



RESILIENT
PRESCHOOLS

O1/A2 Design and Development of the Toolkit Guidelines





O1/A2 Design and Development of the toolkit (April 2021 – 15 May 2021)

Based on the results of O1/A1 the content of the toolkit will be finalised. IoD will define the key topics and chapters of the toolkit to be developed.

Objective: The purpose of this toolkit is to offer concrete and readily available instruments, examples case studies, methodologies emerged from the issues will be identified in the research phase addressed to preschool teachers for developing effective strategies, interventions and activities.

SUGGESTED STRUCTURE OF THE TOOLKIT

Introduction to the project (1 page) – IoD/ CPI

Objectives of the toolkit/ How to utilise it? (1 page)- IoD/ CPI

1. Introduction to Positive Psychology (1 page) IoD/ CPI
2. Definition of Key concepts (wellbeing, resilience, social and emotional learning, mindfulness, positive psychology concepts, character strengths) (2 pages) – IoD/ CPI
3. Brief 2 pages per country summary of findings from needs assessment. (ALL PARTNERS)
 - 3.1 Main Challenges pre-schools face with regards to the resilience and well-being in preschools (and key challenges and problems that preschool teachers face)/ critical review of current practices and policies on early childhood education)/
 - 3.2 Areas in the national curriculum in each partner country that the content of this project fits
4. What are the factors that influence wellbeing and resilience? (2 pages) – Motion Digital
5. How can school promote wellbeing and resilience? (Strengths-based approach, whole-school approach) (1 page) (Motion Digital)
6. What is Positive Education? (1 paragraph) - MLUS
 - 6.1 Introduction to the PERMA-H model (2 pages) (IHU)
 - (P) Positive Emotions (Short description of each concept and benefits for students)
 - (E) Engagement
 - (R) Relationships
 - (M) Meaning
 - (A) Accomplishment
 - (H) Health



- 6.2 Importance of resilience in preschool education (1 page) – UPIT
- 6.3 Importance of wellbeing in preschool education (1 page) – Motion Digital
- 6.4 Benefits for teachers (1 page) UPIT
- 6.5 Importance of teachers' wellbeing (Learn it, embed it, Teach it) (1 page) UPIT
- 7. GOOD PRACTICES (specific activities)
 - 7.1 Case Studies from other countries (eg Positive Education Applications in Geelong Grammar School) (2 pages) (MLUS)
 - 7.2 Wellbeing, Resilience, mindfulness, positive education good practices (Each partner will provide 3 good practices from their country or applied internationally) (2 pages per country) – ALL PARTNERS
- 8. Methods, tools, and approaches for nurturing preschool student's wellbeing, character traits and resilience (e.g., play, drama, role plays, storytelling, arts) (2 pages) – International Hellenic University

We can also include:

- 1 Checklist/ Evaluation tools for self -assessment and self-reflection (MLUS)
- 9. Conclusions (1 page) – UPIT

References

O1/A3 Finalisation and Translation/ Localisation (June – July 2021)

The toolkit will be tested

- 2. Do the necessary adjustments/ corrections
- 3. The Toolkit will be finalised, translated and uploaded on the project's e-learning space (June-July 2021).
- 4. Translations (Each partner will select parts of the toolkit and translate it based on their national context and needs)

General guidelines for the toolkit

- Stick to the length proposed above
- Use simple language
- Use Shorter Sentences
- Use Simpler, More Common Words and Phrases



- Talk Directly to Your Reader or Listener
- Prefer Active Voice (e.g., Avoid: Children should be taught by the teacher. Instead, prefer: Teachers will teach the child to...)