



## Module 2. Character Strengths and Values

### Introduction to the module

**Character strengths** are defined as positive traits, which are reflected in thoughts, feelings, and behaviours. They exist in different levels and can be measured as individual distinctive traits (Peterson & Seligman, 2004). **“Character Strengths and Virtues”** is a ground-breaking book created by Christopher Peterson and Martin Seligman, and it is regarded as one of the founding pillars of the science of positive psychology and remains one of the most substantive efforts generated by the field. Peterson and Seligman (2004) developed a list of character traits – strengths and assorted assessment tools to identify those traits in each person. The most well-known and prominent example is **Values in Action (VIA) classification**.

When it comes to education and especially pre-school education **building character strengths from an early age is crucial**. The period of early childhood is a critical era for children and offers many opportunities for the development of their physical, cognitive, emotional and social skills, all of whom will constitute the solid foundation for their lifelong development as individuals (Ross et al., 1999).

The aims of character education and the aims of schooling are parallel. The optimal goal of any educator is to support the student on flourishing, reaching the maximum of their potential and lead happy and meaningful lives. Character strengths and virtues identification are the absolute backbone of any individual’s development and by providing children from a young age the support and guidance to find their signature strengths is safeguarding their healthy and successful development.

Children of all ages and during any developmental stage can benefit from a mindful and concise focus on building their character strengths and virtues, according to relevant research identifying and cultivating character strengths in preschoolers:

- Enables them to embrace education with more enthusiasm
- Will become more subjective to change
- Will be more receptive to acquire new knowledge
- Safeguard them from future mental health dysfunctionalities



- Enhance capacities useful for flourishing and self-accomplishment
- Multiply opportunities for more positive interactions
- Increase positive engagement with school life
- Elevate overall happiness and life-satisfaction
- Improve overall school academic achievement

The aim of this module is to provide to preschool educators a suite of activities that they can incorporate to their curriculum and support children on how to identify and cultivate their own character strengths, a practice that will resonate as a backbone to support their overall wellbeing and smooth development.

Below you will find an outline of the Module 2 content. Each value stands for one lesson with a special focus. Each lesson includes one or two activities. It is important to point out that “practice makes perfect” and the more teachers bring about to their classes these notions and activities connected with “character strengths”, the greater the results will be.

The activities that can be used all together as a holistic approach, individually or in any combo with each other. Please find below the outline:

#### **LESSON 1: WISDOM & KNOWLEDGE** ☑ Focusing on “Creativity”

- Activity 1: The “Illustrated Trees”
- Activity 2: The Unusual Pantomime

#### **LESSON 2: COURAGE** ☑ Focusing on “Honesty”

- Activity 3: Honesty Bingo

#### **LESSON 3: HUMANITY** ☑ Focusing on “Kindness”

- Activity 4: The Kindness Tree
- Activity 5: “How can we help?” stories

#### **LESSON 4: HUMANITY** ☑ Focusing on “Love”

- Activity 6: A Special Video for Someone Important!

#### **LESSON 5: JUSTICE** ☑ Focusing on “Fairness”

- Activity 7: Fair-treatment

**LESSON 6: JUSTICE** ☑ **Focusing on “Teamwork”**

- Activity 8: Trust Walk

**LESSON 7: TEMPERANCE** ☑ **Focusing on “Forgiveness”**

- Activity 9: Story-Telling “The Invisible Boy”
- Activity 10: Story-Telling “The Invisible Boy” (with parents)

**LESSON 8: TRANSCENDENCE** ☑ **Focusing on “Humour”**

- Activity 11: Funny Times

We invite the Educators to take upon this opportunity for their own self-reflection as well and re-kindle their knowledge of thy-self also. This can be a great inspiration for adults as well to either identify or laminate in their memory and everyday practices their own character strengths and values. Moreover, as you will notice whilst going through the material, the activities can also welcome parents and/or other school members to the practice. It’s important as a School Unit, to take a conscious decision to encourage this approach on giving an emphasis on virtues, humanity and helping each member of the school community to accent their most strong and prominent positive traits.

