

COMPREHENSIVE PROGRAMME FOR MENTAL HEALTH, COEXISTENCE AND PREVENTION IN PRIMARY SCHOOLS.



INTRODUCCIÓN

Part I — The Importance of Opening These Spaces in Schools

Addressing topics such as mental health, emotions, rights, relationships, identity, bullying, digital use, or illness in the classroom is not an optional addition to the curriculum; it is an educational and human necessity. Children and adolescents do not leave their experiences at the school gate. They arrive each morning carrying questions, fears, diverse family realities, social pressures, and constant exposure to information — not always appropriate — that shapes how they understand the world and themselves. When these subjects are not addressed, they do not disappear. They turn into silence, misunderstandings, behaviors that seem to appear “out of nowhere,” and conflicts that are difficult to interpret. School is one of the few spaces where all children, without exception, can find a safe framework to think about, name, and understand what they are experiencing. For this reason, opening structured and pedagogically guided conversations about these realities is not an intrusion into private matters, but rather a fundamental preventive and formative responsibility.

Talking about emotions helps develop internal language; discussing mental health reduces stigma; reflecting on rights strengthens ethical awareness; addressing bullying and relational dynamics allows for the detection and prevention of risk situations; speaking about family diversity or illness breaks the sense of isolation for those who live with it at home. Each of these themes builds a foundation of well-being and coexistence that directly impacts classroom climate and academic learning.

During the school years, many students are shaping their identity and their way of relating to the world. If they do not find adults who validate their questions and provide tools for reflection, they will seek answers elsewhere: on social media, within peer groups, or from unreliable sources. Offering a guided, respectful, and evidence-based space provides them with discernment and critical thinking.

In this context, the role of teachers is central. This does not mean assuming a therapeutic function or resolving complex issues alone, but rather embracing education in its broadest sense: accompanying developmental processes. For many students, teachers are stable and meaningful figures. The way a teacher listens, moderates a discussion, validates a contribution, or intervenes when a disrespectful comment arises profoundly shapes the school experience.

Teachers have the capacity to transform the classroom into an environment where disagreement is possible without hostility, vulnerability can be expressed without ridicule, and reflection can occur without fear. This culture does not emerge spontaneously; it is built intentionally. Having structured materials, clear activities, and defined objectives makes it easier to create these spaces without relying solely on improvisation or individual initiative.

Working with these topics also supports teachers themselves. When a school operates within a coherent and shared framework, addressing sensitive situations does not depend exclusively on personal intuition but rests on common criteria. This strengthens professional confidence and educational consistency. Finally, engaging with these subjects does more than prevent difficulties; it strengthens key competencies: critical thinking, empathy, self-regulation, social responsibility, and dialogue skills. These abilities are as essential as academic content. Preparing students for life means helping them understand their emotions, their rights, their relationships, and their environment.

This compendium is grounded in that conviction: that holistic education requires the courage to name what matters, the structure to address it rigorously, and the commitment to sustain meaningful conversations over time. In this process, teachers are not secondary actors, but the pillar that makes these spaces possible and meaningful in the lives of their students.

Part 2 erasmus project “alles”

The project ‘Mindful Teaching and Learning’ (ALLES) provides an answer to these challenges. As a cooperation partnership within the ERASMUS+ programme, ALLES builds on the positive experiences of its predecessor projects ‘Mindful Schools’ (AS) and ‘Prima (r) Mindful Schools!’ (PASS!), which received an award as ‘ERASMUS+ Success Story’ in the field of inclusion and diversity.

The focus is on empowering teachers to build an inclusive school culture that breaks down barriers to learning and promotes the resources of both pupils and the school as a safe learning environment.

Learning experiences from the predecessor projects were taken into account, as were the different needs – and similarities – of the various participating countries with their regional and national characteristics. Schools and supporting institutions from Germany, Iceland, Spain, Austria and later Italy were involved in developing a curriculum that initially focuses on the particularly challenging situation of young carers (especially children of parents with mental illness). From there, further topics were gradually explored in order to promote mental health and thus safe coexistence and learning success. A characteristic feature of the approach is that the school as a place of learning and the active teachers are experts and actors within the project. The coordinating institution and the direct project partners are actors in the health and care system who support the schools, provide qualifications, information and learning materials, and accompany the schools on their journey. This approach is based on the idea that sustainable empowerment can only be achieved if the school as a place of learning and the people working there remain the main actors and processes can be initiated within the school itself – in contrast to external project offers that are only effective in specific areas.

