



Module 3. Positive Emotions

Introduction to the module

The aim of the present module is to introduce the theoretical background of Positive emotions as part of the PERMA model and also to provide innovative and appealing activities for preschool teachers in order to include the PERMA model in their class activities with the children.

By the end of this module, the **teachers** will be able to:

- Understand the importance and benefits of including the PERMA model in pre-school education
- Understand the importance and benefits of positive emotions
- Introduce the concepts of gratitude and optimism in the class activities
- Practice concrete positive emotions activities at class
- Apply tools to develop positive emotions at the level of children in pre-school
- Apply activities and strategies to develop the sense of positive emotions in class
- Recognise the importance of positive emotional health and promote it among children

Module 3 “Positive Emotions” comprises of three relevant lessons containing three or four relevant activities aiming to engage child in interactive practices meant at cultivating gratitude and optimism for positive behaviour. The activities are designed to be applied with pre-school students in class environment, but they also can be adapted to informal environments.

The structure of the activities of Module 3 “Positive Emotions” is the following:

LESSON 1: Understanding positive emotions and feelings

Activity 1 - Picture for positive emotions

Activity 2 - The station of positive feelings

Activity 3 - The box of feelings

Activity 4 - Crown with thanks



LESSON 2: Expressing optimism and gratitude

Activity 1 - Hearts given out of gratitude

Activity 2 - The spider shepherd

Activity 3 - Puppet show

LESSON 3: In search of optimism and gratitude

Activity 1 - The game of shoes

Activity 2 - Gratitude and optimism hunt

Activity 3 - The gratitude garden

At the end of these lessons, **children** will be able to:

- Identify the positive emotions and feelings
- Describe the gratitude and optimism
- Understand and appreciate the importance of optimism and gratitude
- Imagine and get used with the feelings of the fictional characters
- Express feelings of optimism and gratitude
- Collaborate with each other and understand each other better
- Understand their feelings
- Appreciate the importance of optimism and gratitude

The list of positive emotions that people experience is nearly endless. Not all of these words refer to emotions as scholars understand them, but they are the words most often used by people in describing their own emotions, which gives us a good foundation for positive emotions as they are commonly experienced. Moreover, positive emotion is more than an immediate marker of wellbeing, it may also contribute to the development of wellbeing over time.



Lesson 1: Understanding positive emotions and feelings

Lesson Overview:

This lesson includes four activities through which help children develop, know and express their emotions and positive feelings of optimism and gratitude. In the first activity, by placing in the classroom a picture with all the words that show different emotions, the children will recognize that there are many nuances to every emotion, from irritated to annoying, from melancholic to angry or sad. In the second activity, the teacher and the children make a cardboard frame and then, both of them write on pieces of paper all the reasons why they feel grateful. The third activity consists of leaving a box of books next to the children. At the end of the day, one of the children will choose a random paper that the teacher will read. In the fourth activity, entitled *Crown with thanks*, children are asked to paint the hooks and, once dry, place them around a crown of wire. In the middle, they have to attach a drawing with the happiest moment of their lives. The teacher asks the children to tell a reason why they are grateful, and then the teacher will write the reasons on the drawing.

Objectives

At the end of the lesson, children will be able to:

- Identify the positive emotions and feelings
- Describe the gratitude and optimism
- Understand and appreciate the importance of optimism and gratitude
- Imagine and get used with the feelings of the fictional characters

“Warm up” activity

The teacher asks the children how they feel, and which is their favorite toy. The teacher encourages them to be honest and to say both the positive feelings they feel and the negative ones. The teacher asks them to think about the reasons that make them happy or sad and to express them about their favorite toy.



Activity 1: Picture for positive emotions	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● A piece of cardboard● Colored paper● Colors● Glue
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Self-reflection
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher explains the first activity to the children: "We will take a picture of feelings together. Each of you has experienced feelings of joy and sadness, anger and gratitude, expectation, and regret, you have smiled or cried. It's important to know the feelings a person is going through".
Activity (Duration: 15 min)	The teacher places the children in a circle. Each of them is asked to name a feeling or an experience, either positive or negative. Before the teacher writes the ideas on the colored paper, the child is asked to choose a color that I think best represents the chosen feeling. This step is repeated for each child. If two or several children have the same feeling, the teacher asks them to think of another. Once all the feelings known by the children have been written, the teacher encourages them to stick the colored papers on the cardboard in the classroom. At the end, the teacher catches the cardboard on the wall.
Conclusion (Duration: 5 min)	Through a group discussion, the teacher discusses with the children about the importance of being aware of the feelings experienced. The teacher explains how important it is to be optimistic and satisfied with what they have. Children are invited to explain, briefly, why they chose the named feeling and how they came to know it.



