



Module 5. Achievement and Self-Esteem

Introduction to the Module

Accomplishment can be defined as a process of fulfilling goals, the capability of performing daily activities and having a perception and sensation about achievement (Butler & Kern, 2014; Seligman, 2011).

In the RESILIENT PRESCHOOLS project, also the training package addresses several psychological traits that arise from Positive Psychology principles, Positive Education and the PERMA model of Seligman's (2011). The **Accomplishment / Achievement**, addressed in this Module, represents the A of PERMA acronym.

The accomplishment factor of the PERMA model intends to **promote a sense of confidence and competence through the attainment of meaningful** outcomes (Norris et al., 2013, p. 152). The sense of accomplishment is a result of working towards and reaching goals and aspirations, mastering an endeavour, being motivated and having the necessary persistence to finish what you have settled. According to some authors, like Sheldon et al., accomplishing meaningful goals can lead to positive emotions and wellbeing (2009). Therefore, accomplishment includes several dimensions like **persistence, perseverance, and passion to attain goals.**

Besides, **Self-Esteem** is also addressed in this Module and refers to **a person's global sense of his/her value or worth.** The self-esteem concept can be defined as how much an individual appreciates and likes themselves and perceives to be a valuable person (Rosenberg, 1965). Recent studies reinforce that it is a self-referential judgment with a potentially significant impact on personal and scholarly adaptation, both in motivational and performance terms.

The main aim of this module is to present the theoretical background of Achievement and Self-Esteem in the framework of the PERMA model and provide useful tools and activities that preschool teachers can use with themselves and their children.

For this purpose, by accepting to travel in this learning journey, it is expected that preschool educators will be able to:

- Understand the benefits of implementing Positive Psychology and PERMA model in their practice, particularly, in what concerns the promotion of achievement and its importance for the development of self-concept and self-esteem.



- Adopt daily habits to strengthen both their achievement and well-being in preschool children.
- Adapt and apply practical activities, tools and interventions to promote a sense of accomplishment and self-motivation of their children.

Besides theoretical support, this module offers a set of lessons and activities to be implemented in class. These lessons and activities are the following:

LESSON 1: The Importance of Setting relevant and realistic Goals

- Activity 1: Creation of a Fortune Wheel

LESSON 2: The Importance of Celebrating Achievements

- Activity 2: Special Achievements Board
- Activity 3: Achievements Celebration

LESSON 3: Promote a sense of self and identification of positive traits

- Activity 4: “All about ME” Collage/Drawing
- Activity 5: “All about YOU” Collage/Drawing

LESSON 4: Celebrate Skills Acquisition

- Activity 6: Celebrate Skills Acquisition

LESSON 5: Acknowledge failure as a learning/growth experience and promote a growth mindset

- Activity 7: Present, explain and use ‘The Learning Pit’
- Activity 8: Mistakes to Learn and Grow

LESSON 6: Promoting problem-solving competences

- Activity 9: Teaching and Role-Playing Problem-solving
- Activity 10: Revisit Problem-Solving situations

The world is increasingly challenging and competitive, and schools have a key role and privileged opportunities for assisting students to cope proactively with opportunities and obstacles. Consequently, preschool educators can play a key role, through the encouragement, support, witness and celebration of the children’s efforts. **Ready for this challenge?**



Lesson 1: The importance of setting relevant and realistic goals

Lesson Overview:

This lesson includes one activity aiming to make preschool children more aware of the importance of setting goals and creating a sense of purpose for their actions. Children will be asked to choose and settle on a goal to achieve in relevant categories in their life e.g., family, friends, school, in a specific period. This activity is designed to show the importance of defining, persisting, and celebrating desired goals.

Objectives

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

- Identify and recognise relevant categories in their life e.g., Family, Friends, School, Football, etc.
- Reflect and comment on the importance of setting relevant and realistic goals.
- Experience positive interactions with their classmates.
- Implement specific efforts, with the support of colleagues and teachers, to persist and achieve the defined goals.
- Understand and appreciate the importance of positive interactions.

“Warm-up” activity

Ask children to perform the following physical activity:

Bigger, Bigger, jump: Squat with knees bent and bottom down but not touching the floor. Slowly straighten your needs as you say, “Bigger.” End by jumping using both feet.