With this in mind, three building blocks are offered:

- 01** An ‘awareness-raising’ information day for the entire teaching staff with the aim of forming a ‘core team’ for further work
- 02** Provision of various prepared teaching modules on relevant psychosocial topics, based on school feedback from previous projects at different levels (3rd/4th and 7th/8th grade) in several languages
- 03** Process support for initiating a long-term, effective and sustainable school project that can be tailored to the school's experiences and resources

In this handbook, we would like to make the project experiences and materials available for practical use in schools and other learning contexts, and we hope that this will further contribute to breaking down barriers, empowering teachers and pupils, and promoting inclusion and diversity.

We would like to thank all the EU institutions and national agencies involved for their support during the project period, and in particular all the participating teachers and pupils for their active commitment and open feedback, without which the project would not have progressed beyond the planning phase.

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Emotions Workshop

Teacher's Guide



Primary School

INTRODUCTION

Emotions are a part of the daily lives of 3rd and 4th grade students, influencing their behavior, relationships, and learning processes. However, many children still lack the tools needed to recognize, name, or express what they feel in an appropriate way.

This module aims to guide students in the exploration of their emotions through experiential activities, body-based dynamics, and shared reflection moments. It proposes a practical and accessible approach that allows them to experience, identify, and communicate their feelings, as well as begin to develop basic emotional self-regulation techniques.

Additionally, the module seeks to foster empathy and mutual respect, promoting a classroom environment where all students feel seen, understood, and emotionally accepted.

The role of the teacher is key: to facilitate the activities, hold a safe space for expression, and guide conversations with active listening. Throughout the module, the teacher will also be able to observe how children manage their emotions, offering valuable insights to support the group's social-emotional development.

Objectives

- Recognize and name one's own and others' emotions
- Explore how emotions are felt in the body
- Understand that all emotions are valid and serve a purpose
- Express feelings in a respectful way
- Develop initial strategies for self-regulation
- Promote empathy, group cohesion, and classroom well-being



The ideas we share in this workshop are simply suggestions on how you might use the material. Feel free to adapt it to your needs: you can divide the workshop into two parts, spread it over several days, or complete it all in one session — whatever works best for you. You know your students and what suits them best.

Likewise, the materials can be used either in printed or digital format, depending on what is most convenient for you.

Key Guidelines for Teachers

- Create an emotionally safe environment from the beginning
- Validate all emotions as legitimate experiences, avoiding labels like “good” or “bad”
- Be a model of respectful emotional expression, both verbal and nonverbal
- Use the activities as a starting point for dialogue, not as an end in themselves
- Adapt the proposals to the group’s needs, without forcing intense emotional participation
- Observe without judgment: each child has their own rhythm of emotional expression
- Use the activities to identify patterns, resistance, or progress within the group
- Encourage empathy and active listening as tools for cohesion and emotional support
- Ensure emotional closure at the end of each session (avoid leaving open topics or activated emotional states)

Keywords

- Basic emotions
- Emotional language
- Active listening
- Body expression
- Group care
- Empathy
- Emotional play
- Mutual respect
- Regulation through breathing
- Coexistence

Expected outcomes for module 1

By the end of this module, children are expected to better recognize their emotions, name them, and learn respectful ways to express and manage them in daily life.

A1 Day 1. Exploring Emotions (Approximately 45 minute)

Activity 1: Debate Circle – What Do My Emotions Say?

(Approximately 15 to 20 minutes) Adapt it to the pace and needs of your group.

1.1.1 Objective

1. **Create a safe space where students can identify, name, and share their emotions** from personal experience, fostering active listening, validation, and mutual curiosity.