*We wish to all Educators, Experts, Parents and Children themselves a beautiful journey to self-discovery and creating deep and meaningful connections with each other!*



## Lesson 1: Increasing Children's Creativity

### Lesson Overview:

This lesson includes two activities aiming to encourage preschool children to develop their creativity. The overall idea of the lesson is to expand children's thinking of novel and productive ways to perform or express notions. In the first activity, children will be asked to think and reflect on the use of common objects found in their surrounding environment by finding alternative ways of using them. This is designed to show them the importance of thinking outside of the box and to develop their creative thinking on how to use something even if its use is specific and predetermined. In the second activity, children will apply their creative thoughts in practice by creatively designing the given shapes.

### Objectives

At the end of the lesson children would be able to:

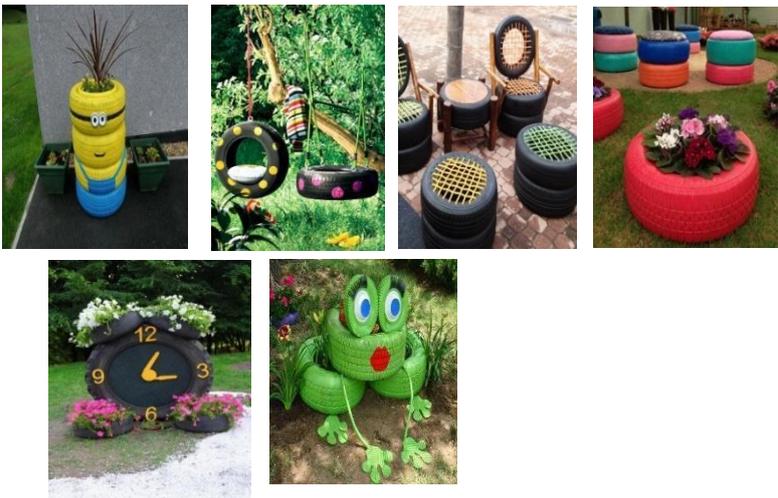
- Reflect on the use of a common project
- Discuss and identify unusual or alternative ways to use a common object
- Use a given object in an alternative and creative way
- Reflect and comment on the possible ways to creativity redesign the given shape
- Redesign and represent a given shape using various creative techniques
- Reflect on how they got inspired to produce a creation

### "Warm-up" activity

The teacher and children play the game "find the common object". Children are sitting in the whole-group circle and the magic hat is transferred from child to child until the music stops. The child who has the hat stands up and finds a common object from the surrounding environment in the classroom. A common object could be something well-known or something that children are familiar with or with its use (e.g., chair, book, newspaper, box, paper clip, pencil, rope, brick, scarf, potato, ring, a sheet of paper). Each time a child brings an object to the circle, puts it in a basket and shouts its name using a creative movement, a creative slogan or a creative facial expression. The collected objects will be used later in the following activities.



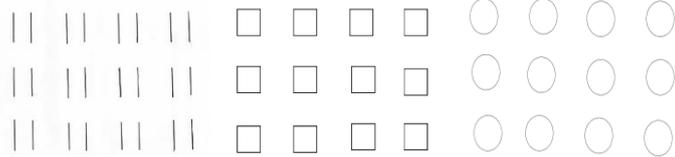
### Activity 1: The Unusual Pantomime

<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none"> <li>The following pictures in A4 size</li> </ul>  <ul style="list-style-type: none"> <li>The collected common objects (e.g., chair, book, newspaper, box, paper clip, pencil, rope, brick, scarf, potato, ring, a sheet of paper)</li> <li>Sheets of papers and pencils</li> <li>White board</li> </ul>
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Individual presentation</li> <li>Drama-play</li> </ul>
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20'
<b>Introducing the activity</b> <b>(Duration: 5 min)</b>	<p>The teacher puts on the floor several pictures from various reusing ideas of car tyres and gives the children some time to observe them. The children are then asked to answer the questions</p> <p>"What is the common object you see in all pictures?"</p> <p>"In what ways was this item used in each case?"</p> <p>"Which way did you like the most and why?"</p>



