of a way to make myself and someone else feel better.</p>		
<p>Evidence (photographs, drawings, work etc.)</p>			
<p>Teacher Evaluation and Recommendations</p>	<p>All children could explain what made them feel angry. Explaining what made me angry as a teacher helped a great deal. Also looking at their parents ideas of anger gave the children the confidence to explore their own anger. All children could offer a solution to deal with their anger by the end of the session. The "calm place" meditation worked well, I reminded the children to try to "visit" this place next time they feel angry. Careful observations are needed with this more "negative" emotion.</p>		

## SEN SMILE Activity Plan: Self-Esteem

Length	Session length : 1 hour	Key Emotion	Self-esteem, self -values and qualities.	
Age Range	SEN children 9-11 yrs (functioning 4+ years below age related expectations)	Learning Needs	Severe Learning Needs including: Down syndrome, Hearing Impairments, Global Developmental Delay, Emotional and Behavioural difficulties.	
Key Questions and Motivation				
What is self-esteem? What are you good at? What do you like to do? What makes you feel good about yourself? What do you think are your strengths?				
Family Involvement				
Set Homework task- what am I good at? Parents/carers to complete star sheet for their child; ...is a star because she can... she is great at... Discuss star sheets next week.				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources literature, music, ICT
<p>To be able to appreciate my own good qualities and those of others.</p> <p>To appreciate that we are all different and this is to be celebrated.</p>	<p>Read the story of Giraffes can't dance- discuss what does Gerald finds difficult? Why is he feeling sad and then happy in the story? Use symbol boards to express ideas. Are we good at different things? Listen to the song 'True Colours' what do the children think the song is about? Discuss with a talk partner using symbol prompts.</p> <p>Working in small groups of 4/5 with an adult, children talk and think about the things that are special about each other using symbol boards for prompts. Choose someone in the circle to talk to the group about. "A" is special because she is funny...etc.</p> <p>Share qualities cards- discuss the meanings of some of the more challenging words.</p> <p>Play "Happy" song, children to dance to music. When the music stops children to give one of their symbol qualities cards to a friend who has that quality. Children to collect their cards together.</p> <p>Come back together in a circle, Share some of our quality cards with the group. What have we learnt about each other? (We are all different and that is what makes us unique).</p> <p>Ensure we are sensitive to all of our diverse qualities. What qualities do we recognise in Gerald from the story earlier?</p>		<p>Good</p> <p>Tricky</p> <p>Personality</p> <p>Self-esteem</p> <p>Feelings</p> <p>Strengths</p>	<p>Story - "Giraffes Can't Dance."</p> <p>Songs - " True Colours" and "Happy"</p> <p>Symbols for feelings for Gerald the Giraffe.</p> <p>Symbol "qualities" cards - noisy, funny, calm, kind, happy, smiley, quiet, responsible, brave, gentle, honest, patient.</p>
Learning Outcomes	I can think about what I am like as a person and what I am good at. I can talk about my own qualities and appreciate that this is what makes me special. I can appreciate others good qualities and their differences.			
Evidence (photographs, drawings, work etc.)	I pad to take photographs. Discussion notes taken by the Teaching Assistant. Video of "Happy" song and Quality card activity to play with the children next week as a teacher input.			
Teacher Evaluation and Recommendations	Evaluate verbal responses - check children who are less confident in sharing their qualities / having difficulty expressing themselves. Follow up with some sensitive small group or 1-1 work.			




## Developing Cultural Understanding



The SMILE project involved working in partnership with schools from Croatia, the United Kingdom, Italy, Romania and Spain. It was important that pupils understood the context of each of our European partners. The following activities supported their cultural understanding and global awareness.

## SMILE Cultural Understanding Activity Plan: Croatia 1

Length	3 weeks	European Country	Learning about a Partner country	
Age Range	10 yrs	Learning Needs (optional)		
Key Questions and Motivation				
Strengthen European awareness in education				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
Strengthen European awareness in education; Increasing among young students the knowledge; Understanding and appreciation of cultural and linguistic diversity of the Partner countries.	Dissemination of educational activities related to the rich culture and traditions of Croatia.		Food Songs Traditions Ballads Flag	Videos Images Pictures
Learning Outcomes	Promoting the ability to work in groups and introducing the pupils to the European dimension.			
Evidence (photographs, drawings, work etc.)				
Teacher Evaluation and Recommendations	Assessment questionnaire and pupil engagement.			

## SMILE Cultural Understanding Activity Plan: Croatia 2






Length	1hr approx.	European Country	Cultural appreciation	
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.	
Key Questions and Motivation				
What is it like to visit Croatia? Where is Croatia? What language do they speak in Croatia? What currency do they use? What religions are celebrated in Croatia?				
Family Involvement (optional)				
Photographs to be uploaded to school blog Children to take Passports home to discuss countries visited.				
Learning Objectives	Description of teaching and activities		Vocabulary	Resources (Including literature, music ICT)
<p>LO: To develop an interest in and understanding of Croatian culture.</p> <p>LO: To understand the importance of the church in Croatian culture.</p>	<p>Passports from previous 'country visits' will be needed. Prior to session children to have made and decorated a Passport with information sheets for each country they are to visit during topic.</p> <p>Look at Croatia on a map and discuss travelling time. Has anyone ever visited Croatia? Where have they been? What language do they speak? What currency do they use? How long does it take to get there? Children to act out and imagine flying around corridors of school to get to Croatia. When they arrive 'stamp' their Passport and teach basic phrases: zdravo, da and ne.</p> <p>Many but not all people in Croatia are Roman Catholics and Easter is the holiest day of the year to these people. Some of the traditions that they use to help celebrate Easter are: Pisanice – coloured, hand decorated eggs, usually decorated with 'Sretan Uskrs' or Happy Easter and doves, crosses, flowers and wishes for health and happiness, homemade noisemakers, olive branches and bonfires.</p> <p>All children to decorate their own eggs in keeping with Croatian traditions.</p>		<p>Croatia</p> <p>Croatian</p> <p>Easter</p> <p>Hello, Yes and No</p> <p>Easter Eggs</p> <p>Happy Easter</p>	<p>Passports</p> <p>Map</p> <p>Room to 'fly'</p> <p>Eggs</p> <p>Paints</p> <p>Stimulus pictures</p> <p>Traditional Croatian music</p>
Learning Outcomes	<p>Children will have a greater understanding of the location of Croatia.</p> <p>They will have more knowledge of Croatian culture</p> <p>They will be able to speak a few words and phrases in Croatian.</p>			

<p>Evidence (photographs, drawings, work etc.)</p>	 <p>The image shows three 'World Traveller Passport' cards and a circular icon of the Croatian flag. The passports are white with a globe in the center and the text 'World Traveller Passport' around it. The Croatian flag icon is a red, white, and blue shield with a red and white checkerboard pattern.</p>
<p>Teacher Evaluation and Recommendations</p>	<p>Children LOVED learning about Croatia. All children made progress. Many children had very little prior knowledge of Croatia, beyond the coastal towns and football team. All children had mastered basic language skills by end of session and really enjoyed learning another language. This lesson would be good if taught as part of a longer unit on Croatia and Croatian culture.</p>

## SMILE Cultural Understanding Activity Plan: Croatia 3

Length	Different moments in a week	European Country	Croatia
Age Range	3–12 yrs	Learning Needs (optional)	Included
Key Questions and Motivation			
Virtual travel to Croatia			
Learning Objectives	Description of teaching and activities	European Vocabulary	Resources (Including literature, music ICT)
<p>Promote respect and appreciation towards other people;</p> <p>Encourage an interest in knowing other places, its people and culture;</p> <p>Provide our students an understanding of Croatia, its geography, history and famous personalities.</p>	<p>Take a virtual tour, through a presentation in power point and exhibition of posters, books, crafts, music...</p> <p>We introduce the children to Croatia and learn some words in Croatian.</p> <p>Once we have made the trip the students seal the passport with a stamp of the coat of arms of Croatia, colour the country in a map of Europe and its flag.</p> <p>Taste sausages from Istria and Dalmatia.</p> <p>For Pre- primary, 1st and 2<sup>nd</sup> primary: After hearing the story about the origin of the tie, We will show them many ties with different designs and children have to find those that are identical or spot the difference between two ties that look almost the same (difficulty according to the age).</p> <p>The children create a Croatian souvenir: a cardboard tie decorated with various designs from compositions of stickers/ with different techniques.</p> <p>For 3<sup>rd</sup> and 4<sup>th</sup> grade Primary: After recognising the origin of the Dalmatian breed, they will do a spot the difference discovering the 7 differences between two Dalmatians dogs.</p> <p>Read the tale "the marvellous adventures and misadventures of the apprentice Hlapić" Croatian Ivana Brlic Mazuranic, nominated for the Nobel Prize in literature.</p> <p>Souvenir: create a Dalmatian dog in cardboard laminated as a magnet.</p> <p>For 5<sup>th</sup> and 6<sup>th</sup> grade Primary: Locate on the map of Croatia: Zagreb, Split, Dubrovnik and Plitvice Lakes, the neighbouring countries and the sea that surrounds the country.</p> <p>Find information about famous people (Marco Polo, Tesla), the history of the country, gastronomy and monuments.</p> <p>Capture this information by brainstorming in a big mural tie-shaped. As a souvenir, make the coat of arms of the country as a magnet.</p>	<p>Geographical locations</p> <p>Famous people from Croatia</p> <p>Greetings and other Croatian words</p>	<p>Interactive smartboards</p> <p>PowerPoint presentation</p> <p>Maps and Croatian guides</p> <p>Posters of most important places in Croatia</p> <p>Folk Music</p> <p>Book: "The Marvellous Adventures and Misadventures of the Apprentice Hlapić"</p> <p>Materials cardboard, glue, marker pens, magnets</p>