Materials

- ☐ Text "Feelings/Emotions"
- ☐ Emotion cards (one set per small group)
- ☐ Pens or pencils
- ☐ Whiteboard or flip chart and markers (optional, to record ideas/emotions).
- ☐ Chairs arranged in a circle (include your chair inside the circle).
- ☐ Soft instrumental music (optional)

1.1.2 Steps to facilitate the activity:

1. **Opening and framing:** explain that today you will talk about how we feel, why we feel, and how we can recognize and express those emotions respectfully.
2. **Guiding questions:** choose the ones that are most appropriate for your group and alternate between them to stimulate dialogue
 - **Self-observation:** How do you know what you are feeling right now? Where do you feel the emotion in your body (chest, stomach, head)?
 - **Emotional naming:** What emotion do you think it is? Can you feel several at once? How do you distinguish between sadness and anger?
 - **Validation:** All emotions carry a message... what is yours telling you? There are no "good" or "bad" emotions; sometimes uncomfortable feelings are also caring.
 - **Social connection:** Do you think others feel the same way you do sometimes? How do we know how someone feels if they don't say so? What do we do when someone is very sad or very angry?
3. **Modeling and climate:** validate contributions, summarize in your own words, and if helpful, share your own brief emotion as an example.
4. **Visual recording (optional):** write on the board the emotions mentioned, associated situations, or bodily sensations (stomach knot, "messy" head, etc.).
5. **Closing and transition:** thank the group for their openness and leave 3 key ideas:
 - All emotions matter.
 - Talking about them helps us understand and take care of ourselves.
 - Everyone has their own pace: it's okay to take your time.



“Feelings/Emotions” text

Feeling your own feelings/emotions, being able to name and express them – and recognising and paying attention to the feelings of others.

Your feelings are important. Emotions is another name for them. Feelings are very powerful.

- *What does the fluttering in your stomach mean?*
- *What is that confusion in your head?*
- *Why do your eyes suddenly fill with tears?*
- *Do you understand the language of your feelings?*
- *What are your feelings trying to tell you?*
- *Do you feel fear, anger, joy, love or sadness?*

Embrace your feelings. They tell you about your needs. Do you understand your feelings? Then you can take better care of yourself. And you can talk about them. Then others will understand you better too. Then they can be there for you.

Remember: other people have feelings too. Just like you. Try to understand them. Help them.

Note for the teacher:

- **Maintain a safe climate** (do not force anyone to speak; listen with respect).
- **Observe patterns** (themes that repeat, nervous laughter, silences); they will give you clues for future sessions.
- **If sensitive topics come up, do not try to solve them immediately:** welcome them and take note to address later.
- **Adapt questions and timing** to the needs of your group.

A2

Activity 2: Exercise “Breathe and Feel”

(Approximately 5 to 7 minutes) You may repeat it depending on the group’s needs.

1.2.1 Objective

1. Bring attention to the body and the present moment through conscious breathing. **This is a simple emotional regulation exercise** that helps children recognize how they feel and calm their nervous system.

Materials

- ☐ Enough space in the classroom for all students to stand in a circle with some distance between them.
- ☐ Quiet environment, free from interruptions.

1.2.2 Steps to facilitate the activity:

1. Ask students to stand in a circle, leaving space between them so they can move and breathe comfortably.
2. Indicate hand placement:
 - Right hand on the sternum (chest area).
 - Left hand on the belly button (abdomen area).
3. Explain the exercise with your voice as a guide:
 - Inhale slowly and deeply through the nose, trying to make the belly expand outward.
 - Exhale very slowly through the mouth, **making a soft “ssssss” sound** as if carefully releasing air.
4. Support the process with calming phrases, for example:
 - *“There’s no rush. Everyone chooses the rhythm that feels good for them. This is not a competition.”*
5. Repeat the breathing cycle three times, modeling the rhythm yourself to guide the group.
6. Observe the group’s reactions. If you notice calmness or connection, close with a simple question:
 - *What did you notice in your body?*
 - *Has anything changed compared to before breathing?*

Note for the teacher:

- This exercise can be repeated several times if you notice restlessness or agitation in the group.
- Encourage students to **focus on bodily sensations** rather than on doing it “perfectly.”
- It can be used at the beginning or end of class as a practice of connection and calm



A3

Activity 3: Eye Contact Circle with Music

(Approximately 5 to 8 minutes) Adapt it according to the needs of your group.