	<p>In this discussion, children are introduced to the idea of alternative ways of using a common object and are expected to exchange views on the images at their disposal.</p>
<p><b>Activity</b> (Duration: 12 min)</p>	<p>The children are sitting in the whole-group circle and each time the music stops a child is asked to choose one of the common objects in the basket. The child has first to refer to the common use of the selected object and then has three minutes to think and find an unusual or alternative way of using the object. During these three minutes, the other children work individually and write or sketch on a piece of paper what alternative ways they found of using the object. Then the presenter-child shares his/her idea with the whole class by using pantomime while the other children are asked to guess the alternative use of the object that the child presents.</p>
<p><b>Conclusion</b> (Duration: 3 min)</p>	<p>Afterwards, all the other possible uses that were found by the rest of the classroom are also mentioned and presented on the board. In group discussion children are reflected on the different ideas found.</p>



<b>Activity 2: The “Illustrated tests”</b>	
<i>Setting</i>	Indoor – Classroom (individual and group work)
<i>Material checklist</i>	<ul style="list-style-type: none"> <li>Worksheets examples in A4 size</li> </ul>  <ul style="list-style-type: none"> <li>Indicative examples in A4 size</li> </ul>  <ul style="list-style-type: none"> <li>Pencils, Crayons, color markers</li> <li>Video clip: How to turn a circle into a fish (<a href="https://youtu.be/RRRcVFUya24">https://youtu.be/RRRcVFUya24</a> )</li> <li>Projector</li> </ul>
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> <li>Team activity</li> <li>Experiential learning</li> </ul>
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20’
<b>Introducing the activity</b> <b>(Duration: 3 min)</b>	Children are asked to watch the video “How to turn a circle into a fish”. A short discussion about the video follows where children share their ideas and thoughts on the steps of turning a circle into a fish using their creativity and imagination.
<b>Activity</b> <b>(Duration: 15 min)</b>	Children are invited to participate in a similar activity where they have to think of ways to create different representations using a given frame (i.e. circle, square, lines, etc). The teacher first gives an example to help the children understand how they are supposed to work. Children are divided into three groups and each group is called to work on a given worksheet (i.e., rows or circles or squares) and turn the specific shape into something different. The children are given some time to work on the activity and then they will be asked to present their work to the rest of the classroom.



	Each group should find as many different ideas as possible to turn the shape into an object or a person.
<b>Conclusion</b> <b>(Duration: 2 min)</b>	A discussion about what everyone created and how they were inspired will follow. The teacher encourages the discussion by providing questions such as “How did you start to work?”, “What steps did you follow?”, “Which of the examples you gave us is considered the most creative?”, “How could this be improved or redesigned to be more creative?”
<b>Material for homework exercises</b>	Children work with their parents on identifying a common object at home (i.e., table, tv, spoon, chair, pan, etc). Together think of ideas with which they could alternatively use this object and choose one of the following ways to present the idea: <ol style="list-style-type: none"><li>Drawing</li><li>Using a photo or a video</li><li>Live presentation</li></ol> All the ideas are then presented to the rest of the classroom.
<b>Evaluation methodology</b>	During the implementation of the activities, the teacher observes and writes notes regarding: <ul style="list-style-type: none"><li>– how well each child identified creative or alternative ways of using an object</li><li>– how well each child could find more than one alternative idea of using an object</li><li>– how well each child got inspired and used his/her creativity to turn something into something else</li><li>– how well each child achieved to participate in the team and cooperate</li></ul>



## Lesson 2: Understanding the importance of forgiveness

### Lesson Overview:

This lesson includes two activities focusing on cultivating the value of forgiveness in preschool children to make each child aware of their own flaws. The overall idea of the lesson is to inform children about the importance of forgiving and make them realize that we all make mistakes or hurt those around us, and to feel liberated we need to apologize respecting that this will be accepted. In the first activity, children will be asked to think and reflect on different behaviours (good or bad) and identify those that make someone sad. In the second activity, children will discuss the importance of forgiveness and how it affects our lives and relationships with others.