Activity 2: The station of positive feelings

<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● Cardboard● String● Glue● Scissors● Colored tickets● Hooks● Lamp
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Self-reflection● Collaborative work
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	16'
Introducing the activity (Duration: 3 min)	The teacher reminds the children about the positive and negative feelings presented in the previous activity, emphasizing the importance of optimism and gratitude. The teacher asks children to sit in a circle and pay attention to the explanations he/she will give.
Activity (Duration: 10 min)	The teacher invites the children to build together a frame from the cards they have in the classroom. After cutting the cardboard so that they can build and glue the four sides of the frame, the teacher asks them to glue the string, in a creative mess. The teacher grabs the table and places a table under it with a lamp. In the light of the lamp, the teacher asks the children to name only positive feelings and words that express optimism and gratitude, other than those chosen in the previous activity. The teacher writes down what the children say on the colored notes. At the end, the children catch the tickets with twine hooks.
Conclusion (Duration: 3 min)	The teacher talks to the children about the simple things to be grateful for and how important it is to enjoy every time you have the opportunity. Children are encouraged to appreciate small gestures and pass them on.



Activity 3: The box of feelings	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● Student's book● Colored tickets● Colors
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Self-reflection● Reading activity
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	25'
Introducing the activity (Duration: 5 min)	The teacher explains to the children that the characters in the student's book also have feelings. But no matter what they feel, they become optimistic and grateful. The teacher gives them some examples of children's stories, which they can find in the basket of books in the classroom: Belle jumps to the rescue, Golden curls, A Day in the snow, The Ice Kingdom, etc. The teacher explains to the children that, every day, they will read a story from the basket.
Activity (Duration: 15 min)	The teacher writes a number on the colored notes for each child in the class. She/he distributes the notes to the children. Then she/he repeats the action. The teacher places the tickets on the table and draws one. The child whose number has been drawn is asked to choose a story from the basket. The teacher takes the child's chosen book and starts reading their story. Children listen to the story in silence. At the end, the teacher asks children the following questions, to which the children give short answers: - How do you think the character felt at the beginning of the story? - How do you think the character felt at the end of the story? - Did the character manage to feel optimistic and satisfied? Why?
Conclusion (Duration: 5 min)	The teacher initiates a discussion with the children about the feelings of the characters and about the factors that determined those feelings. The teacher highlights the positive feelings and shows the children that the few negative feelings end up turning into optimism and gratitude.



Activity 4: Crown with thanks	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● Cardboard● Glue● Hooks● Colors
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Self-reflection● Practical activity
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	25'
Introducing the activity (Duration: 5 min)	The teacher begins to talk to the children about the happiest memory of his/her childhood. She/he asks the children to think about a moment that made them extremely happy and the reasons why they felt grateful.
Activity (Duration: 15 min)	The teacher distributes a card and colors to each child. She/he asks the children to draw and color the moment that made them happy and that they remember the best. After the children have finished drawing, the teacher explains the next step: each child is asked to take his/her own set of hooks brought from home and, on a second piece of cardboard, they are helped by the teacher to glue the hooks in the shape of a heart. Once the heart is created, children will paste, inside it, the previously made drawing. The teacher asks the children to define, in one word, how the memory made them feel. The teacher writes the word on the drawing.
Conclusion (Duration: 5 min)	At the end of the activity, the teacher asks the children why they chose that memory and why they consider it to be the most beautiful. The teacher explains to the children the importance of positive feelings and the expression of joy and gratitude.
Material for homework exercises	Children are asked to talk to their parents about optimism and gratitude and to explain the things that make them happy and grateful. Children can recreate at home the three activities done at school.
Evaluation methodology	During the implementation of the activities, the teacher observes and writes notes regarding:





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| | <ul style="list-style-type: none">– how well each child understood the notion of optimism and gratitude– how well each child achieved to participate in the team and cooperate with each other– how well they express their feelings and how well they are aware of them |
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Lesson 2: Expressing optimism and gratitude

Lesson Overview:

This lesson includes three activities that aim to express optimism and gratitude toward others. The first activity teaches children to give, but also the importance of small and beautiful gestures. The second activity is based on knowing the person next to them and on understanding the feelings. Activity number three develops children's critical and creative thinking and makes them take part in building a story based on optimism and gratitude.

Objectives

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

- Express feelings of optimism and gratitude
- Collaborate with each other and understand each other better
- Understand their feelings
- Appreciate the importance of optimism and gratitude

“Warm up” activity

The teacher asks the children if they are happy when they receive gifts or when they play with their classmates. After receiving their short answers, the teacher tells them a short story about how important it is to show their gratitude to the people they care about and how good it is to understand how the person next to them feels.