1.3.1 Objectives

1. Deepen the emotional connection among students through conscious eye contact, fostering presence, empathy, and mutual recognition.

Materials

- ☐ Classroom with enough space to form a wide circle.
- ☐ Device to play music and a speaker.
- ☐ Soft, relaxing instrumental music (example: "Beautiful Relaxing Music – Peaceful Soothing Instrumental" on YouTube).

1.3.2 Steps to facilitate the activity:

1. **Initial organization:** ask students to form a wide circle that includes everyone. You also participate in the circle to model the experience.
2. **Explain the dynamic:** tell them this is a silent activity of eye contact. The purpose is to look into each other's eyes with attention and respect, without speaking or laughing, simply being present.
3. **Choosing a partner:** ask each student to select someone in the circle as their "eye partner" to begin with. Clarify that they will switch partners later.
4. **Begin with music:** play the instrumental music at a low volume. Explain that it will serve as subtle background support to sustain silence and help concentration, without being the focus.
5. **First eye contact:** guide the pairs to look directly into each other's eyes for about 3 seconds, in silence, maintaining presence and avoiding playful gestures.
6. **Closing gesture:** at the end of those seconds, each person nods gently or makes a brief gesture of acknowledgment toward their partner as a sign of respect and gratitude.
7. **Rotation of partners:** ask students to switch partners and repeat the process. Continue until everyone has had the chance to look and be looked at by several classmates.
8. **Optional group reflection:** if time allows, open a short dialogue with simple questions:
 - *How did it feel to look and be looked at in silence?*
 - *Were there moments of discomfort? Why?*
 - *In which part of your body did you feel the experience most?*



Note for the teacher:

- **Some students may feel uncomfortable with direct eye contact.** Remind them it's okay to look away or shorten the time if needed.
- Give instructions with a soft voice and **keep a calm atmosphere** throughout the activity.
- Adjust the duration of eye contact depending on the group's sensitivity (for example, start with 2 seconds and gradually increase).
- **Ensure that the music does not become the main focus;** it should only support the meditative atmosphere.

A1

Día 2. Expressing and Regulating Emotions (45 minutes total duration)

Activity 1: Remembering What We Experienced – Emotions from Day 1

(Approximately 10 to 15 minutes) Adapt it according to the level of participation of the group.

2.1.1 Objectives

1. Activate the group's emotional memory, recall what was worked on the previous day, and reinforce the emotional language learned.

Materiales

- ☐ Chairs arranged in a circle
- ☐ Whiteboard and markers/chalk (optional, to write down key words).

2.1.2 Steps to facilitate the activity:

1. **Form the circle:** arrange the chairs in a circle, the same as on Day 1.
2. **Oral introduction:** begin with a short phrase to set the context for the students:
 - *"Today we are going to continue exploring our emotions. But first, let's remember together what we did in the last session."*
3. **Open questions to recall and dialogue:** ask some questions to stimulate memory and reflection:
 - *What emotion do you remember that came up in you the other day?*
 - *Was there any activity you especially enjoyed? Why?*
 - *What did you learn about emotions that you didn't know before?*
 - *Has anyone noticed any emotion this week that they would like to share?*
4. **Validation and visual recording:** acknowledge all contributions and, if useful, write key words on the board (e.g., joy, nervousness, calm, anger, fear...).
5. **Brief review of activities:** remind them with simple sentences of what was done on Day 1, for example:
 - *"We breathed together to feel how we were inside."*
 - *"We made emotion statues."*
 - *"We looked into each other's eyes without speaking to feel connection."*
6. **Motivational closing:** thank them for their contributions and encourage them to continue with curiosity:
 - *"Today we are going to keep discovering how to express and regulate what we feel, with new activities that will help us understand ourselves better."*

Note for the teacher:

- Not all the questions need to be answered; **choose the ones that flow best with the group.**
- If there is silence, share a brief experience from the previous day yourself to start the dialogue.
- **Adjust the time according to the group's energy:** it may be shorter or longer depending on what arises.

A2

Activity 2: Exercise “Breathe and Feel”

(Approximately 5 to 7 minutes) You may repeat it more than once if the group needs it.