Activity 1: Creation of a Fortune Wheel	
<i>Setting</i>	In the classroom
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Paper ● Pencil ● Coloured crayons/crayons ● Circle (divided into 6 pieces) template ● A previous 'Wheel of Fortune' filled by the teacher to be used as an example
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Group discussion ● Self-reflection
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	35'
Introducing the activity (Duration: 10 min)	The teacher presents the activity and the wheel of fortune to the children. "Let's play the 'Wheel of Fortune'! We will draw (or use this template) a wheel divided into different sections. Each segment will represent different and relevant categories in our life like Family, Friends, School, Leisure Activities – tennis, football, etc. Now, let's decorate and colour the wheel."
Activity (Duration: 15 min)	<p>After colouring, the teacher explains that today they will use the wheel of fortune to set goals. The teacher can proceed explaining what goals are (example of definition and example of a goal should be provided: A goal is something that you want to do, to be, or to have, and you can't get it right this moment due to several reasons like time, money, permission, etc. For instance, if the category is "Tennis" a goal could be to improve their forehand, learn to serve, practice twice a week etc.)."</p> <p>Afterwards, each child will be asked to choose one category to set a goal to focus on first.</p> <p>For this category, they will think of a goal they want to accomplish in a given period (until Christmas for example). The teacher then makes questions to the children:</p> <ul style="list-style-type: none"> ● What goal would you like to achieve? ● Which steps they will need to take to achieve these goals? ● What obstacles they may encounter along the way?



	<ul style="list-style-type: none">● If they do encounter these obstacles, what will they do to overcome them?● Who can help them to achieve the goal? <p>In group, reflection about the steps and difficulties to achieve these goals should be encouraged. The focus should also be given to the way to overcome potential difficulties and obstacles. After the group discussion, each child should draw or write their goal in the wheel of fortune. The teacher should also inspire children to colour and decorate the wheel and hang it in a prominent place in the classroom.</p>
Conclusion (Duration: 10 min)	<p>Periodically, the wheel should be visited by the class and the teacher can pose the following questions:</p> <ul style="list-style-type: none">● Do you remember the goal that you set to achieve?● Which steps did you take to achieve these goals?● What obstacles and difficulties did you find?● Do you need help? How can we help? <p>The teacher can then reinforce that setting and achieving goals is important for our growth and happiness. As the children reach their goals in one segment of the wheel, celebrate it, and then repeat the process above for each segment.</p>
Material for homework exercises	<p>Children can discuss at home with their parents about how setting and achieving goals is important for our growth and happiness. With parents, children can define and explore family goals.</p>
Evaluation methodology	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none">● how well each child understood the notion of setting goals, defining steps to achieve them, and identifying potential difficulties.● how well each child achieved to participate in the activity and define realistic goals



Lesson 2: The Importance of Celebrating Achievements

Lesson Overview:

This lesson includes two activities: in the first one, the teacher jointly creates a “Special Achievements and Memory Board” to hang in one of the classroom walls; in the second a celebration routine is defined to celebrate special achievements during the school year. The main aim of this lesson is to recognize the importance of acknowledging, appreciating, and celebrating achievements as a means to promote motivation and commitment to continuous improvement.

Objectives

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

- Recognise the importance of acknowledging, appreciating, and celebrating achievements.
- Experience positive interactions with their classmates.
- Implement specific efforts, with the support of colleagues and teachers, to persist and achieve the defined goals.

“Warm-up” activity

With the children, perform the “Shake it high, shake it low” warm-up activity. Using a high voice say “High” as your arms are stretched way above your head and your hands wiggle in the air. Then use a low voice and say “Low” as you wiggle your hand down at your sides.



Activity 1: Special Achievements Board	
<i>Setting</i>	In the classroom
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Large banner to colour and hang on a classroom wall ● Coloured crayons and craft materials
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Storytelling ● Group discussion ● Self-reflection
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher introduces the activity stating that today they will jointly create a "Special Achievements and Memory Board" on one of the classroom walls. The teacher shows the banner created on one of the classroom walls.
Activity (Duration: 10 min)	The teacher can proceed by explaining the registration process of achievements. Either big or small, each week, a child will select and present an achievement to the class and will prepare a drawing, photo or collage to display on the board.
Conclusion (Duration: 5 min)	<p>The board should be regularly updated (7-15 days). Through group discussion children should regularly be invited to register, bring examples of relevant achievements and to reflect and share with others how they feel about the achievements made. Among the questions posed by the teacher:</p> <ul style="list-style-type: none"> ● Was it hard to reach this achievement? ● What obstacles and difficulties did you find? ● Who helped you? ● How do you feel about this achievement?