Activity 1: Hearts given out of gratitude	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● Medium sized stones● Colors● Bowl with water● Paper towels
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Self-reflection● Practical activities
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	23'
Introducing the activity (Duration: 5 min)	The teacher explains to the children that they will do a practical activity to show their gratitude to their family. The teacher also talks to them about how such practical gestures should be accompanied by words, which they should say to those close to them and which should show the love they have.
Activity (Duration: 15 min)	The teacher hands each child a stone and asks them to wash it in the bowl of water, and then wipe it with a paper towel. The teacher asks the children to choose a color pen and to draw a heart on the stone, to color it. After the children complete this part of the activity, the teacher asks them to name the person in the family to whom they want to give the colored hearts and the reason for which they chose him/her. The teacher listens to the children's answers.
Conclusion (Duration: 3 min)	The teacher congratulates the children for the colorful hearts and for the answers provided. In turn, teacher tells them about the person in the family he/she appreciates the most and to whom he/she would give the colored heart. The teacher reminds the children not to forget to give their heart and to express their gratitude in words.



Activity 2: The spider shepherd

<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● Ball of wool
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Collaborative work
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher talks to the children about the connections that can be made between two people and about how many advantages they have if they know those next to them. The teacher briefly introduces them to the game they will play together, showing them the wool ball.
Activity (Duration: 10 min)	<p>The teacher starts, takes the ball, says a child's name and a characteristic of him/her that defines him/her, for example "My name is Ana and I like to draw".</p> <p>Then the teacher takes a piece of string and passes the ball to a child at random, so that he/she can do the same and so on. At the end of all presentations, a network will be formed between all the children who represent the union between them.</p>
Conclusion (Duration: 5 min)	At the end of the activity, the teacher and the children discuss the characteristics that define them, trying to find the common ground between the children. The teacher also explains that there is no problem in being different or having other characteristics compared to the others. Preschool children are encouraged to focus on feelings of optimism, happiness and gratitude.



Activity 3: Puppet show

<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● 3 dolls● Table● Piece of cloth
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Self-reflection● Practical activity
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	30'
Introducing the activity (Duration: 5 min)	The teacher reminds the children about the visit they made together at the puppet theater and about the last movie they watched together. After noticing the children's enthusiasm, the teacher explains the activity they will carry out, called the Puppet Show.
Activity (Duration: 15 min)	<p>The teacher will select three puppets or dolls to represent the following characters: a child the same age as the childrens in the classroom, a teacher, and a narrator.</p> <p>The teacher chooses a participant to assume the role of the child character. He can give the puppet / doll a name, including his own. Review the basic premise for the show: Why does the doll feel grateful? What makes her feel always optimistic?</p> <p>The teacher will assume the role of both the teacher and narrator, using the appropriate puppets / dolls. The teacher needs to serve as a model for this activity. The teacher can act out how a teacher might help the children be optimistic and grateful.</p>
Conclusion (Duration: 10 min)	<p>The teacher initiates a discussion involving all children. The teacher asks them to answer the following questions:</p> <ol style="list-style-type: none">1. What was the problem?2. How do you think the character felt?3. How did the teacher help the child talk through what was bothering him?4. How did the teacher guide the character to change his thinking about the problem?5. Why are things not always as bad as they seem?



	The teacher also asks children to appreciate the positive feelings highlighted by their play and to think of other plays / cartoons in which they recognized the same feelings.
Material for homework exercises	Children are asked to talk to their parents about their activities in kindergarten and are encouraged to recreate them at home.
Evaluation methodology	During the implementation of the activities, the teacher observes and writes notes regarding: <ul style="list-style-type: none">– how well the child understood the notion of optimism and gratitude– How well they understand their colleague's feelings– How well they react to gestures of gratitude



Lesson 3: In search of optimism and gratitude

Lesson Overview:

The lesson consists of three activities. In the first activity, children can exercise their ability to put themselves in the place of others, to be optimistic and grateful. It consists of placing all the children in a circle and putting them on the shoes of the one to their right. In this way, the teacher symbolizes the expression "put yourself in the other's shoes." The second activity put the children on a mission to capture photographs of their favourite things at home and in the yard. They'll find that they don't have to go far to discover items that bring them joy and happiness. The last activity, entitled *the gratitude garden*, encourages children to put themselves in each other's shoes, so as to develop empathy and a sense of gratitude. This activity is a good exercise to follow creating gratitude trees. Going through several negative emotions can be a fun and interactive learning opportunity for children in order to better understand optimism and gratitude.

Objectives

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

- Identify positive emotions and feelings
- Describe gratitude optimism
- Understand and appreciate the importance of optimism and gratitude
- Imagine and get used with the feelings of the fictional characters

"Warm up" activity

The teacher asks the children to say what nature means to them and what they like to do in nature the most. After receiving the children's answers, the teacher explains to the children that each person has different feelings towards nature, so it is important to understand and accept how the colleague next to them feels. The teacher provides some concrete examples from real life.