2.2.1 Objectives

1. Revisit conscious breathing as a tool for emotional self-regulation. By repeating it, the practice is reinforced and students are encouraged to develop autonomy in using it whenever they need.

Materials

- ☐ Classroom space wide enough for the group to stand in a circle with some distance between them.
- ☐ Quiet environment, without interruptions.

2.2.2 Steps to facilitate the activity:

1. **Form the circle:** invite the group to stand in a circle, just like on Day 1.
2. **Allow space:** ask them to leave some space between each other so they can breathe comfortably.
3. **Recall the previous practice:** briefly remind them of the technique worked on the other day:
 - “Do you remember how we breathed the other day to feel calmer inside?”
4. **Guide hand placement:**
 - Right hand on the sternum.
 - Left hand on the belly button.
5. **Lead the exercise step by step**, using a soft and calm voice:
 - Inhale slowly and deeply through the nose, feeling how the abdomen expands.
 - **Exhale through the mouth, with a soft “sssss” sound**, releasing the air slowly.
 - Repeat this cycle three times.
6. **Reminders during practice:**
 - Each person sets their own rhythm.
 - This is not a competition.
 - It does not need to be perfect; the important thing is to notice how the body calms down.
7. **Optional closing reflection:**
 - “Has anyone noticed a change in their body after breathing?”
 - “How do you feel now?”

Note for the teacher

- You can use this technique at the beginning or end of any emotionally intense session. As it is repeated, it becomes a resource of its own for the group.



A3

Activity 3: Imitating Feelings with the Body

(Approximately 10 to 15 minutes) Adapt it to the group's energy level.

2.3.1 Objective

1. **Explore emotions through movement and body language**, without the need to speak. The activity helps students become aware of how emotions are expressed physically and fosters empathy through observation and imitation.

Materials

- ☐ Enough space in the classroom to stand in a circle.
- ☐ (Optional) Emotion cards placed in the center as visual inspiration.

2.3.2 Steps to facilitate the activity:

1. **Form the circle:** ask the group to stand in a circle. Place the emotion cards in the center if you are using them as support.
2. **Explain the main instruction:**
 - *"We are going to use our bodies to express emotions, as if we were statues. One by one, whoever wants to can step into the center of the circle, show how they feel, and the others will imitate it."*
3. **Start the exercise:**
 - One student steps into the center of the circle.
 - They close their eyes for a moment, breathe, and connect with an emotion.
 - They express that emotion only with their body (without saying which one it is), holding the posture for a few seconds.
 - Then they return to their place.
4. **Group imitation:** the rest of the group reproduces the posture/emotion in their own way. Afterwards, open a short dialogue with questions such as:
 - *"What do you think they wanted to express?"*
 - *"How did you feel when imitating it?"*
5. **Repetition:** continue with several volunteers. It is not necessary for everyone to participate; it is enough to have a variety of emotions represented.
6. **Alternative or complementary option:**
 - In pairs: one represents an emotion, and the other imitates it.
 - Then they switch roles.
7. **Closing:** thank the participants and remind them that emotions can be felt, expressed, and shared in many different ways.

Note for the teacher

- Encourage students to express themselves freely, without judgment or pressure.
- Emphasize that this is not theater or performance, but a way of exploring what we feel.
- If you notice insecurity or discomfort, you can begin by modeling the exercise yourself.

A4

Activity 4: Mirror Reflections – The Emotional Mirror

(Approximately 10 to 15 minutes) You can extend it if the group is engaged.

2.4.1 Objectives

1. **This activity invites students to work on attention, presence, and non-verbal empathy.**
Through the mirror game, students practice observing each other respectfully, following movements with care, and connecting emotionally without speaking.

Materials

- ☐ Classroom with enough space for couples to stand facing each other.
- ☐ (Optional) Soft instrumental music to accompany the dynamics.