Activity 2: Achievements Celebration

<i>Setting</i>	Indoors (In the classroom) or outdoors
<i>Material checklist</i>	Not applicable
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group celebration● Self-reflection
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher explains that all achievements, either small or big, are important and contribute to growth and wellbeing. So, after the presentation of each achievement in class a celebration ritual will be adopted.
Activity (Duration: 15 min)	Jointly in the class, the teacher and children will decide and agree on the celebration ritual – it can be a dance, a song, stickers, a celebration tunnel, etc. This ritual should complement Activity 1 proposed in this lesson. A rehearsal can be done as well.
Conclusion	Moreover, by the end of the school year, a final celebration of special achievements (party) should be organized in the classroom, collecting the photos of all the celebrations made.
Material for homework exercises	The board from the first activity should be regularly updated and can also be digitally shared with parents through a digital platform like Pinterest.
Evaluation methodology	During the implementation of the activities, the teacher observes and writes notes regarding: <ul style="list-style-type: none">– how well each child feels confident to share and celebrate achievements with their colleagues.– how well each child achieved to participate in the activity and to present periodic achievements with the colleagues.



Lesson 3: Promote a sense of self and identification of positive traits

Lesson Overview:

The main aim of this lesson is to create opportunities to positively impact children's self-esteem and to promote a global sense of his/her value or worth. Through the identification and recognition of positive traits, the two proposed activities focus on encouraging a favourable attitude towards the self and towards the classmates.

Objectives

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

- Identify and recognise personal positive traits that they should be proud of.
- Identify and treasure situations in which children reveal to be skillful and proficient.
- Recognise, appreciate, and celebrate the positive traits of others and identify situations in which they are revealed to be skilled and gifted.

"Warm-up" activity

Perform the following physical activity with the children "Paint a rainbow in the air: Clasp your hands together and dip them into a pretend bucket of paint on one side of your body. Keep your feet in place on the floor. Reach up with your clasped hands and make an arch over your head to the other side of your body. Each time you reach up and over from one side to the other, call out a colour of the rainbow that you are "painting".



Activity 1: “All about ME”	
<i>Setting</i>	In the classroom
<i>Material checklist</i>	<ul style="list-style-type: none">● Paper● Pencil● Coloured crayons/crayons● White paper, face or body shape template
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Self-reflection● Collage/drawing
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	25’
Introducing the activity (Duration: 5 min)	The teacher can give each child a face or body shape or trace each child on a large sheet of paper and ask them to decorate to look like themselves. Another option is to make a drawing or a collage of images that show the child doing something skillful.
Activity (Duration: 15 min)	Ask each child to select traits or skills that he/she is proud of and draw pictures to highlight each thing.
Conclusion (Duration: 5 min)	If possible, create a banner to show all the things your students can do.



Activity 2: “All about YOU”	
<i>Setting</i>	In the classroom
<i>Material checklist</i>	<ul style="list-style-type: none">● Paper● Pencil● Coloured crayons/crayons● White paper, face or body shape template
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group celebration● Self-reflection● Collage/drawing
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	25’
Introducing the activity (Duration: 5 min)	<p>The teacher can give each child a face or body shape or trace each child on a large sheet of paper. Through a random distribution, the teacher should request the children to draw pictures that show what they like about a classmate.</p> <p>Another option is to make a drawing or a collage of images that show their classmate doing something skillful.</p>
Activity (Duration: 15 min)	Ask each child to select positive traits or of their classmates and draw pictures to highlight each thing.
Conclusion (Duration: 5 min)	If possible, create an additional banner to show all the positive traits and skills that your students recognise in their classmates.
Evaluation methodology	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none">● The level of difficulty or easiness to identify and treasure personal positive traits or skills.● The level of difficulty or easiness to identify and treasure positive traits or skills in others.● How well each child deals with their sense of his/her value or worth.



Lesson 4: Celebrate Skills Acquisition

Lesson Overview:

Praising students' success plays an important part in motivating and empowering children. The main aim of this activity is to understand and appreciate the importance of recognising and celebrating the acquisition of new knowledge, competencies and skills. Through a system of jars and badges, the teacher can recognise and celebrate the acquisition of relevant skills by children during the school year.

Objectives

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

- Acknowledge the acquisition of new knowledge, competencies and skills.
- Recognise and celebrate the progress made and develop a sense of achievement.