<p>Learning Outcomes</p>	<p>Murals shaped as a huge tie with the information collected. Country and Flag coloured by the pupils. Make the Passports. Paper activities: ties, dalmatians, understanding of the story.</p> 
<p>Evidence (photographs, drawings, work etc.)</p>	<p>Photos of the virtual tour. Stamped passports. Souvenirs (ties, Dalmatian magnet and magnet shield).</p> <p><a href="http://dinolingo.com/es/Croata-para-ninos-croatian.html">http://dinolingo.com/es/Croata-para-ninos-croatian.html</a></p>    
<p>Teacher Evaluation and Recommendations</p>	<p>Satisfaction of the students. Different items created as part of the evaluation.</p>

## SMILE Cultural Understanding Activity Plan: Croatia 4

Length	1 hour	European Country	Croatia
Age Range	10-11 yrs	Learning Needs (optional)	
Key Questions and Motivation			
There are students who want to travel to Croatia. Knowing better the Partner countries in the Smile project.			
Family Involvement (optional)			
The family supports the children' work - they help with information on Croatia, with materials.			
Learning Objectives	Description of teaching and activities	European Vocabulary	Resources (Including literature, music ICT)
Enriching general knowledge related to Croatia;  Increasing group cohesion;  Developing citizenship;	Working groups are formed - 5 groups of 5 pupils.  Students are asked to look for information about Croatia on the internet or from various materials (magazines, Geography books, atlases). Then they will select and organise their materials so they produce a presentation / poster about Croatia. The groups are organised thematically (geography, history, tourism, art, linguistics).  Students will have the following tasks within the groups: 1) Geographers—to present some information about Croatia (place, the capital, the official language, symbols) - ppt / poster (cities, artists, athletes, etc.) 2) Historians –to present information about the past history of Croatia - ppt / poster 3) Tourists –to present a documentary about Croatian landmarks 4) The artists –to make flags 5) Linguists –to make a Croatian - Romanian mini dictionary with common words Each group of students present their final product. Assessments and recommendations are made.	The activity is conducted in Romanian	Laptop  Projector  PPT  Coloured sheets  Flip chart  Markers
Learning Outcomes	Students enrich their knowledge about Croatia  They make products about Croatia  They learn some common Croatian words		

Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations

The teacher suggests expanding the activity: organising mini workshops with other classes about Croatia, sharing information about Croatia with family members.

## SEN SMILE Cultural Understanding Activity Plan: Croatia 5

Length	3 hour session for each country over one morning or afternoon.	European Country	Exploring culture from another country.	
Age Range	9-11 yrs (functioning 4+years below age related expectations)	Learning Needs (optional)	Activity planned for children with Severe Learning Needs including: Down syndrome, Hearing Impairments, Global Developmental Delay, Emotional and Behavioural difficulties	
Key Questions and Motivation				
Where is Croatia? What does the Croatian flag look like? What is Croatia famous for?				
Family Involvement (optional)				
Send home an activity sheet for the children to find out two facts or print pictures about Croatia to share with the class.				
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)	
To know where Croatia is.	Where is Croatia on the map/ globe? How would we get there? Watch a tourist video for Croatia. What is the weather usually like, what language is spoken and what currency do they use? (Croatian Kuna) Watch a video of the capital Zagreb. <a href="https://www.youtube.com/watch?v=Xsz49mzCVg0">https://www.youtube.com/watch?v=Xsz49mzCVg0</a> <a href="https://www.youtube.com/watch?v=mdy4PF9zPO8">https://www.youtube.com/watch?v=mdy4PF9zPO8</a> (Tourist video)	Understanding Feelings	iPad / camera to film the action	
To learn what Croatia is famous for.	<u>ACTIVITY ROTATION WITH ADULT BASED IN EACH AREA. Each child to visit each activity</u> <u>Activity 1</u> Children to pack a class suitcase with items they would need for a trip to Croatia. Use symbols to help (money, sun cream, swimming costumes, and sunglasses). Then board an imaginary plane set up in the classroom with chairs and a flight attendant on board (adult role). Children to travel to Croatia for a holiday. Role play holiday trip with adult. (Sight-seeing, eating out etc.). <u>Activity 2</u> Children to make a Croatian flag using paints and collage materials. Adult to demonstrate the correct colours and order on the flag. Explore why it is these colours together.	Croatia Flag Beach Zagreb Kuna	Communication symbols to explore each country if available  Communicate in Print/ Widgeit/ Boardmaker)  Role play items for flight  Croatian food items	
To experience tasting some Croatian foods.	<u>Activity 3</u> Children to role play a visit a Croatian restaurant. Adult to model taking orders and delivering mini bowls of pasta, stew, corn bread (cake). Children to rate the food using coloured faces for their likes and dislikes. How different is it to the food that we eat?		Paints and cards for flags	

<p>Learning Outcomes</p>	<p>I can point to where Croatia is on a globe/map. I can explore some Croatian food. I can re-create the Croatian flag.</p>
<p>Evidence (photographs, drawings, work etc.)</p>	 <p>The evidence section contains three images: on the left is the national flag of Croatia, featuring three horizontal stripes of red, white, and blue, with the coat of arms in the center; in the middle is a photograph of a black ceramic bowl filled with goulash, a traditional Croatian stew, garnished with fresh green herbs and served with bread; on the right is a map of Croatia and its surrounding region, including parts of Slovenia, Hungary, Serbia, Bosnia &amp; Herzegovina, and Montenegro, with various cities and geographical features labeled.</p>
<p>Teacher Evaluation and Recommendations</p>	<p>Ideally, have Croatian tourist guidebooks on display / music / images of cities / beaches playing whilst activities are taking place.</p>

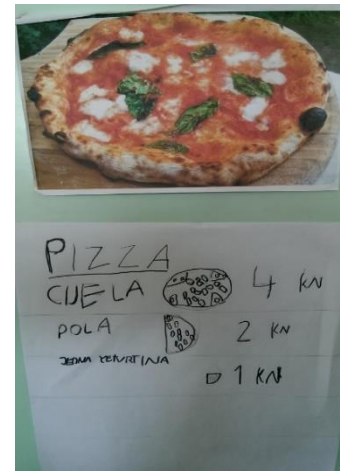
## SMILE Cultural Understanding Activity Plan: Italy 1

Length	3 days	European Country	European dimension; learning about Italy	
Age Range	5-10 yrs	Learning Needs (optional)	For children with mild special needs.	
Key Questions and Motivation				
What kind of food do people eat in Italy? How they prepare pizza, lasagne and pasta?				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
Development of positive emotional states; Development of fine motor skills; Teaching respect for rules and agreements; Development of memory; Development of mathematical concepts (all, half, quarter).	Children learn how to prepare traditional Italian dishes (pizza, pasta). If you have a school kitchen you can do it with natural ingredients. Children cut vegetables, knead the dough, bake the pizza or cook the pasta. The other possibility is to use coloured plasticine, play dough or toys.  Children play different roles in the restaurant: guests come to the restaurant, read the food on the menu, order dishes, the chef prepares the food, the waiter offers food to guests, delivers the dishes, guests pay and leave the restaurant.  Children make Italian menu and paper money, learn life skills like serving tables and cutlery, communication in the restaurant.			Different types of; Pasta Dough Pizza ingredients Dishes Cutlery Apron Paper money
Learning Outcomes	Positive attitudes and feelings towards other cultures and people Expanded general knowledge New words and concepts learned Improved motor coordination and skills Enhanced creativity			

Evidence (photographs, drawings, work etc.)



Statements by the children, drawings, art work, photo and video documentation, which shows activity, posters, etc.



Teacher Evaluation and Recommendations

Good for stimulating different areas of learning (general knowledge, motor skills, math concepts) and practising life skills. Children had a lot of fun participating in this activity.

## SMILE Cultural Understanding Activity Plan: Italy 2

Length	60 minutes	European Country	Italy
Age Range	10-11 yrs	Learning Needs (optional)	
Key Questions and Motivation			
There are students who have relatives established in Italy and others who want to travel to Italy;			
Family Involvement (optional)			
Family helps with information regarding Italy			
Learning Objectives	Description of teaching and activities	European Vocabulary	Resources (Including literature, music ICT)
<p>Learning new things about Italy;</p> <p>About the capital of this country and its tourist attractions;</p> <p>Developing their abilities to work in a team;</p> <p>Developing civic spirit;</p>	<p>Students are divided in groups of 4 and given the task to search on the internet for information about Italy, to make flags and posters with pictures from Italy.</p> <p>Presentation of a PowerPoint with information about Italy: settlement, spoken language, capital, currency, major cities, famous artists, famous actors, famous soccer players, explorers etc.).</p> <p>Discussions based on the information from the PowerPoint and the information presented by the students. The students add information received from relatives established in Italy.</p> <p>In Art Class, students paint the Italian flag or draw other Italian symbols.</p>	<p>Capital Country Rome Language</p>	<p>Laptop Video projector PowerPoint The song "L'italiano Vero" – Toto Cutugno Coloured papers Flip chart sheets Markers</p>
Learning Outcomes	<p>Students enrich their knowledge about Italy</p> <p>Students make posters with Italian symbols;</p> <p>Students learn new and useful Italian words</p>		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	<p>The teacher encourages students to continue with their study of Italy because there are many Romanians established in Italy.</p> <p>Students are encouraged to listen to Italian music (Andrea Bocelli, Laura Pausini)</p>		



## SMILE Cultural Understanding Activity Plan: Italy 3

Length	1 week	European Country	Italy
Age Range	All ages	Learning Needs (optional)	All pupils are involved
Key Questions and Motivation			
What do we know about Italy?			
Family Involvement (optional)			
Some Italian families in the school have brought materials for the exhibition and came to school to participate in the workshops.			
Learning Objectives	Description of teaching and activities	European Vocabulary	Resources
Learn more about Italy.	<p>We ask students what they know about Italy: cities, monuments, characters, foods, and customs.</p> <p>To promote empathy, we talk about the disasters that took place this summer and what would we do in that situation. How can we help them?</p> <p>We make a passport in which pupils can put stamps from different countries, in this case the Italian map.</p> <p>Colour the flag and write down some Italian words.</p> <p>Make a presentation with information about Italy: location, important cities, characters, and the school we visited.</p> <p>Two suggested successful activities: decorating a pizza.</p> <p>Make a pizza magnet with plasticine. Take it home as a gift.</p> <p>Sing an Italian song.</p>	Rome Renaissance Miguel Angel Venice Gondola Tower of Pisa Earthquake	Stationery
Learning Outcomes	We realised we know a lot of things about Italy. We can understand some words in Italian – both languages are very similar and we also have many things in common with this country. We talk about history, places, important people, monuments, food, and sports.		