2.4.2 Steps to facilitate the activity

1. **Pair up the students.** You can let them choose freely or assign pairs if you think it would support new connections.
2. **Explain the dynamic:**
 - *"In each pair, one person will be the leader and the other will be their mirror. As if they were standing in front of a mirror, the mirror person should gently copy the partner's movements."*
3. **Instructions to begin:**
 - Both partners stand facing each other at a comfortable distance.
 - They maintain eye contact.
 - The leader starts to move one hand slowly, using smooth and continuous gestures.
 - The mirror copies the movements as precisely as possible, without speaking.
4. **Exercise progression:**
 - After a while, they can move both arms.
 - Then, if they feel comfortable, they can involve more of the body (shoulders, torso, legs).
 - After 2–3 minutes, they switch roles.
5. **Optional:** You may play soft instrumental music to help focus and create a calm rhythm.
6. **Closing reflection:** Gather the group and ask questions like:
 - *How did you feel being the mirror? And being the leader?*
 - *Was it easy or difficult to follow the other person?*
 - *What did you learn from this wordless experience?*

Teacher's note

- Emphasize that this exercise **is not about being "perfect"** but about being present and attentive to the other person.
- Help students **maintain eye contact** without discomfort.
- You can do a short demonstration with one student to model the slow and respectful pace.
- If the group is scattered, keep the music in the background and remember that the goal is emotional connection and empathy, not exact imitation.

A5

Activity 5: The Hand of Emotions (Approximately 10 to 15 minutes)

You may extend it if valuable contributions emerge.

2.5.1 Objectives

1. Help students identify and classify basic emotions using a visual and bodily resource: their own hand. It is a simple yet meaningful proposal that makes it easier to talk about emotions in a concrete, accessible, and symbolic way.

Materials

- ☐ Classroom space to form a circle, seated on the floor or on chairs.
- ☐ Hand template or blackboard
- ☐ (Optional) Whiteboard and markers to draw a large hand.
- ☐ (Optional) Paper templates with a hand outline for each student.
- ☐ (Optional) Washable markers if students choose to write on their own hand.

2.5.2 Steps to facilitate the activity:

1. Form the circle: organize the group seated in a circle, either on the floor or on chairs.
2. Present the central idea:
 - “We are going to talk about five basic emotions, and to remember them we will use something we always carry with us: our hands.”
3. Associate each finger with one emotion:
 - Thumb: Shame
 - Index finger: Joy
 - Middle finger: Fury
 - Ring finger: Sorrow
 - Little finger: Fear
4. Choose the working modality (you may use one or combine them):
 - Draw a large hand on the whiteboard and write the emotions together.
 - Hand out paper templates with the outline of a hand for each student to complete.
 - Invite them to write directly on their own hand with a washable marker (only if they feel comfortable with the idea).
5. Reflect as a group: ask open-ended questions to encourage introspection and dialogue:
 - *Is it easy for you to recognize these emotions in yourself?*
 - *Which of these emotions do you feel most often?*
 - *Which one is hardest for you to share with others?*
 - *Do you think there are emotions we should not feel?*
6. Reinforce the key message:
 - “All emotions are good. Each one tells us something important. Sometimes there are emotions we don’t like, but even those have a purpose. When we recognize and share them, we feel better and others can understand us.”



Teacher's Note

- This activity can become a group symbol to be used throughout the school year.
- You may ask students to show with their hand which emotion they are feeling at the beginning or end of a class.
- If writing on their own hand, make sure the materials are washable and that students are comfortable with the idea.

A6

Activity 6: Closing Circle – What I Take With Me (Approximately 10 minutes)

You may adjust it to the time available.

2.6.1 Objectives

1. This activity is designed to close the module with awareness and gratitude, integrating what was experienced during the two sessions. It allows students to express themselves from their personal experience and strengthens group connection.

2.6.2 Steps to facilitate the activity:

1. **Form the circle:** gather the whole class in a circle. You may repeat the same setup as in previous days to maintain familiarity.
2. **Introduce the activity with a simple phrase:**
 - *"Today we are finishing this small journey through emotions. I would like us, if you feel like it, to share something you are taking with you from these sessions: an emotion, a learning, a feeling... whatever you wish."*
3. **Suggest a short round dynamic,** using one of these options:
 - *"I take with me..." (and each student completes the sentence).*
 - *"Today I feel..." (and they name an emotion).*
 - *"One thing I have learned about emotions is..."*
4. **Remind them participation is voluntary:** those who don't want to speak may simply say "pass" or nod.
5. **Participate yourself** at the beginning or end to model sincerity and closeness.
6. **Optional symbolic closing:**
 - Pass around a stone, stuffed animal, or symbolic object so that each child speaks when holding it.
 - Or simply thank the group with a closing phrase, for example:
 - *"Thank you for sharing your emotions. Remember that feeling is not something we are taught, but something we learn together, step by step."*

Teacher's Note

- This closing is not meant to evaluate or force conclusions, but to acknowledge the group's emotional journey and offer a space for free expression. Saying "I found it difficult" is just as valid as saying "I loved it."