"Warm-up" activity

"Sweep arms up to the sky: Stand with feet parallel and touching each other. Lift your arms up and above your head, reaching as high as you can."



Activity 1: Celebrate Skills Acquisition	
<i>Setting</i>	In the classroom
<i>Material checklist</i>	<ul style="list-style-type: none">● One Jar (or box) per child and respective name tag● Skills Badges (with an illustration of the envisage skills)
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Self-reflection● Group Discussion
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	25'
Introducing the activity (Duration: 5 min)	The teacher presents the system of individual jars and badges that will be used to recognise and celebrate the acquisition of relevant skills by children.
Activity (Duration: 15 min)	<p>Previously, the teacher should choose the skills to focus on (depending on the class characteristics), on a given period, and create a descriptive list of relevant behaviours.</p> <p>Then, the teacher should proceed by describing what achieving the goal would look like, sound and feel with the children.</p> <p>It's also crucial the clarification of expectations regarding what children need to do to be awarded a badge. Images can be displayed in the classroom to illustrate the desired behaviour.</p>
Conclusion (Duration: 5 min)	<p>The teacher should observe the children and be consistent in the award and celebration of the badges.</p> <p>Display the jars and the badges in the classroom and celebrate the achievements made by each children.</p>
Evaluation methodology	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none">● how well each child feels confident to share and celebrate achievements with their colleagues.● how well each child achieved to participate in the activity and to present periodic achievements with the colleagues.



Lesson 5: Acknowledge failure as a learning/growth experience and promote a growth mindset

Lesson Overview:

This lesson has two activities and a twofold aim: acknowledge the importance of challenges and failure as a chance to seek out feedback to improve performance, and to promote a growth mindset through the identification and recognition of mistakes as opportunities to grow and learn.

Objectives

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

- Recognise that everyone struggles and faces different challenges, but that challenges are important growth experiences and opportunities to learn and improve.
- Understand the importance of persisting in efforts to overcome a challenge.

“Warm-up” activity

“Take-5 Breath: Sit or stand. Inhale deeply for a count of 5 seconds. If you choose, you can count on your fingers and show one finger for each breath. Then exhale for a count of five seconds. Repeat three times”.

Activity 1: Present, explain and use ‘The Learning Pit’

<p><i>Setting</i></p>	<p>In the classroom</p>
<p><i>Material checklist</i></p>	<p>Display of the ‘pit’ metaphor (based on “The Learning Pit” by James Nottingham, 2007).</p> <div data-bbox="671 600 1230 1048" data-label="Image"> <p>The illustration shows a cross-section of a dirt pit. On the left side, a child has fallen in, with speech bubbles saying "I DON'T UNDERSTAND", "THIS IS TOO HARD!", and "I CAN'T DO THIS.". On the right side, a child is climbing out, with speech bubbles saying "I WILL TRY AGAIN.", "I AM ON THE RIGHT TRACK!", "I WILL ASK FOR HELP.", and "I UNDERSTAND AND DIDN'T GIVE UP!". A target symbol is shown near the bottom of the pit. The title "THE LEARNING PIT" is at the top. At the bottom, it says "BIG LIFE JOURNAL - BIGLIFEJOURNAL.COM".</p> </div> <p>(Image Source: https://biglifejournal.com/blogs/blog/help-kids-overcome-fear-failure)</p> <p>Brief Overview of the underlying conception: the author debates 4 key steps in the learning process: <u>Concept</u>: The material in which children are acquainted but have not mastered; <u>Conflict</u>: Produce an intentional cognitive conflict which will allow children to build a Growth Mindset; <u>Construct</u>: Teach children skills, tools and methods to overcome the challenge and thus master the concept; <u>Consider</u>: Have children reflect on the steps they took to resolve the conflict and consider new ways to use the information they’ve acquired.</p>
<p><i>Pedagogical Strategies</i></p>	<ul style="list-style-type: none"> ● Group reflection and discussion ● Self-reflection
<p><i>Extending RESILIENT PRESCHOOLS Curriculum</i></p>	<p>Module 5. Achievement and Self-Esteem</p>
<p><i>Duration</i></p>	<p>35’</p>
<p>Introducing the activity (Duration: 10 min)</p>	<p>Previously, the teacher should select a brief challenge aligned with the age and skills of the class. It can be a simple and funny activity, e.g. The other hand challenge: suggest children to do everything with their non-dominant hand. If they’re right-handed, they will have to complete tasks with their left hand instead, or vice versa. This probably won’t work with</p>