Activity 1: The game of shoes	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● Pairs of slippers for each child in the class
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Self-reflection● Group discussion
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	21'
Introducing the activity (Duration: 5 min)	The teacher initiates a discussion with the children and asks them if they have ever imagined what their classmates are grateful for and the things that bring them optimism. Children answer briefly, “yes” or “no”, and the teacher announces the title of the fourth activity.
Activity (Duration: 15 min)	The teacher asks the children to bring their slippers and sit in a circle. The teacher asks each child to put himself in the shoes of one classmate, to think like that person, to feel what that person feels. The teacher will give them an example of a different situation, such as: in the morning, when everyone is preparing to leave home and he/she is on the run to get to kindergarten on time, why they were grateful and optimistic. The activity is resumed for each child of the class, so that all children put themselves in each other's slippers.
Conclusion (Duration: 5 min)	The teacher asks the children to explain how they felt when they put themselves in someone else's shoes. The teacher also asks them to explain if they have gone through the same states and feelings at some point.



Activity 2: Gratitude and optimism hunt	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none">● Computer● Photo camera● Printer● Paper
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Self-reflection● Practical activity
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher asks the children when they last stopped to look at a flower, smell a flower, or caress an animal. Children give short answers to the teacher's question. The teacher explains how the activity they will undertake together will make them understand the importance of small gestures of gratitude and optimism.
Activity (Duration: 15 min)	The teacher tells the children, in short, what the first activity consists of. The teacher randomly chooses a child. Teacher gives the child the camera and explains which button to press to take the picture. Afterwards, the teacher asks the child to think of an object / person in the room that makes her/him to have positive feelings and to take a photo of it. The activity is resumed for each child in the class. At the end of the activity, the teacher downloads the pictures to the class computer and prints them. The teacher and the children create an album with all the printed photos.
Conclusion (Duration: 5 min)	The teacher explains to the children how the small things that are right next to them can bring them immense joy and can make them happy without necessarily realizing it. The teacher encourages them to admire nature every day, to play as much as possible and to say thank you.



Activity 3: The gratitude garden	
<i>Setting</i>	In the classroom, whole-group circle
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Tree of gratitude made of cardboard
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Group discussion ● Collaborative work
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 3. Gratitude and optimism
<i>Duration</i>	30'
Introducing the activity (Duration: 5 min)	The teacher asks the children if they love nature and why. After receiving their short answers, the teacher talks to them about the benefits of nature, about the well-being they offer you and about the feelings of gratitude and optimism you can gain if you spend time in nature. The teacher tells the children that they will play <i>The gratitude garden</i> together.
Activity (Duration: 20 min)	<p>The teacher explains to the children the stages of this game: 1. Start the Journey; 2. The Frowny Forest; 3. The Sad Swamp; 4. The Mad Mountain; 5. The Grateful Garden. The teacher and the children start the game.</p> <ol style="list-style-type: none"> 1. Start the Journey: The teacher stands up in front of the group, with the Thankfulness/Gratitude Tree in clear view. Teacher explains that all of them are all going on a trip to the Grateful Garden, but to get there they have to go through three dangerous places. 2. The Frowny Forest: The first stop is the Frowny Forest. There is a lot of wind in the Frowny Forest, so the teacher mimics being tossed about by the wind, turning back and forth as if he/she are trying to fight it. The only way to leave the Frowny Forest is to feel happy again, so the teacher asks the children to shout out things they are grateful for (using the Thankfulness Tree as a prompt). After they have named a few things, the teacher mimics great relief, with a big smile. 3. The Sad Swamp: Just beyond the Frowny Forest is the Sad Swamp! The teacher hunches over again, swings his/her arms down low, and walks (in place) in big, heavy steps, as if walking through mud or water. Again, the teacher has the children shout out things they are grateful for, so all of them can all leave the Sad Swamp. 4. The Mad Mountain: Past the Sad Swamp is the Mad Mountain. The teacher has to be imitated as he/she pretends to climb up the mountain with great effort, making angry faces. Again, the



	<p>children should shout out things they are grateful for, so they can all feel happy again.</p> <p>5. The Grateful Garden: Finally, the teacher and the children arrived at the Grateful Garden! What a good job they have done! To celebrate, everyone can do a Happy Hop!</p>
Conclusion (Duration: 5 min)	At the end of the activity, the teacher explains to the children that no matter how many obstacles they encounter in life, they must remain optimistic and be grateful for the beautiful things that happen to them.
Material for homework exercises	Children are asked to talk to their parents about optimism and gratitude and to explain the things that make them happy and grateful. Children can recreate at home the three activities done at school.
Evaluation methodology	During the implementation of the activities, the teacher observes and writes notes regarding: <ul style="list-style-type: none">– how well they understood that happiness is about gratitude and optimism– how well each child achieved to participate in the team and cooperate with each other– how well they understood the benefits of positive emotions



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