### Objectives

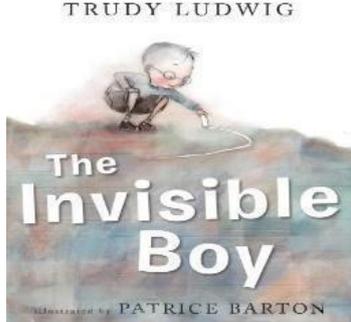
At the end of the lesson children would be able to:

- reflect on the term “invisible” in terms of a human feeling
- identify the actions and behaviours that make someone sad or feeling invisible
- discuss the importance of forgiveness
- explain why it is important to forgive someone
- develop empathy
- identify and understand the feelings of someone
- reflect on his/her actions or behaviours

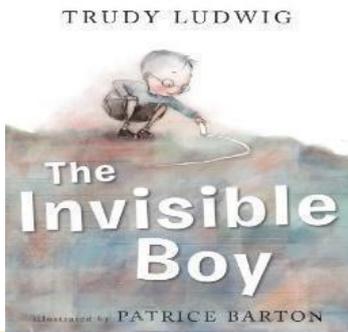
### “Warm-up” activity

Children are given several pieces from the cover of the book “The invisible boy” and they are asked to assemble them by making a puzzle that depicts the image on the cover. Children work collaboratively while sitting in a whole-group circle. Once the puzzle is finished, children are asked to express their thoughts on the picture.



<b>Activity 1: Defining the word “invisible”</b>	
<i>Setting</i>	In the classroom, individual work
<i>Material checklist</i>	<ul style="list-style-type: none"> <li>• The book “The Invisible boy”</li> <li>• Whiteboard</li> <li>• Sheets of papers, colored markers, crayons, etc.</li> </ul> 
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Brainstorming</li> </ul>
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20'
<b>Introducing the activity</b> <b>(Duration: 4 min)</b>	The teacher shows the children the cover of the original book and reads the title. Then, the teacher gives some time to the children to think and reflect on the question "When can someone feel invisible?". Children are expected to recall previous knowledge and experiences to answer the question by referring to specific behaviours or actions that make someone feel invisible.
<b>Activity</b> <b>(Duration: 12 min)</b>	The ideas of the children are recorded on the board using a brainstorm. After the discussion, each child blames a painting by depicting in his/her drawing a bad or incorrect behavior that can make someone feel invisible and unimportant. Each child presents his/her painting to the others and using the children's painting a code of the different behaviours we should avoid is conducted.
<b>Conclusion</b> <b>(Duration: 4 min)</b>	Based on the code conducted, the teacher summarizes by reminding the children of the various behaviours mentioned. A brief discussion of the importance of avoiding such behaviours follows.



<b>Activity 2: Storytelling “The Invisible Boy”</b>	
<i>Setting</i>	Indoor – Classroom (individual and group work)
<i>Material checklist</i>	<ul style="list-style-type: none"> <li>• The book “The Invisible Boy” or Narration of the story <a href="https://www.youtube.com/watch?v=cNHc2XCultQ">https://www.youtube.com/watch?v=cNHc2XCultQ</a></li> <li>• </li> </ul>
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> <li>• Drama-play</li> <li>• Teamwork</li> <li>• Scenario</li> </ul>
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20’
<b>Introducing the activity</b> <b>(Duration: 5 min)</b>	The teacher starts the storytelling of the book “The Invisible Boy” by Trudy Ludwigs and stops at different moments asking the children to make predictions on how the child feels.
<b>Activity</b> <b>(Duration: 13 min)</b>	After the storytelling, the children are asked to work in small groups using drama techniques to represent their favourite scene from the story but making sure that the boy doesn’t feel invisible. In other words, the children are asked to change the story and make the child feel visible and happy! In addition, during their performance children are asked to highlight the importance of forgiveness and saying sorry to someone hurt.
<b>Conclusion</b> <b>(Duration: 2 min)</b>	A whole-group discussion about the important messages from this story takes place and the teacher summarizes by asking children to share their conclusions about the importance of forgiving and making those around us feel included and not marginalized.
<b>Material for homework exercises</b>	Based on the story of the book “The Invisible Boy” children are asked to collaborate with parents and create a poster with the title “No one should feel INVISIBLE”. The children are asked to inform parents about the story of this boy and use one or more ways to decorate their poster (e.g.,



	combine drawings, text, photos, etc) whose main message should focus on ensuring that no one should feel invisible again.
<b>Evaluation methodology</b>	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none"><li>– how well each child identified and separated good from bad behaviours</li><li>– how well each child explained why is important to forgive</li><li>– how well each child described the feelings of someone feeling invisible</li><li>– how well each child understood the importance of accepting one's strengths and weaknesses</li></ul>



## Activity 1: Honesty Bingo

**Courage: Focus → Honesty**

### Objectives

At the end of the activity children would be able to:

- identify the correct and wrong behaviours in terms of honesty
- share their thoughts on the importance of being honest
- realize the consequences of not being honest
- reflect on their initial understanding of honesty

### Setting

In the classroom, individual work

### Material checklist

- DIY bingo
- Bingo cards (with words and pictures)
- Labels with words and pictures
- Pencils

### Pedagogical Strategies

- Play
- Whole-group discussion

### Extending RESILIENT PRESCHOOLS Curriculum

Module 2: Character Strengths and Values

### Duration

20'

### Introducing the activity

(Duration: 5 min)

The teacher presents a table with different words and pictures presenting various actions and behaviours in terms of honesty and dishonesty. Children are asked to observe the table and to criticize the different behaviours presented. Then each child takes one word or picture (the one selected to be criticized) and put it in the bingo.

### Activity

(Duration: 10 min)

The idea is to play bingo and instead of numbers, the children will erase the words or pictures (for those children who do not know how to read) that depict behaviours contrary to the concept of honesty. Each time the teacher reports a behaviour, the children have to decide whether or not to delete that picture or word from their card, based on the criterion of whether it is related to honesty or not. Some behaviours for example could be "I lied to my mom that I ate my fruit", "I returned the wallet I found on the floor", etc.



<p><b>Conclusion</b> <b>(Duration: 5 min)</b></p>	<p>Teacher asks children to show their cards to their classmate seating next to them and reflect on their answer. A short discussion about the importance of honesty and which behaviours should be avoided follows.</p>
<p><b>Evaluation methodology</b></p>	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none"><li>– how well each child identified the correct and incorrect behaviours in terms of honesty</li><li>– how well each child explained the correct and incorrect behaviours in terms of honesty</li><li>– how well each child understood the consequences of not being an honest person</li></ul>



## Activity 2: The kindness tree (learning centre in the classroom)

### Humanity: Focus → Kindness

#### Objectives

At the end of the activity children would be able to:

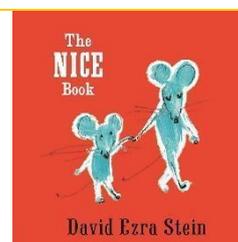
- identify and express actions of kindness at school
- explain why a specific act is an act of kindness

#### Setting

In the classroom, individual work

#### Material checklist

- The Nice Book by David Ezra Stein
- Pencils or Coloured markers
- Cardboards in leaf shape



#### Pedagogical Strategies

- Storytelling
- Whole-group discussion
- Questioning approach

#### Extending RESILIENT PRESCHOOLS Curriculum

Module 2: Character Strengths and Values

#### Duration

20'

#### Introducing the activity

(Duration: 7 min)

The teacher reads “The Nice Book” by David Ezra Stein. Children are asked to listen to the story and put the different pictures in the correct order during the narration. After the story-telling a discussion about the moral of the story takes place and children are expected to reflect on the several statements mentioned in the book (i.e., “When you get in a snit, don’t hit”, “If you have more than you need, share”). The discussion aims to teach children how to treat others.

#### Activity

(Duration: 10 min)

Wanting to create a learning centre about kindness, each child is asked to draw an act of kindness he/she did at school, and then hang it as a leaf on the tree of kindness. Every time a child hangs a leaf explains why this act is an act of kindness. In this corner, children will be able to play and spend time with their friends (e.g., reading fairy tales, talking or playing).

#### Conclusion

(Duration: 3 min)

Children sign a friendship and kindness agreement using their fingerprints and post it in the learning centre they created. They also create a slogan



	of kindness for their class by recalling the conversation they had at the beginning of the activity.
<b>Evaluation methodology</b>	During the implementation of the activities, the teacher observes and writes notes regarding: <ul style="list-style-type: none"><li>– how well each child understood the meaning of kindness</li><li>– how well each child identified the kind behaviours</li><li>– how well each child expressed an act or behaviour of kindness</li></ul>



### Activity 3: “How can we help?” stories

#### Humanity: Focus → Kindness

#### Objectives

At the end of the activity children would be able to:

- express their thoughts on how to help solve a problem
- identify various acts of kindness following a given scenario