	<p>ambidextrous. Challenge them to write their name, draw and colour or brush their teeth, etc.</p> <p>In the classroom, the teacher can launch the challenge stating “Challenge time! It’s challenge time!” and explain the challenge to perform. He/she should not offer any advice or encouragement once the children begin. Only observe - while the children are performing the challenge, the teacher can walk around the classroom and monitor their behaviour and language, taking notes of their language and /or photos of the situations.</p>
<p>Activity (Duration: 20 min)</p>	<p>After the children perform the challenge, the teacher can ask children to share how they felt during the activity: “Did anyone make it? How long did it take? How many tries? Did you look at what other people were doing? Why? How did it make you feel? Did you learn anything from what they were doing?”</p> <p>The teacher should then encourage reflection and explain “how everyone has different strengths, and as a result, we all face different challenges, but one thing that we all have in common is that we will all struggle at some stage in our life”.</p> <p>The teacher will then present the ‘pit’ metaphor and use the image display mentioned above, clarifying each step of the process, and reinforcing that stumbles are an indispensable stage in the learning process. During the process, some examples can be given from the photos taken and the notes made about the sentences mentioned by the children during the challenge.</p>
<p>Conclusion (Duration: 5 min)</p>	<p>The teacher should conclude by stating that “When faced with challenges, all of us must travel into ‘the pit’ of uncertainty. Thoughts and sentences like ‘I can’t do this are just hints that deeper thinking and learning is happening inside our brains and should be replaced by “I can do this, I just haven’t figured it out yet”.</p> <p>Efforts should be made to include this metaphor in their daily vocabulary (e.g., during a challenging activity, query, “Who is in the pit? Where are you in the pit? Who is out of the pit?”.</p>



Activity 2: Mistakes to Learn and Grow	
<i>Setting</i>	In the classroom
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Paper ● Pencil ● Coloured crayons/crayons ● White paper for a large banner to display a sentence "This mistake will help me learn and grow."
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Group reflection ● Self-reflection ● Role modelling
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	30'
<p>Introducing the activity (Duration: 5 min)</p>	<p>Children often have difficulties seeing mistakes as opportunities to grow. The main aim of this activity is to create a banner, discuss and practice seeing challenges as an opportunity to make their brain grow and develop.</p> <p>In the circle the teacher should explain that they will talk about how "Mistakes help us learn and grow! Today, we are going to practice looking at mistakes in a new way. We are going to see that they are opportunities to learn and grow." Then, the teacher should encourage children to think about a time they made a mistake in school.</p>
<p>Activity (Duration: 15 min)</p>	<p>As the children think and revisit the situation, the teacher should make them notice how they felt it in their body, asking "how did you feel – bad, good, disappointed, mad, discouraged?" The teacher should proceed telling them to take a few breaths and repeat the following statement: "This mistake will help me learn and grow."</p> <p>The teacher can also role model for the class by sharing an own example. (e.g., might share about learning a new skill. Perhaps the teacher was trying a sport for the first time and fell. However, falling helped him/her to learn more about his/her body and how to balance.)</p> <p>The teacher should reinforce that the next time they think about or look at a mistake, they should say, "Mistakes help me learn and grow."</p>
<p>Conclusion (Duration: 10 min)</p>	<p>To conclude, the teacher should ask the class, "How does this new information make you feel about mistakes?", encourage debate and reinforce that those mistakes can be good and beneficial.</p>



	<p>Finally, he/she can ask "How can we encourage each other to remember that mistakes help us learn and grow?"</p> <p>Then, at the end of the activity children should embellish and hang the banner in a prominent place in the classroom and will practice that instead of saying "I made a mistake", they should say "This mistake will help me learn and grow".</p>
Evaluation methodology	<p>During the implementation of the activities, the teacher can:</p> <ul style="list-style-type: none">● Check for understanding by asking children to share their thoughts about learning from mistakes.● Have them share the examples from their own lives.



Lesson 6: Promoting problem-solving competences

Lesson Overview:

This lesson includes two activities that intend to promote the adoption of daily habits to strengthen problem-solving skills and to contribute to children's achievement and well-being. In the first activity the teacher shares and presents a problem-solving procedure (using images) by teaching children the steps to solve social problems and role-plays different scenarios of problem-solving can help children understand this process. The second activity revisits problem-solving situations and explores how the procedure taught in the first activity helped and also explores the different feelings and emotions felt during the process.