Evidence (photographs,  
drawings, work etc.)



Teacher Evaluation and  
Recommendations

We decorated the school with pictures and drawings about Italy. We made a Gondola and sang the song Venezia – Pupils enjoyed making and eating pizza, singing etc.  
Be aware of pupils with allergies or intolerances (the pizza ingredients).

## SEN SMILE Cultural Understanding Activity Plan: Italy 4

Length	3 hour session for each country over one morning or afternoon.	European Country	Exploring culture from another country.	
Age Range	9-11 yrs (functioning 4+ years below age related expectations)	Learning Needs (optional)	Activity planned for children with Severe Learning Needs including: Down syndrome, Hearing Impairments, Global Developmental Delay, Emotional and Behavioural difficulties	
Key Questions and Motivation				
Where is Italy? What does the Italian flag look like? What is Italy famous for?				
Family Involvement (optional)				
Send home an activity sheet for the children to find out two facts or print pictures about Italy to share with the class.				
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)	
<p>To know where Italy is.</p> <p>To learn what Italy is famous for.</p> <p>To experience tasting some Italian foods.</p>	<p>Where is Italy on the map/ globe? How would we get there? Watch a tourist video for Italy.</p> <p><a href="https://youtu.be/TeV51FeRDaw">https://youtu.be/TeV51FeRDaw</a></p> <p><u>ACTIVITY ROTATION WITH ADULT BASED IN EACH AREA. Each child to visit each activity.</u></p> <p><u>Activity 1</u> Children to pack a suitcase with items they would need for a trip to Italy. Use symbols to help (sun cream, hat, swim costume). Then board an imaginary plane set up in the classroom with chairs and a flight attendant on board (adult role). Children to travel to Italy for a holiday. Role -play a holiday trip with adult. Sunbathing, sight-seeing.</p> <p><u>Activity 2</u> Children to make a Leaning tower of Pisa using paints and collage tube materials. Adult to demonstrate the correct shape Explore why it leans so much and how old it is.</p> <p><u>Activity 3</u> Children to role-play a visit an Italian restaurant. Adult to model taking orders and delivering mini bowls of pasta, olives and salads. Children to rate the food using coloured faces for their likes and dislikes.</p>	<p>Understanding Feelings Europe Italy Pasta Pisa</p>	<p>iPad / camera to film the action</p> <p>Communication symbols to explore country if available (Communicate in Print/ Widgeit/ Boardmaker)</p> <p>Role play items for flight</p> <p>Italian food items Paints and collage material for Pisa towers.</p>	

<p>Learning Outcomes</p>	<p>I can point to where Italy is on a globe/map. I can taste some Italian food. I can re-create the Leaning Tower of Pisa.</p>
<p>Evidence (photographs, drawings, work etc.)</p>	
<p>Teacher Evaluation and Recommendations</p>	<p>Ideally have Italian tourist guidebooks on display / music / playing whilst activities are taking place.</p>

## SMILE Cultural Understanding Activity Plan: Italy 5

Length	1 hour approx.	European Country	Cultural appreciation	
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.	
Key Questions and Motivation				
What is it like to visit Italy? Where is Italy? What language do they speak in Italy? What currency do they use? What are buildings like in Italy? What food is popular in Italy?				
Family Involvement (optional)				
Photographs to be uploaded to school blog Children to take Passports home to discuss countries visited.				
Learning Objectives	Description of teaching and activities		Vocabulary	Resources (Including literature, music ICT)
<p>LO: To develop an interest in and understanding of Italian culture.</p> <p>LO: To use basic Italian words and phrases.</p> <p>LO: To use knowledge of 3D shapes to build Italian buildings.</p>	<p>Prior to session children to have made and decorated a Passport with information sheets for each country they are to visit during topic.</p> <p>Look at Italy on a map and discuss travelling time. Has anyone ever visited Italy? Where have they been? What language do they speak? What currency do they use? How long does it take to get there? Children to act out and imagine flying around corridors of school to get to Italy. When they arrive 'stamp' their Passport and teach basic phrases: Grazie, Prego, Per favour, Sì, No and Ciao!</p> <p>Show children a collection of images of different Italian buildings that use 3D shapes in their design such as; Leaning Tower of Pisa, cone houses of Trulli, the Colosseum, the Basilica, the Forum, the Pantheon etc. Show children 'junk modelling materials' and give them time to work as a group to plan and draw a design for their building. Children work together to create their Italian buildings in groups. Create a class gallery or museum in a prominent place to display buildings.</p> <p>Show children images of Italian food. What have they tasted before? What would they like to try? Allow children to taste a selection of Italian food.</p>		Italy Italian Grazie Prego Per favour Sì No Ciao! Pisa Trulli, Colosseum Basilica Forum Olive Tomatoes Mozzarella Bruschetta	Passports  Map  Room to 'fly'  Images of buildings  Cardboard, tape, glue etc.  Olives Tomatoes Mozzarella Bruschetta
Learning Outcomes	<ul style="list-style-type: none"> <li>• Children will have a greater understanding of the location of Italy.</li> <li>• They will have more knowledge of Italian culture</li> <li>• They will be able to speak a few words and phrases in Italian.</li> <li>• Children will be able to work together and cooperate.</li> </ul> Children will be able to apply their knowledge of 3D shape to building.			



Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations

Children LOVED learning about Italy.  
 All children made progress.  
 Children had a good prior knowledge of Italy as many of them had visited on their holidays.  
 All children had mastered basic language skills by end of session and really enjoyed learning another language.  
 Language needs to be reinforced regularly through activities such as taking the register.  
 This lesson would be good if taught as part of a longer unit on Italy and Italian culture.  
 Children need to have a good prior knowledge of 3D shapes, ideally this should be taught alongside shape in mathematics.


## SMILE Cultural Understanding Activity Plan: Romania 1

Length	1 week	European Country	Romania
Age Range	All ages	Learning Needs (optional)	All pupils are involved
<b>Key Questions and Motivation</b>			
What do we know about Romania? We have friends from Romania in the school and at home.			
<b>Family Involvement (optional)</b>			
Ask the children to talk at home about migration. The Spanish or even the family experience – Romanian people who are with us, working hard. Invite Romanian families into the school to talk about their country.			
Learning Objectives	Description of teaching and activities	European Vocabulary	Resources (Including literature, music ICT)
Learn more about Romania	<p>Ask students what they know about Romania: cities, monuments, famous people, foods, customs</p> <p>Make a passport in which they can put stamps from different countries, in this case it's a vampire to represent Romania.</p> <p>Colour the flag and write down some words in the Romanian language.</p> <p>Make a presentation with information about Romania: location, important cities, famous people, and the school we visited.</p> <p>Celebration of a Halloween Party including a night in the school for pupils in the 5<sup>th</sup> grade to sleepover.</p> <p>Drinking blood (tomato juice) – vocabulary in English about food and drinks and some words in Romanian of typical meals (ciorba, mamaliga, mici, papanasi).</p> <p>Teach the children a Romanian dance.</p> <p>We associate this country with friendship and empathy as there are immigrants with from Romania. – We talk about and compare with the Spanish people who had to emigrate from our country to many other countries after the war. (Ask their parents and grandparents about this).</p> <p>Romanian pupils and their families are invited to school to explain interesting things about their country.</p>	Romania Bucharest Carpatian mountains Friends Immigrants Dracula Vlad Tepes Vampires	Art materials Halloween decorations all over the school PowerPoint presentation Stamp of Dracula Food and drinks (tomato juice as blood)

<p>Learning Outcomes</p>	<p>Understand migration in the world and how we need to understand, support and help the people. Understanding fear of vampires and knowing how to make ourselves less scared. The story of Vlad Tepes as a hero in his country and the legend of Dracula.</p>
<p>Evidence (photographs, drawings, work etc.)</p>	
<p>Teacher Evaluation and Recommendations</p>	<p>The Romanian families' participation in the class has helped the pupils to understand and be more empathic with Romanian class mates. They enjoyed the Halloween parties, especially the pupils in the 5<sup>th</sup> grade who had a "sleepover" in the school for a scary night! Hahaha!</p>




## SMILE Cultural Understanding Activity Plan: Romania 2

Length	1 morning	European Country	Introduction of Partner countries Romania
Age Range	5-10	Learning Needs (optional)	Children with minor disabilities
Key Questions and Motivation			
Where is Romania? What language is spoken in Romania? What tourist attractions do you know in Romania? What does Romanian flag look like?			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>Developing attention, Concentration, patience;</p> <p>Developing knowledge for other EU countries.</p>	<p>Paint the colours of the Romanian flag on cardboard with tempera</p> <p>Make 20 blue and 10 red spaces. Determine the start and finish. The game can be played by 2-5 players. Children with nursery rhymes determine who starts the game. Throw the dice and they count the spaces and move on.</p> <p>When you stand in the red space take the card and answer the question. After the next player throws the dice and so on until the first player reaches the finish line. He/she is a winner. The questions that are on the cards:</p> <p>What colours are on the Romanian flag? What transport could you use to get to Romania? How do you say children in Romanian? How to say hello? How to say happy? How to say sad? How to say fear? Can you count in Romanian 1-3-? 3-6? 6-10?</p>		<p>Cardboard</p> <p>Paint</p> <p>Scissors</p> <p>Glue</p> <p>Coloured paper</p> <p>Felt-tip pen</p> <p>Dice</p> <p>Game pieces</p> <p>Cards with questions</p>
Learning Outcomes	Children increase their knowledge of Romania, learn where it is, what it looks like, its basic characteristics, words, and numbers. Developing attention, concentration, patience. Socialize with other children while they have a good time.		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations Zapažanje I preporuka	This activity was enjoyed by the children, children are happy because they are involved in making games, playing every day they remember more details about the country of Romania.		