<i>Setting</i>	In the classroom, individual work
<i>Material checklist</i>	<ul style="list-style-type: none"> <li>● Puppets</li> </ul>
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> <li>● Drama-play</li> <li>● Whole-group discussion</li> <li>● Case-study / scenario</li> </ul>
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20'
<b>Introducing the activity</b> <b>(Duration: 5 min)</b>	The teacher introduces to the children the different puppets (i.e., animals, humans, fantasy-heroes, etc). A short discussion about the personal characteristics of each puppet follows, providing information such as the name, age, hobby, favourite food, friends, etc.
<b>Activity</b> <b>(Duration: 12 min)</b>	Using puppets to role-play “How can we help?” stories. A teacher poses a problem and invites children to offer suggestions for how to respond. Give children time to rehearse what words they would use in a situation. For example, act out having one of your class puppets fall and hurt their knee. Then ask children to brainstorm and act out what they could say and do to take care of the puppet.
<b>Conclusion</b> <b>(Duration: 3 min)</b>	Each child reminds the rest of the class of the way of being kind to others by reflecting on the previous scenarios. The other children assess whether the way presented is correct or incorrect.
<b>Evaluation methodology</b>	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none"> <li>– how well each child understood the importance of helping someone</li> <li>– how well each child identified solutions to specific problems</li> </ul>



	– how well each child identified an act or behaviour of kindness
<b>Activity 4: A special video for someone important!</b>	
<b>Humanity: Focus → Love</b>	
<b>Objectives</b>	
At the end of the activity children would be able to:	
<ul style="list-style-type: none"> <li>● express their feelings about a loved one</li> <li>● provide information about the reasons for loving a person</li> </ul>	
<i>Setting</i>	In the classroom, individual work
<i>Material checklist</i>	<ul style="list-style-type: none"> <li>● Video: <a href="https://www.youtube.com/watch?v=BcA6muHkGXc">https://www.youtube.com/watch?v=BcA6muHkGXc</a></li> <li>● Projector</li> <li>● Camera</li> </ul>
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> <li>● Video-presentation</li> <li>● Questioning</li> </ul>
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20'
<b>Introducing the activity</b> <b>(Duration: 5 min)</b>	The teacher shows a short video on the projector while children are seated in a whole-group circle. The video focused on the song “I love you” by showing the audience the importance of loving the people surrounding us. A quick discussion about what was presented takes place, with the teacher asking questions such as “Which members of the family were presented?”, “Why love those people?”, “Do you feel love for your family members?” “How do you show your love to your family members?”.
<b>Activity</b> <b>(Duration: 10 min)</b>	Children are asked to prepare a short clip of themselves expressing their love to someone or to something important (e.g., parents, friends, uncle, grandfather, etc.). Children are encouraged to find interesting ideas on expressing their feelings during the video such as dance, drama-play, voice-recording, using a poster, etc. The children are also expected to refer to why they love this person by providing a short explanation.
<b>Conclusion</b> <b>(Duration: 5 min)</b>	All video clips will be then delivered to the recipients. The teacher encourages children to reflect on the previous discussion by giving a 5-reason list on why loving someone!





**Evaluation  
methodology**

During the implementation of the activities, the teacher observes and writes notes regarding:

- how well each child referred to the reasons for loving someone
- how well each child identified ways of showing love to someone



## Activity 5: Fair treatment

### Justice: Focus → Fairness

#### Objectives

At the end of the activity children would be able to:

- reveal feelings and aptitudes on how a person might feel when it's neglected and/or marginalized
- find solutions to promote fairness
- treat people as equals

#### Setting

In the classroom, individual work

#### Material checklist

- Video "The Gender Equality explained by children"  
<https://www.youtube.com/watch?v=hLr2GNRnmXM>
- Projector
- Sack of candies
- Whiteboard

#### Pedagogical Strategies

- Whole-group discussion
- Questioning

#### Extending RESILIENT PRESCHOOLS Curriculum

Module 2: Character Strengths and Values

#### Duration

20'

#### Introducing the activity (Duration: 5 min)

Bring a sack of candy containing a few candies less (maybe 3-4) than the total number of children in the class. Pass the sack around and tell everyone they can take only one.

#### Activity (Duration: 10 min)

When children discover the unfair situation and that there is not enough candy for everyone, discuss the following questions:

1. How did those children that did not get the candy feel?
2. How about those that did?
3. What would be the fair solution to the problem?