Objectives

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

- Identify and understand the different steps of the problem-solving procedure.
- Simulate the different steps of the problem-solving procedure in different contexts and familiar situations.
- Recognise the different emotions and feelings involved in the problem-solving process.
- Recognise the importance of using the problem-solving procedure.
- Share positive experiences and celebrate problem-solving situations.

"Warm-up" activity

"Blow up a pretend balloon: Sit on the floor with knees bent in front of you. Hold a pretend balloon in your fingers, and then use your breath to blow air into your hands. As you do so, start to stretch your arms out to the sides. Once your arms are fully outstretched, gently rock or "fall" onto your back with knees tucked into your chest."



Activity 1: Teaching and Role-Playing Problem-solving

<i>Setting</i>	In the classroom, during circle time
<i>Material checklist</i>	<ul style="list-style-type: none"> • Images to illustrate a problem-solving procedure (general or specific regarding the problems that are more relevant in the classroom – e.g., sharing, discipline etc.) • Puppets or dolls to role-play
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> • Role-playing • Group discussion • Self-reflection
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	35'
Introducing the activity (Duration: 10 min)	<p>The teacher presents and goes through a Step-By-Step Problem-Solving sequence (using images). For example, the process can include the following steps:</p> <ol style="list-style-type: none"> 1. Identify what the problem is 2. Think about solutions 3. Think about what will happen if I opt for those solutions 4. Try the solution selected.
Activity (Duration: 20 min)	<p>The teacher can then teach the problem-solving steps by role-playing different scenarios with puppets or dolls. This will help children understand and use this process.</p> <p>As an example, the teacher can act out a situation in which one puppet does not share toys. After that, the teacher can discuss with the children about how the puppets could solve their problem. As children come up with solutions, he/she should register them and then dialogue with the children about which solutions will work and which are fair or unfair, appropriate, or inappropriate, etc.</p>
Conclusion (Duration: 5 min)	Hang the problem-solving steps at the children's eye level and refer to the steps frequently during daily interactions.
Material for homework exercises	Share with parents the problem-solving process and suggest its use at home to train and reinforce problem-solving skills.



Activity 2: Revisit Problem-Solving situations

<i>Setting</i>	In the classroom
<i>Material checklist</i>	<ul style="list-style-type: none">● Images to illustrate a problem-solving procedure (the same used in Activity 1 of this lesson)● Emotion cards
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Group discussion● Self-reflection
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 5. Achievement and Self-Esteem
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	Some days after the implementation of Activity 1 in this lesson, in the circle, the teacher can revisit problem-solving situations. Together with the children they can describe and rethink a specific situation that occurred (it can be the role-play performed or a specific classroom situation that took place).
Activity (Duration: 10 min)	<p>After describing the situation, the teacher can pose some questions to explore different dimensions of the problem-solving process:</p> <ul style="list-style-type: none">● “Why do we have a problem?” <p>Guide your child to identify the specific problem and causes.</p> <ul style="list-style-type: none">● “How do we feel when we have a problem?” <p>Help the children to recall possible feelings (frustration, anger, curiosity, excitement, hope, etc.). Emotion cards can be used to help noticing and naming emotions.</p> <ul style="list-style-type: none">● “How many solutions can we have for a problem? Who can help us? “ <p>Encourage the children to come up with as many solutions as possible and to identify people that can help them find solutions.</p> <ul style="list-style-type: none">● “How can we select a solution?” <p>For the solutions suggested, explore with children the positive and negative consequences of actions.</p> <ul style="list-style-type: none">● “Do we always solve problems? Do all the solutions work?”



	<p>Encourage your child to keep trying until the problem is solved. Remember the lesson about failure in case of need.</p> <ul style="list-style-type: none">● “How do we feel when we find a solution?” <p>Help the children to identify possible feelings (awe, satisfaction, excitement, pride, etc.)</p>
Conclusion (Duration: 5 min)	<p>Conclude revisiting the wall with the images of the problem-solving procedure and refer to the steps frequently during daily interactions.</p>
Evaluation methodology	<p>During the implementation of the activities, the teacher observes and writes notes regarding:</p> <ul style="list-style-type: none">● how well each child knows and applies the problem-solving procedure.● how well each child is managing challenges and solves daily problems.



Reference list

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