## SMILE Cultural Understanding Activity Plan: Romania 3

Length	3 weeks	European Country	Learning about a Partner country	
Age Range	10 years	Learning Needs (optional)		
Key Questions and Motivation				
Strengthen European awareness in education				
Family Involvement (optional)				
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)	
Strengthen European awareness in education;  Increasing knowledge, understanding and appreciation of cultural and linguistic diversity of the Partner countries.	Dissemination of educational activities and cultural activities about Romania	Food Songs Traditions Ballads Flag	Videos Images Pictures	
Learning Outcomes	Promoting the ability to work in groups and introducing the pupils to the European dimension			
Evidence (photographs, drawings, work etc.)				
Teacher Evaluation and Recommendations	Assessment questionnaire and pupil engagement			




## SMILE Cultural Understanding Activity Plan: Romania 4

Length	1hour approx.	European Country	Cultural Appreciation	
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.	
Key Questions and Motivation				
What is it like to visit Romania? Where is Romania? What language do they speak in Romania? What currency do they use? What is Romanian entertainment like?				
Family Involvement (optional)				
Photographs to be uploaded to school blog Children to take Passports home to discuss countries visited.				
Learning Objectives	Description of teaching and activities		Vocabulary	Resources (Including literature, music ICT)
<p>LO: To develop an interest in and understanding of Romanian culture.</p> <p>LO: To say hello in Romanian</p> <p>LO: To learn and develop steps of traditional Romanian dancing.</p>	<p>Passports from previous sessions will be needed for 'Visit.'</p> <p>Prior to session children to have made and decorated a Passport with information sheets for each country they are to visit during topic.</p> <p>Look at Romania on a map and discuss travelling time. Has anyone ever visited Romania? Where have they been? What language do they speak? What currency do they use? How long does it take to get there? Children to act out and imagine flying around corridors of school to get to Romania. When they arrive 'stamp' their Passport and teach basic phrases: Buna, da, nu, vă rog.</p> <p>Discuss the importance of folklore and traditions to rural Romanian society.</p> <p>Show children videos of children and teachers performing traditional Romanian dancing. Teach them the basic steps; practise these discretely and then with music. Separate children into groups and allow them to choreograph their own routines.</p> <p>After practice time allow each group to perform and ask their friends in the audience to point out what they liked and how they could improve.</p>		<p>Romania</p> <p>Buna, da, nu, vă rog</p> <p>Folklore</p> <p>Tradition</p>	<p>Passports</p> <p>Map</p> <p>Room to 'fly'</p> <p>Traditional dancing videos</p> <p>Traditional Romanian music</p> <p>Practice space</p>
Learning Outcomes	<p>Children will have a greater understanding of the location of Romania.</p> <p>They will have more knowledge of Romanian culture</p> <p>They will be able to speak a few words and phrases in Romanian.</p>			

<p>Evidence (photographs, drawings, work etc.)</p>	  
<p>Teacher Evaluation and Recommendations</p>	<p>Children LOVED learning about Romania.          All children made progress.          With the exception of children who were from Romania, children had no prior knowledge of Romania.          All children had mastered basic language skills by end of session and really enjoyed learning another language.          This lesson would be good if taught as part of a longer unit on Romania and Romanian culture.          Link activity to food and traditions associated with this.</p>

## SEN SMILE Cultural Understanding Activity Plan: Romania 5

Length	3 hour session for each country over one morning or afternoon.	European Country	Exploring culture from another country.
Age Range	9-11 yrs (functioning 4+ years below age related expectations)	Learning Needs (optional)	Activity planned for children with Severe Learning Difficulties including: Down syndrome, Hearing Impairments, Global Developmental Delay, Emotional and Behavioural difficulties
<b>Key Questions and Motivation</b>			
Where is Romania? What does the Romanian flag look like? What is Romania famous for?			
<b>Family Involvement (optional) c</b>			
Send home an activity sheet for the children to find out two facts or print pictures about Romania to share with the class.			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
To know where Romania is.	Where is Romania on the map/ globe? How would we get there? Watch a tourist video for Romania. What is the weather usually like, what language is spoken and what currency do they use? (Romanian Leu) Watch a video of the capital Bucharest. <a href="https://www.youtube.com/watch?v=ImaF11aTTfo">https://www.youtube.com/watch?v=ImaF11aTTfo</a>	Understanding Feelings	iPad / camera to film the action
To learn what Romania is famous for.	<a href="https://www.youtube.com/watch?v=Hh_UIEj4hF0">https://www.youtube.com/watch?v=Hh_UIEj4hF0</a> (village life) <a href="https://www.youtube.com/watch?v=dR8V-ca3Sv0">https://www.youtube.com/watch?v=dR8V-ca3Sv0</a> (castles)  <u>ACTIVITY ROTATION WITH ADULT BASED IN EACH AREA. Each child to visit each activity.</u> <u>Activity 1</u> Children to pack a class suitcase with items they would need for a trip to Romania. Use symbols to help (money, boots, hat, scarf, gloves, sledge)? Then board an imaginary plane set up in the classroom with chairs and a flight attendant on board (adult role). Children to travel to Romania for a holiday. Role- play holiday trip with adult. (Sight-seeing, eating out etc.). <u>Activity 2</u> Children asked to make a Romanian flag using paints and collage materials. Adult to demonstrate the correct colours and order on the flag. Explore why it is these colours together.	Romania Flag Castle Transylvania	Communication Symbols to explore each country if available (Communicate in Print/ Widgeit/ Boardmaker)  Role play items for flight  Romanian food items  Paints and cards for flags.
To experience tasting some Romanian foods.			

	<p><b>Activity 3</b>                  Children to role-play a visit a Romanian restaurant. Adult to model taking orders and delivering mini bowls of smoked bacon, cabbage, vegetable soup, grilled cheese.                  Children to rate the food using coloured faces for their likes and dislikes. How different is it to the food that we eat?</p>		
<p>Learning Outcomes</p>	<p>I can point to where Romania is on a globe/map. I can explore some Romanian food. I can re-create the Romanian flag.</p>		
<p>Evidence (photographs, drawings, work etc.)</p>	<div style="display: flex; justify-content: space-around; align-items: center;">    </div>		
<p>Teacher Evaluation and Recommendations</p>	<p>Ideally, have Romanian tourist guidebooks on display / music / images of castles playing whilst activities are taking place.</p>		

## SMILE Cultural Understanding Activity Plan: United Kingdom 1

Length	45 minutes	European Country	England
Age Range	6 yrs	Learning Needs (optional)	One student has pronunciation difficulties
Key Questions and Motivation			
What country has English as an official language? What is the capital of this country? What famous landmarks can we see in London? Are there any interesting stories about London that you know?			
Family Involvement (optional)			
Parents have brought some cartons of milk in order to make a layout of the Big Ben.			
Learning Objectives	Description of teaching and activities	European Vocabulary	Resources (Including literature, music ICT)
Learning new things about England, about the capital of this country and its tourist attractions-  Learning new words  Developing their English speaking abilities  Developing their abilities to work in a team	Students' attention is captured by displaying the English Flag and Union Jack. Children are asked if they know which country it belongs to.  Then they are invited to "visit" London at an exhibition organised in the classroom with cards, objects, books representing: The House of Parliament, Big Ben, Westminster Abbey, St Paul-Cathedral, London Eye, Buckingham Palace, Piccadilly Circus, Nelson's Column and Trafalgar Square. Students listen to information about the royal family and see images the related to this in a book. Then teacher presents a short PowerPoint about London.  Students are invited to listen to the song 'London's Burning', explaining the new terms and the story of London's burning from Wikipedia repeat the new words and sing along the new song. Students are invited to make Big Ben, working in pairs.  They make an exhibition of all their work and sing the song again.	Capital Country London Queen King Burn Fetch Fire engine Pour Fire Water Big Ben	Laptop Video projector PowerPoint Song <i>London's burning</i> Coloured paper Glue Scissors Markers Objects from London and books about it
Learning Outcomes	Undertaking research to learn new things about London, its tourist attractions, the royal family and the famous Fire of London. Learning new words from the song London's burning and the initial discussion about London. Improving their cutting, folding, bending and twisting skills.		

Improving their collaborative working skills in pairs / a team.

Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations


Teachers evaluate the students work.

Students share their work.

Students are encouraged to search for some more information about London, to share the new things they have learned and to repeat the song.



## SMILE Cultural Understanding Activity Plan: United Kingdom 2

Length	1 week	European Country	Learning about other European countries
Age Range	4-6 yrs	Learning Needs (optional)	Children with mild learning difficulties
Key Questions and Motivation			
Interactive world map, children's book "The Queens Knickers"			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
<p>Learning about England and royal family (intercultural learning)</p> <p>Learning to use the map</p> <p>Creative expression</p> <p>Visual-motor skills</p>	<ol style="list-style-type: none"> <li>1. Teacher encourages children to explore the world map and to find Europe, England and London</li> <li>2. Children's book "The Queen's Knickers" – several teaching ideas for different subjects on:  <a href="http://www.teachingideas.co.uk/library/books/the-queens-knickers">http://www.teachingideas.co.uk/library/books/the-queens-knickers</a> </li> </ol> <p>Teacher puts knickers in the sack. Children sit in circle and try to recognise by touch what is in the sack. Then teacher pulls out the nickers and asks "Whose knickers are these?" The answer is in the book. Teacher reads the story but not to the end. In the story the Queen has knickers for different occasions. The lead character asks what would the Queen's knickers look like if she came to my school? Then children design and colour the Queen's knickers. The story is read to the end. Teacher leads the conversation about the Queen, royal family and their castle. Children make the royal family castle and royal family characters. Teacher explains the difference between the rule of the queen and the president.</p>	<p>King</p> <p>Queen</p> <p>President</p> <p>Castle</p> <p>House</p> <p>Knickers</p>	<p>Children's book- The Queen's Knickers</p> <p>Interactive world map</p> <p>Colours, Cardboard</p>
Learning Outcomes	Children learn facts about royalty and presidency. They learn to recognise Europe and England on the world map. Their creative potential is encouraged and they practise visual-motor skills by constructing the castle		
Evidence (photographs, drawings, work etc.)			