Expand the discussion by providing the question "Can you think of another situation when people might feel left out or rejected?". Give time to the children to discuss. To expand the discussion, the teacher will show the video "The Gender Equality explained by children"



	<p>(<a href="https://www.youtube.com/watch?v=hLr2GNRnmXM">https://www.youtube.com/watch?v=hLr2GNRnmXM</a> ) and give time to the children to think and discuss in pairs by reflecting on their prior ideas.</p>
<p><b>Conclusion</b> (Duration: 5 min)</p>	<p>Based on the information derived from the video, a table of the best solutions provided by the children will be developed. The teacher focuses on the importance of being fair and treating all as equals.</p>
<p><b>Evaluation methodology</b></p>	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none"><li>– how well each child explained the reasons for being fair</li><li>– how well each child treated the others as equals</li><li>– how well each child found solutions to redress an injustice</li></ul>



## Activity 6: Trust Walk

### Justice: Focus → Teamwork

#### Objectives

At the end of the activity children would be able to:

- collaborate with a team or pair to achieve a task
- trust other individuals to guide him/her
- discuss to accomplish a group task

<i>Setting</i>	Outdoor, teamwork
<i>Material checklist</i>	<ul style="list-style-type: none"> <li>● a piece of cloth</li> <li>● box</li> </ul>
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> <li>● Play</li> </ul>
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20'
<b>Introducing the activity</b> <b>(Duration: 3 min)</b>	The teacher tells the children that they will play a game. A key item for the game is hidden in the box, and the children are asked to guess what it is. Once the piece of cloth is found the teacher explains the instructions of the game to the children.
<b>Activity</b> <b>(Duration: 14 min)</b>	This outdoor play activity can be done in either pairs or groups. The ideal playing area is a safe, enclosed outdoors area (like a backyard or small park), in which there is a start area and finish area. One kid is blindfolded and spun around. Move the kid around a few steps so that she/he isn't in the same position as she/he was before. Then, have another kid come over and act as a guide. The guide must get the blindfolded kid to get to the finish area – but she/he can't touch her/him and can only give verbal clues. To make the game more difficult, the guide can't use any directional language. So instead of simply saying "go forward 5 steps, then go left five steps", the guide can only say directives such as "walk until you step on a branch", followed by "now head toward the tree", and the kid will be guided by the location of the voice of the guide.
<b>Conclusion</b> <b>(Duration: 3 min)</b>	At the end of the game, the teacher invites the children to reflect on the role of the player and the guide in the game, to guide the discussion on



	the importance of cooperation and trust among partners in achieving a group goal.
<b>Evaluation methodology</b>	During the implementation of the activities, the teacher observes and writes notes regarding: <ul style="list-style-type: none"><li>– how well each child understood the importance of teamwork</li><li>– how well each child collaborated with others</li><li>– how well each child followed the instructions of the guide person</li></ul>



## Activity 7: Funny Times

### Transcendence: Focus → Humour

#### Objectives

At the end of the activity children would be able to:

- share funny games/jokes/movies with the team
- explain why something is funny to them
- identify the advantages of laughing

<i>Setting</i>	Home & Classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none"> <li>● sheets of paper</li> <li>● Pencils, coloured markers, etc.</li> </ul>
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> <li>● Whole-group discussion</li> <li>● Presentation</li> </ul>
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 2: Character Strengths and Values
<i>Duration</i>	20'
<b>Introducing the activity</b> <b>(Duration: 5 min)</b>	Children are asked to discuss with family members and choose one joke, humour game or funny movie that they know or are familiar with to share or play with their classmates.
<b>Activity</b> <b>(Duration: 10 min)</b>	Each child will have some time to present the joke/game/movie and explain what makes it funny! The other children give feedback to the presenter on what was funny to them. After the presentations, each child makes a funny drawing of a joke/game/movie and shares it with his/her friend.
<b>Conclusion</b> <b>(Duration: 5 min)</b>	Children present their funny paintings to the rest of the classroom and give information on what makes them funny. A short discussion on the importance of having humour takes place by focusing on the advantages of laughing.
<b>Evaluation methodology</b>	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none"> <li>– how well each child understood humour</li> <li>– how well each child explained the advantages of laughing</li> </ul>



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