## SMILE Cultural Understanding Activity Plan: United Kingdom 3

Length (Duración)	1 week	European Country	United Kingdom
Age Range (Rango de edad)	3-12 yrs	Learning Needs	All pupils are involved
Key Questions and Motivation			
What do we know about England and the United Kingdom?			
Family Involvement (optional)			
Families bring things to display: souvenirs, pictures,			
Learning Objectives	Description of teaching and activities	European Vocabulary	Resources (Including literature, music ICT)
Learn more about the United Kingdom	<p>Ask students what they know about United Kingdom: cities, monuments, famous people, foods, customs...</p> <p>Make a passport in which they can put a stamp for the different countries, in this case Big Ben represents England.</p> <p>Colour the flag and write down some words in English.</p> <p>We make a presentation with information about UK: location, important cities, famous people, and the school we visited.</p> <p>Afternoon Tea time: Enjoy a cup of tea and some British biscuits.</p> <p>Decorate a small box as the typical red telephone box and take it home as a souvenir</p> <p>Other activities in the class about the UK:</p> <p>Typical English songs</p> <p>Children who have visited UK bring in pictures and explain their experiences</p> <p>On a map, point out the different UK countries and significant places (England, Wales, Ireland, Scotland and the capital cities</p> <p>Collect pictures of well-known places, famous people, monuments, historical facts ...</p> <p>Decorate the school hall with a model of Big Ben</p>	Great Britain British English London England Wales Ireland Scotland Capital Queen Palace Breakfast Tea Museums Shakespeare Telephone box Parliament	Art materials Tea and biscuits Small juice boxes Stamp of the Big Ben Video and PowerPoint presentation about United Kingdom Smartboard and computer Items for the exhibition /display e.g. souvenirs, maps, posters, pictures
Learning Outcomes	Know important places, traditions and facts about the United Kingdom Speak English as much as possible Enjoy Afternoon Tea: drinking tea and biscuits		


Evidence (photographs,  
drawings, work etc.)



Teacher Evaluation and  
Recommendations

We offered a range of fun activities so that it was not our usual type of English lesson. Families helped by bringing in souvenirs and items for the exhibition.

## SMILE Cultural Understanding Activity Plan: United Kingdom 4

Length	3 weeks	European Country	England
Age Range	10 yrs	Learning Needs	
Key Questions and Motivation			
Strengthen European awareness in education			
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)
Strengthen European awareness in education;  Increasing knowledge, understanding and appreciation of cultural and linguistic diversity of the Partner countries.	Dissemination of educational activities related to culture and traditions of the United Kingdom	Food Songs Traditions Ballads Flag	Videos Images Pictures
Learning Outcomes	Promoting the ability to work in groups and introducing the pupils to the European dimension.		
Evidence (photographs, drawings, work etc.)			
Teacher Evaluation and Recommendations	Assessment questionnaire and pupil engagement.		

## SMILE Cultural Understanding Activity Plan: Spain 1

Length	2-3 days	European Country	European dimension, learning about Spain	
Age Range	5-7 yrs	Learning Needs (optional)	Children with mild special needs	
Key Questions and Motivation				
Photos of Flamenco dancers and the instruments Videos of Flamenco dance Questions for the children to be asked: "Who did you see in this video?" "What did the dancers wear?" "Which instruments did they use?" "How did they dance?" "Which sounds did you hear?" "What did their faces look like while they dance?"				
Family Involvement (optional)				
Parents and children gather and bring photos of Flamenco dancers and instruments.				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources (Including literature, music ICT)
To expand the interest for other European cultures; Introduction to music, dance and instruments of Spain.	We offered the children castanets to make interesting sounds. We talked about the look of the instrument and its sound, listened to Spanish music and encouraged children to create Flamenco style movements and dance. With the sounds of the Spanish rhythm we encouraged children to think and use their hands, legs and facial expressions. After the dance they took paper and crayons and drew castanets.		Boldness Energy Zest Openness	Videos of Flamenco dance Castanets CD player and music Crayons Papers
Learning Outcomes	To gain general knowledge about the Spanish dance and instruments To encourage an interest for learning about other cultures and countries			

Evidence (photographs, drawings, work etc.)



Sven: "I can't dance this because it is too difficult for me."

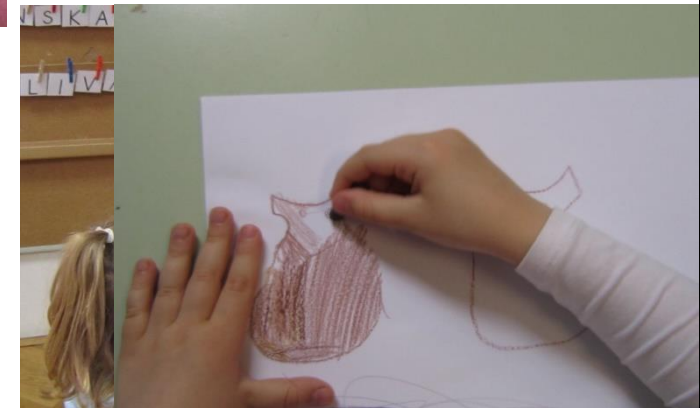


**Children said:**

Katarina: "Castanets remind me of the crocodile mouth."

Leona: "Castanets remind me of the little fish."

Sofija: "I would like to travel to Spain and learn to dance."



Teacher Evaluation and Recommendations

Children developed creativity and imagination through play. They enjoyed the dance and trying to repeat the movements they had seen. They noticed the dancers have "serious" facial expression but still enjoy dancing. The children became richer for another new experience and some of them wanted to learn Flamenco dancing. They learnt about different cultures.

## SMILE Cultural Understanding Activity Plan: Spain 2

Length	3 weeks	European Country	Learning about a Partner country: Spain	
Age Range	11 yrs	Learning Needs (optional)		
Key Questions and Motivation				
Strengthen European awareness in education				
Family Involvement (optional)				
Learning Objectives	Description of teaching and activities		Emotional Vocabulary	Resources
Strengthen European awareness in education; Increasing knowledge, understanding and appreciation of cultural and linguistic diversity of the Partner countries.	Dissemination of educational activities related to the rich culture and traditions of Spain		Food Songs Traditions Ballads Flag	Videos Images Pictures
Learning Outcomes	Promoting the ability to work in groups and introducing the pupils to the European dimension			
Evidence (photographs, drawings, work etc.)				
Teacher Evaluation and Recommendations	Assessment questionnaire and pupil engagement			

## SMILE Cultural Understanding Activity Plan: Spain 3

Length	1 hour approx.	European Country	Cultural Appreciation	
Age Range	7-8 yrs	Learning Needs (optional)	Mixed classes of 30. Each class contains a group of 5 pupils with mild to severe learning needs including Autism and up to 3 children with behavioural needs.	
Key Questions and Motivation				
What is it like to visit Spain? Where is Spain? What language do they speak in Spain? What currency do they use? What is Spanish entertainment like?				
Family Involvement (optional)				
Photographs to be uploaded to school blog Children to take Passports home to discuss countries visited.				
Learning Objectives	Description of teaching and activities	Vocabulary	Resources (Including literature, music ICT)	
<p>LO: To develop an interest in and understanding of Spanish culture.</p> <p>LO: To count 1-10 in Spanish.</p> <p>LO: To learn and develop steps of Flamenco dancing.</p>	<p>Prior to session children to have made and decorated a Passport with information sheets for each country they are to visit during topic.</p> <p>Look at Spain on a map and discuss travelling time. Has anyone ever visited Spain? Where have they been? What language do they speak? What currency do they use? How long does it take to get there? Children to act out and imagine flying around corridors of school to get to Spain. When they arrive "stamp" their Passport and teach basic phrases: Hola, adios, gracias, por favor.</p> <p>Teach children Spanish numbers to 10 and then sing numbers song. Use song as a signal for lining up time in classroom after this lesson.</p> <p>Show children videos of children performing Flamenco dancing. Teach them the basic steps; toe taps, heal taps, stamping and circles with arms. Practise these discretely and then with music. Separate children into groups and allow them to choreograph their own Flamenco routines.</p> <p>After practice time allow each group to perform and ask their friends in the audience to point out what they liked and how they could improve.</p>	<p>Spain</p> <p>Spanish</p> <p>Hola, Adios, Aracias, Por Favor.</p> <p>Counting 1-10</p> <p>Flamenco</p>	<p>Passports</p> <p>Map</p> <p>Room to 'fly'</p> <p>1-10 song in Spanish</p> <p>Flamenco videos</p> <p>Flamenco music</p> <p>Practice space</p>	
Learning Outcomes	Children will have a greater understanding of the location of Spain. They will have more knowledge of Spanish culture They will be able to speak a few words and phrases in Spanish.			



Evidence (photographs, drawings, work etc.)



Teacher Evaluation and Recommendations



Children LOVED learning about Spain.  
 All children made progress.  
 Children had a good prior knowledge of Spain as many of them had visited on their holidays.  
 All children had mastered basic language skills by end of session and really enjoyed it  
 Language needs to be reinforced regularly such as the register and using number songs  
 This lesson would be good if taught as part of a longer unit on Spain and Spanish culture.

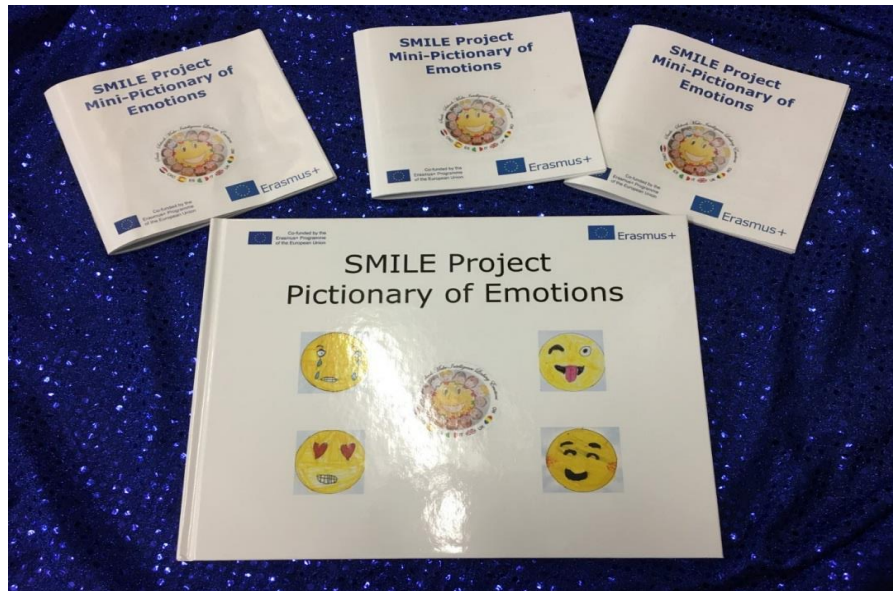
## SEN SMILE Cultural Understanding Activity Plan: Spain 4

Length	3 hour session for each country over one morning or afternoon.	European Country	Exploring culture from another country.	
Age Range	9-11 yrs ( functioning 4+ years below age related expectations)	Learning Needs	Activity planned for children with Severe Learning Difficulties including: Down syndrome, Hearing Impairments, Global Developmental Delay, Emotional and Behavioural difficulties	
Key Questions and Motivation				
Where is Spain? What does the Spanish flag look like? What is Spain famous for?				
Family Involvement (optional)				
Send home an activity sheet for the children to find out two facts or print pictures about Spain to share with the class.				
Learning Objectives	Description of teaching and activities	Emotional Vocabulary	Resources (Including literature, music ICT)	
<p>To know where Spain is.</p> <p>To learn what Spain is famous for.</p> <p>To experience tasting some Spanish foods.</p>	<p>Where is Spain on the map / globe? How would we get there? Watch a tourist video for Spain.  <a href="https://youtu.be/p7w3k3SG_jU">https://youtu.be/p7w3k3SG_jU</a></p> <p><u>ACTIVITY ROTATION WITH ADULT BASED IN EACH AREA. Each child to visit each activity.</u></p> <p><u>Activity 1</u>                      Children to pack a suitcase with items they would need for a trip to Spain. Use symbols to help (sun cream, hat, swim costume) board an imaginary plane set up in the classroom with chairs and a flight attendant on board (adult role). Children to travel to Spain for a holiday. Role- play holiday trip with adult. Sunbathing, sight-seeing.</p> <p><u>Activity 2</u>                      Children to make a Spanish flag using paints and collage materials. Adult to demonstrate the correct colours and order on the flag. Explore why it is these colours together.</p> <p><u>Activity 3</u>                      Children to role-play a visit to a Spanish Tapas restaurant. Adult to model taking orders and delivering mini bowls of paella, churros and salads. Children to rate the food using coloured faces for their likes and dislikes.</p>	<p>Understanding Feelings</p> <p>Europe Spain Paella Flag</p>	<p>iPad / camera to film the action</p> <p>Communication symbols to explore each country if available                      Communicate in Print / Widgeit / Boardmaker</p> <p>Role play items for flight</p> <p>Spanish food items</p> <p>Paints and cards for flags.</p>	

<p>Learning Outcomes</p>	<p>I can point to where Spain is on a globe/map. I can explore some Spanish food. I can re-create the Spanish flag.</p>
<p>Evidence (photographs, drawings, work etc.)</p>	 <p>The evidence section contains three images: on the left is the national flag of Spain, which consists of three horizontal stripes of red, yellow, and red, with the national coat of arms in the center; in the middle is a photograph of a traditional Spanish paella dish, featuring saffron rice, chicken, shrimp, and mussels; on the right is a detailed map of Spain and its surrounding regions, including Portugal, France, Andorra, and the Balearic Islands, with major cities and geographical features labeled.</p>
<p>Teacher Evaluation and Recommendations</p>	<p>Ideally, have Spanish tourist guidebooks on display / music / Flamenco dancing playing whilst activities are taking place.</p>



## Pictionary of Emotions



Through photographs, drawings and multiple language translations the Pictionary of Emotions aims to assist in the teaching and learning of emotions, allowing children to interpret and understand their emotions more fully. It is designed to support SMILE teaching in small groups and 1:1 sessions. The illustrations and photographs are provided by Year 3 and Specialist Unit pupils from our UK Partner: East Hunsbury Primary School. It is accompanied by a Mini-Pictionary that can

be used to further support children at home. An e-book of the Pictionary is available at: <http://crosmileproject.weebly.com/>



## Personal Impact – Teacher Extracts



### **ANNA COLASUONNO from Italy**

It has allowed me to meet different educational and cultural realities and confront professionals engaged in my own field in order to gain professional and language skills, and thus strengthening the quality of my teaching.



### **RICCARDINA PETRUZZELLI from Italy**

The Erasmus activities (posters, cards, box of wishes, box of fears) have been fascinating and interesting for my students. The activities have offered the possibility to the students to know, to express, to share and to manage their emotions in a cooperative way. The management of their emotions allows the students to be at ease at school, to have a responsible attitude promoting and facilitating interpersonal relationships.



### **ANGELA FUSIELLO from Italy**

The shared emotional experiences, the awareness of the uniqueness of each experience have offered students the opportunity to interact positively while expressing their emotions.



**SONIA GONZÁLEZ from Spain**

The Project has been very important to improve the social and emotional development of all of us. We have included cross curricular goals in our teaching that allow us to feel a greater sense of emotional well-being, not only in the school but in our personal lives.

**ROSA FERNÁNDEZ from Spain**

We have been able to work on a topic that has allowed us to explore and express our point of view and engage in teamwork that has enabled us to integrate “emotional competency” as a cross-curricular subject in our schools. On a personal level, I feel that my school is no longer simply a school in Tres Cantos, but it also contains a little bit of Italy, Romania, the United Kingdom and Croatia.

**INMA GIL from Spain**

This Erasmus project has given me the opportunity to work collaboratively with colleagues. In addition, it has allowed me to know and explore emotions in depth and to reach them with various tools that help us to express and manage them. It has enriched me personally so much more than other ways of working.



**LISA GREENOUGH from United Kingdom**

Dealing with the three more “negative” emotional themes, “Understanding Sadness” , “Understanding Anger” and “Understanding Fear” gave the children the most learning opportunities, as they were able to appreciate that it was acceptable to feel these emotions, and learn some new techniques to deal with them when they arose. In particular children in the SEN unit, accepting that their Parents may feel these emotions too was also very enlightening for them.

**KELLY MCNALLY from United Kingdom**

There was a holistic impact upon the children involved and this came from the daily implementation of the SMILE project through the use of devices such as: Peacemakers, Emotions Barometers, Worry Monsters, Gratitude Boxes and Calm Corners. Children in the project year groups demonstrated a level of empathy and resilience that allowed them to discuss their emotions in a mature way. They were also able to settle minor disputes for themselves and showed an increase in positive behaviours.

**RITA ARUNDEL from United Kingdom**

The SMILE project has transformed our practice and allowed our children to manage their emotions more successfully. It is one of our proudest achievements!

**ALEXANDRA VLADOVICI from Romania**

I have always been thirsty for knowledge, for educational innovation and valuable experiences. Smile has made it possible, a reality. It has brought so many new things about and made me a better person, a more involved teacher and a more tolerant colleague. It gave me the chance of pushing my limits in terms of understanding both my pupils and colleague-teachers' emotions, by extending my previous educational and social encounters to the next level, an emotional and also psychological one. Needless to say, I have met wonderful people and made professional partners, but I have also broadened my teaching horizons, by seeing children from a totally different perspective, that of unique human beings, with unique feelings and needs.

**GEALEPU ELENA-ALINA from Romania**

I consider this project successful, because my pupils are more joyful, more confident, more co-operative. It has improved their sense of well being and made them happier individuals.

**NEAGA MARINA from Romania**

The Emotional Competence in the school: Smile! Is an invaluable one, as its success can be easily observed from the pupils' perspective? They are more attentive and more confident, braver and merrier.



**TODEROIU OANA from Romania**

SMILE was a great learning experience, but also embraced new educational practice which stimulated the children's creativity and motivation. It enabled the improvement of social and emotional competences, with positive effects on the key competences, social behaviour and academic results. It represents an important experience in my professional development, it has opened new horizons towards other educational perspectives and it gave me confidence and determination to begin new international collaborations.

**NECULA SIMONA ELEONORA from Romania**

Once upon a time, there was a teacher who responded to challenge, that of joining a European partnership. The title of the project seemed interesting, appealing and suited my pupils' needs. I carried on with the emotions centred activities that helped me provide quality education and also helped me to know and understand all my pupils. My story has no end. I have discovered that understanding and managing one's emotions properly, the path of life shall be more easily followed.

**GEROGINA MANTA from Romania**

The SMILE project was like sunshine in my daily activities as a teacher. It showed me other ways to discover my students' souls, their fears, their hopes, their desires. It helped me to develop professionally, to work in a big group of highly creative teachers!

**CLAUDIA SAGHIN from Romania**

I incorporated the project activities into our national scholastic programme. I watched my pupils living their lives. I grew up with them and I kept my heart warm and my mind opened because somewhere else in UK, Spain, Croatia and Italy, well...somebody else was doing it too.

**OLGA GHEOCA from Romania**

This project aims far beyond the school curriculum. Through the activities developed within the project, the pupils have discovered themselves, have learned to recognize and manage their emotions. The magic of this project lies in the fact that the pupils (and the teachers :)) have learned ways of overcoming their negative emotions by discovering the power of a SMILE.



**MARCELA DRAGANOVIĆ from Croatia**

As time passed, I felt greater joy in exchanging experiences and ideas, learning new teaching methods. It was a remarkable opportunity for me to see the work of other European colleagues, especially during the Training event in Tres Cantos, Spain. Our intercultural exchanges had a strong impact on me and gave me new knowledge about other cultures and their way of life.



**LJUBICA GLAVIČIĆ from Croatia**

I have gained new attitudes through this project and became more open to new ideas and to diversity. My communication skills have improved. The most positive experience and satisfaction was the cooperation and partnership working with colleagues from other European countries; the fact I had the opportunity to see their work; exchange good practice; meeting new cultures, their way of life and work. This project also contributed to my professional self-esteem, teamwork and improved working relationships with my class colleague. I think my teaching is enriched and my self-esteem and self-confidence improved.



**SNJEŽANA MOŠTAK from Croatia**

From the first day we acted as a team, we exchanged ideas, shared our experiences and accomplishments. That kind of approach provided me and my work with an incredibly positive incentive. Teaching Emotional Literacy improved my own emotional competencies, increased my self-esteem and self-confidence. Project activities also improved my digital and linguistic skills.

For further, more detailed testimonies please visit: <http://crosmileproject.weebly.com/>

## Evaluation, Results and Conclusions

The objectives of this project were to improve the emotional competencies of pre-school and school age children in selected groups, but also to encourage co-operation between kindergartens and the schools of our European Partnership, to identify and adopt good practice examples of other schools and kindergartens, to encourage intercultural cooperation among children, and to the improve digital and language skills of all project participants. A SWOT analysis was undertaken at the start of the project, in which project participants summarized the strengths and weaknesses of their institution, as well as the opportunities to make improvements and any threats which might prevent progress. The table shows the most important conclusions of the four categories at the project starting point:

STRENGTHS	WEAKNESSES
<p><b>The Curriculum:</b></p> <ul style="list-style-type: none"> <li>- Existing programs for improving emotional competencies</li> <li>- Individualized access to children, inclusive schools</li> <li>- Project activities are already part of the existing curriculum</li> </ul> <p><b>Project Participants:</b></p> <ul style="list-style-type: none"> <li>- Educated employees who are sensitive to the needs of children</li> <li>- Multidisciplinary teams, supporting the leadership of the institution</li> <li>- A number of participants already have experience in similar projects</li> <li>- Readiness for team work</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>- Good communication with parents</li> <li>- Parents willing to work in partnership</li> </ul>	<p><b>Curriculum and Working Conditions:</b></p> <ul style="list-style-type: none"> <li>- Existing programs</li> <li>- Large classes</li> <li>- Children with disabilities require more attention and time, they do not follow the program at the same speed</li> <li>- Difficulties in introducing new activities into the existing curriculum</li> <li>- Challenge of maintaining the project in multiple locations</li> <li>- Time needed for administrative tasks and documentation</li> </ul> <p><b>Project participants:</b></p> <ul style="list-style-type: none"> <li>- Lack of experience of some coordinators</li> <li>- Adjusting to new activities</li> <li>- Less developed digital and linguistic competencies of some project participants</li> </ul>
OPPORTUNITIES	THREATS
<p><b>The Curriculum:</b></p> <ul style="list-style-type: none"> <li>- Curriculum and connecting the school with a wider community</li> <li>- Enriching the curriculum with new activities</li> <li>- Encouraging creativity and understanding of other cultures</li> <li>- Raising awareness of the school community through project dissemination</li> <li>- Improved co-operation with parents and other institutions</li> </ul> <p><b>Project Participants:</b></p> <ul style="list-style-type: none"> <li>- Sharing examples of good practice with other schools and kindergartens</li> <li>- Improved emotional competencies</li> <li>- Improved digital and linguistic skills of all project participants</li> </ul>	<p><b>Institution and Local Community:</b></p> <ul style="list-style-type: none"> <li>- Lack of experience of involvement in a project of this size</li> <li>- Lack of support from the local community and other institutions</li> </ul> <p><b>Project Participants:</b></p> <ul style="list-style-type: none"> <li>- Change of participants due to project longevity (sick leave, maternity leave)</li> <li>- Too many project participants</li> <li>- Difficulties in motivating pupils and parents to participate in the project</li> </ul>

Upon completion of the project, all participants revisited a SWOT analysis in their institutions to examine the impact of the project activities. The following table outlines the main strengths and weaknesses, opportunities and threats in the institutions following the completion of all the SMILE activities:

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<p><b>The Curriculum:</b></p> <ul style="list-style-type: none"> <li>- Implemented new activities</li> </ul> <p><b>The School:</b></p> <ul style="list-style-type: none"> <li>- Improved reputation and status of the institution</li> <li>- Recognition serves to strengthen the institution's identity</li> <li>- Increased and improved partnership with the local community</li> </ul> <p><b>Project Participants:</b></p> <ul style="list-style-type: none"> <li>- Teachers and educators are motivated to take on new activities and new projects</li> <li>- All participants gained great experience in the international projects</li> <li>- Participants acquired new and improved digital and language skills, as well as improved emotional competencies</li> <li>- There has been great progress in the area of emotional literacy in children</li> <li>- Less clashes and greater tolerance among children</li> <li>- Strengthened group cohesion and social competencies in target groups of children</li> <li>- Very good parent feedback on the project</li> <li>- Better educated parents on the subject of emotional competencies through the project activities</li> </ul>	<p><b>Curriculum and Working Conditions:</b></p> <ul style="list-style-type: none"> <li>- Difficulty maintaining the teaching and learning activities across all the locations</li> <li>- Replacing teachers and other educators who were not part of the original project launch</li> <li>- Only some of the teachers and educators were able to be involved in the project</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<p><b>The Curriculum:</b></p> <ul style="list-style-type: none"> <li>- Opportunity to introduce a new approach to the teaching and learning of emotional competencies in all classes and kindergartens</li> <li>- An Emotional Literacy Teaching Manual and Emotion Pictionary as new tools for improving knowledge on the subject of emotional literacy as well as gaining the cooperation with and partnership of parents</li> </ul> <p><b>New Activities and the Local Community:</b></p> <ul style="list-style-type: none"> <li>- Opportunities for new co-operation with Partner schools and kindergartens</li> <li>- Experience offers further opportunities to launch new projects</li> <li>- Local community support for joining new projects and connecting with other schools</li> <li>- Possibility of disseminating examples of good practice and educating employees of other educational institutions</li> </ul>	<p><b>Curriculum and Working Conditions:</b></p> <ul style="list-style-type: none"> <li>- Sustainability of the program is challenging due to changing participants, teacher workload and educators beginning new activities or entering new projects</li> <li>- Administrative obstacles and demands that make changes to curriculum difficult</li> <li>- An unstable and ever changing education system as a result of frequent changes to educational law</li> </ul>

The results of the project mentioned in the table as well as the difference between the statements at the beginning and end of the project indicate the great impact of project activities. This includes the increased competencies of all participants, the improved reputation and developed identity of the educational institutions, the greater links made with the local and wider community and the increased motivation for further participation in similar projects.

Teachers also completed specially constructed questionnaires consisting of 10 questions. The table lists some of the most common responses:

Questions	Answers
1. How did the Smile project improve your learning of emotional intelligence?	The SMILE project brought new knowledge in the field of child psychology; new ways of teaching; improved personal development; Students are more successful in emotional recognition; students show more empathy and manage to deal with their own emotions.
2. What impact did you see in the classroom regarding the students' behaviour, their interpersonal relationships, and the ability of children to talk about their feelings?	Increased responsibility and attention; greater honesty and emotional openness; emotional self-awareness; more altruism and empathy; enhanced problem-solving skills; improved relationships with other students and teachers.
3. How did project activities influence your work with children with disabilities?	Better communication related to negative emotions; stronger sensibility to disadvantaged students.
4. To what extent did your involvement in the project improve your language skills?	To a great extent; to a large extent; to a certain extent.
5. What would you do differently to improve your language skills?	Participate in online or classroom language courses; more interaction with people in SMILE via email; conference (Skype, e-Twinning), phone, talk, etc.
6. How much has your involvement in the project improved your digital capabilities?	To a small extent; to moderate extent.
7. What ICT skills did you gain and what other skills would you like to learn?	Editing Microsoft Office documents; (especially PowerPoint presentations); online communications; E-twinning-related skills; better use of information on YouTube and the Internet.

8. How do you propose to use the planned intellectual results after the project is completed?	Implementation of activities in the SMILE Teaching Manual in all classes; use of Emotion Barometers; Quiet/ Calm Corners; continuation of new methodology in future work; use of Emotion Pictionary Books; development of new activities with similar goals.
9. What are the positive effects of the project?	Good cooperation between EU countries; the whole project was positive, the development of emotional abilities of students through various activities; involvement of all members in the project; well-developed project activities; exchange of good practice.
10. What are the suggestions for improving future projects?	Extended cooperation; cross-curricular projects; increased involvement of the directors; greater involvement of the leadership of the school in the activities.

In addition to the SWOT analysis and specially constructed questionnaire, the project participants carried out numerous surveys and detailed analysis of the project impact on the areas of understanding emotions, academic success and the attitudes and behaviour of preschool and school children.

### ITALY

In the school Verdi - Cafaro in Italy, teachers examined the effect of project activities on the four characteristics of children: awareness, autonomy, collaboration and self-esteem. The tests were carried out on a sample of 150 children. The results obtained are shown in the table below:

Traits	Percentage of students with a certain level of adoption of the traits					
	Initial measurement			Final measurement		
	Basic level	Middle level	Advanced level	Basic level	Middle level	Advanced level
Awareness	29	96	25	24	98	28
Autonomy	31	94	25	24	97	29
Collaboration	18	86	46	12	90	48
Self - esteem	21	91	38	15	94	41

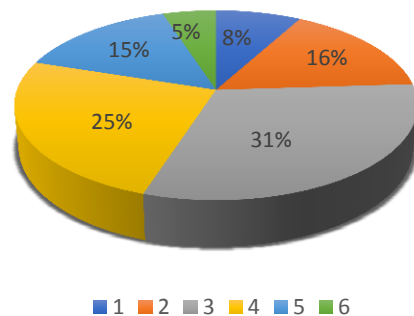
The table shows the positive development of all four features during the project.

In the Italian school, teachers also examined the difference in the degree of adoption of the traits of various subjects. The consistency of the materials is grouped into 6 categories; the table indicates the meaning of a particular category:

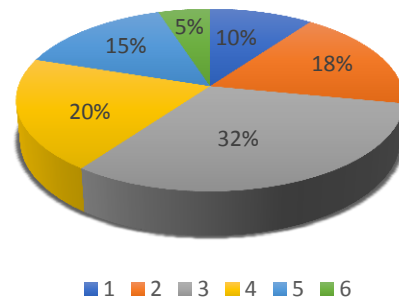
Category No.	Meaning
1	Complete skills and abilities in various disciplines. Significant skills in transforming content and personal reflection.
2	Deep knowledge and full capacity for re-processing and organising links between different knowledge.
3	Deep knowledge, proper use of different languages, secure presentation of the learned knowledge
4	Relevant knowledge, good knowledge of skills and facts in different disciplines, ability to organise the learned content
5	Knowledge of the basic elements of a particular content, partly accepted knowledge and skills, ability to easily reproduce learned knowledge.
6	Sketchy knowledge and basic reproducing skills, basic recognition and problem solving skills.

The graph shows the degree of adoption of the materials at the beginning and end of the project:

Initial measurement



Final measurement



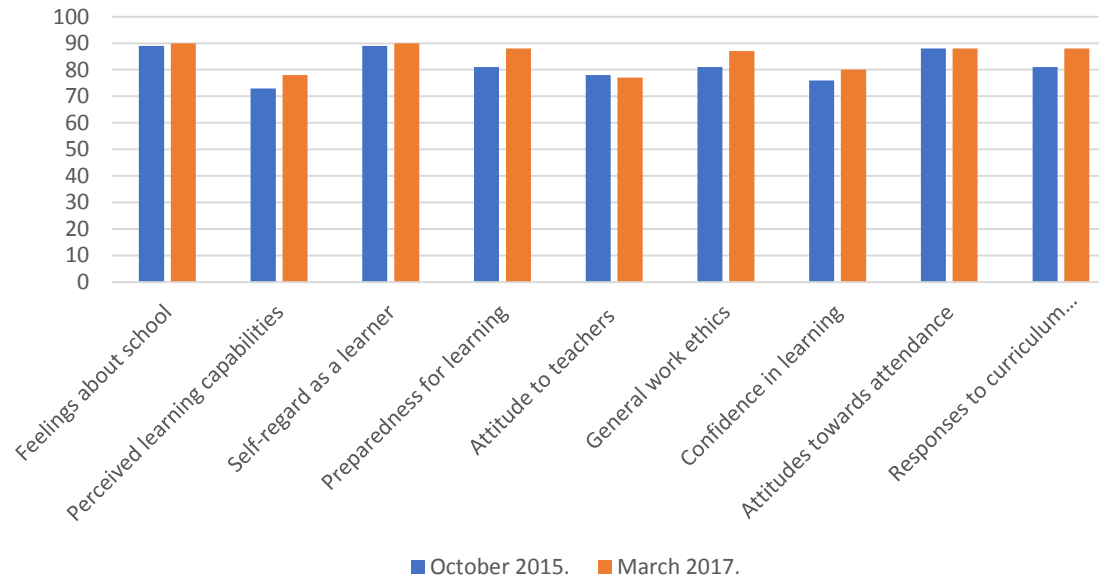
These results suggest that there has been a change in the pupils who are well-suited to the subject and who at the end of the project have increased their mastery of the learning skills. There was no change in the students who had superficially adopted the material at the beginning of the project.



## UNITED KINGDOM

In East Hunsbury Primary School in the UK, 72 students were involved in project activities, of which 64 students participated in a sample examining individual school competencies and attitudes about school. The students completed the PASS (Pupils' Attitude to Self and School) questionnaire, which showed the results of the development of school competencies and attitudes grouped into nine categories: Feelings about School; Perceived Learning Capabilities; Self-regard as a Learner; Readiness for Learning; Attitudes to Teachers; General work ethic; Confidence in Learning; Attitudes towards Attendance; Responses to Curriculum Demands.

The graph shows the difference between the results (%) on the scales in the initial (October 2015) and the final (March 2017) metering point:



Given that the regular program in the target group of East Hunsbury Primary School includes nine pupils with Special Educational Needs who have Severe Learning Difficulties and attend their Specialist Unit, a short case study of the impact of the project on a student with special needs is shown below.



## Special Educational Needs Case Study UK

A student involved in a case study was diagnosed with Down Syndrome, with reduced intellectual abilities. Language skills of the students are less developed due to the hearing Impairment and the late development of body coordination and fine motor skills. He needs structure, adult guidance and support in order to access the learning. He is in a class of similar peers and is less congenial with them and is not independent in his learning.

The student loves the world around him and likes to find out about it, responds well to individual work and is involved in a small class of 10 students taught by a teacher and teaching assistant.

During the project, the teacher tracked the student's progress in four categories: reading, writing, maths and science. Initial assessment of the adoption of these skills was made (October 2015) and revisited at the end of the project (March 2017). The student progressed in all categories, and the greatest progress was recorded in the skills of reading and the area of science.

Concerning the development of certain skills and characteristics of the students, an initial and final assessment was made in the following diagnostic categories: disengaged, self-negating, undifferentiated attachment, inconsequential behaviour, cravings, avoidance / rejection, insecure sense of self, negativity to self, negative to others and disregard for others.

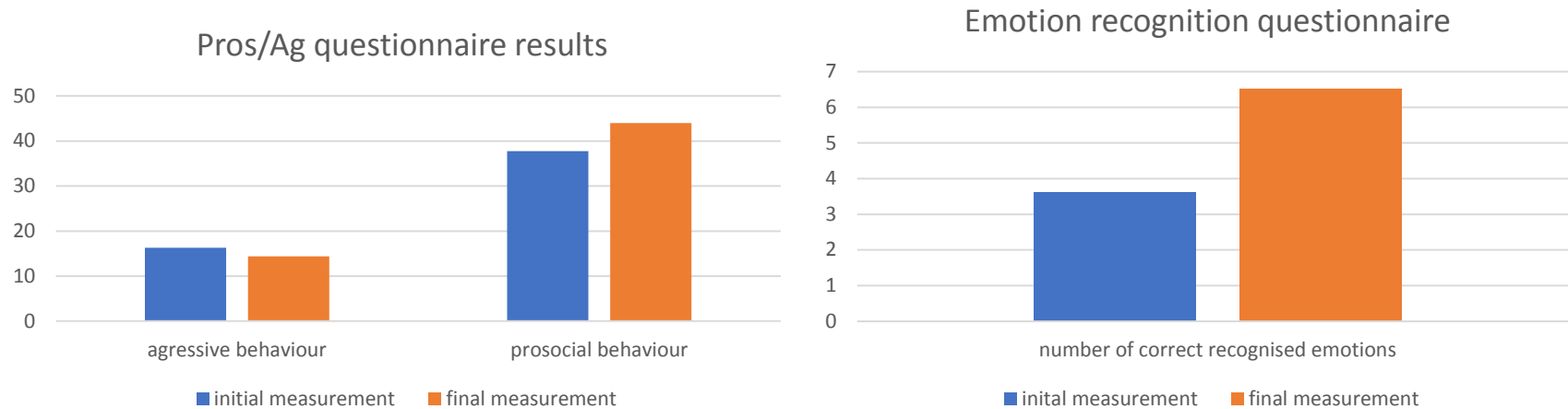
The greatest progress was made in the disengaged and self-negating categories, while the inconsequential behaviour, avoidance / rejection behaviours, insecure sense of self, negative to others, disregard for others also showed some progress.

In the questionnaire of developmental characteristics there was an initial and final assessment of the characteristics: purposeful attention, constructive participation, connects experiences, insightful involvement, cognitive engagement, emotional security, accepting constraints, accommodating others, constructive responses, maintaining standards. The greatest progress was made by the student in insightful involvement, and progress was noted in all other areas, except for areas of constructive participation, where there was no change in the final measurement compared to the initial one.

Upon completion of the project, the student is much more able to accept sharing of ideas than at the beginning. He is more willing to express his own emotions and show more understanding of the emotions of peers. He tries hard to be more capable of managing his emotions in interactions with her peers. Also, he shows improved ability to articulate feelings using an emotional barometer. The ability to listen to the students increased his focus. The pupil welcomed the SMILE project activities every week and demonstrated empathy and understanding for less emotionally developed peers.

**CROATIA**

At the Petar Pan pre-school in Zagreb, Croatia, a study of prosocial and aggressive behaviour was carried out, as well as emotional recognition in 56 children aged four to six years. The Pros / Ag questionnaire and the photos of emotions were used. The Pros / Ag Questionnaire (Žužul et al., 1990) consists of two scales assessing the prosocial and aggressive behaviour of children on a 5 degree Likert type scale. The graphic illustrations below show the results obtained by initial and final measurement.



From graphs, it is evident that the children at the end of the project showed less aggressive and more prosocial behaviour compared to the beginning of the project. Also, during the project they learned to accurately identify certain emotions, so from the average of 3.75 known emotions at the beginning of the project students achieved an exact accredited average 6.5 emotions at the end of the project. All differences were statistically significant (p <0.05).



## CONCLUSION

In conclusion, the SMILE project proved to be very successful in all investigated fields. Apart from a better understanding of emotions, preschool and school children have shown progress in emotional control, have developed skills of autonomy, cooperation, self-confidence and self-awareness. There is a visible improvement in the way students approach schooling and in school skills. Students' attitudes have become more positive, and case studies indicate the impact of the project on children with Moderate Special Needs and Severe Learning Difficulties.

Although some of the impact on these positive results can be attributed to the characteristics and competencies of the participants, the regular planning, practices and curriculum of the school or perhaps other projects that were currently taking place, the SMILE project has undoubtedly had a great impact on these results.

SWOT analysis has shown the positive impact of the project on all participants, as well as on entire institutions and the local community. Initial fears and suspicions of participants were replaced by positive experiences, new knowledge and increased motivation to participate in new projects.



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SMILE Portfolios and many useful resources and relevant PowerPoint presentations can be viewed on: <http://crosmileproject.weebly.com/>