3.1.1 Objectives

1. **Encourage the identification and verbalization of emotions** in a playful, spontaneous, and accessible way for all students.

Materials

- ☐ A large dice (foam, wood, or paper).
- ☐ Cards or a poster with 6 basic emotions: joy, sadness, fear, anger, calm, love.
- ☐ (Optional) Pictures to stick on the faces of the dice or cards to show each time it is rolled.

3.1.2 Steps to facilitate the activity:

1. **Prepare the dice:** assign one emotion to each face (with word or picture). If you cannot stick them, use cards to represent the emotion rolled.
2. **Form the circle:** students sit in a circle in the classroom.
3. **Roll and respond:** one student rolls the dice, looks at the emotion that appears, and answers a related question, adapted to the group's level:
 - *Have you felt this emotion this week?*
 - *What makes you feel this way?*
 - *Where do you notice it in your body?*
 - *What helps you when you feel this?*
4. **Broaden the reflection:** classmates may also share brief experiences related to the emotion rolled.
5. **Continue the dynamic:** several students roll the dice to generate a varied dialogue about different emotions.
6. **Variation:**
 - You may prepare the dice with questions instead of emotions. This way, each roll becomes a generator of emotional dialogue.



3.2.1 Objectives

1. **Promote emotional self-observation and establish a routine of expression** that can be repeated daily in the classroom.

Materials

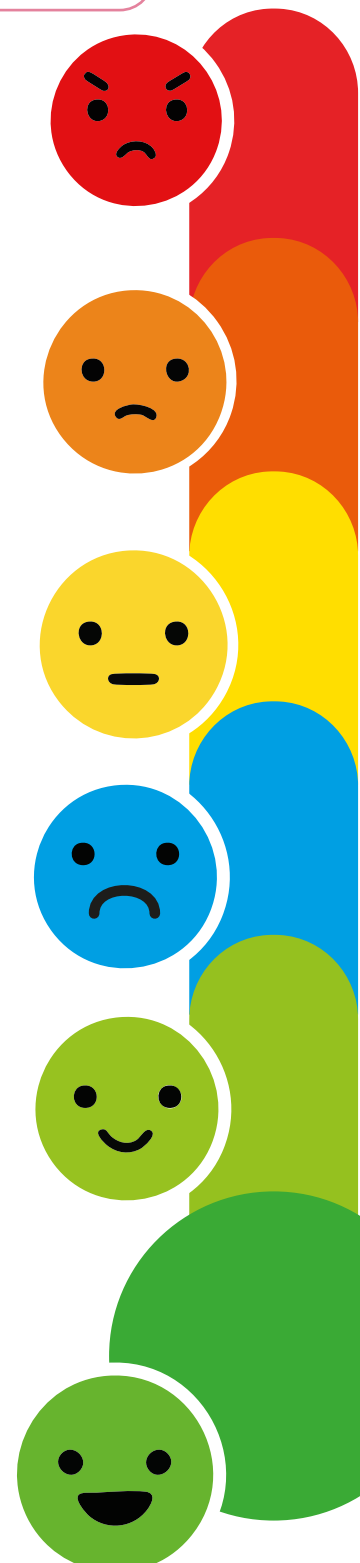
- ☐ A classroom panel with a visual thermometer of emotions (example: sad - neutral - happy - euphoric - nervous, etc.).
- ☐ Clothespins with each student's name or removable labels.

3.2.2 Steps to facilitate the activity

1. **Introduce the emotion thermometer** to the group, explaining that it is a tool to express how they feel each day.
2. **Pin placement:** when entering or leaving the classroom, each student places their pin on the area of the panel that best represents their emotional state.
3. **Dynamic options:**
 - They can do it silently, in a private way.
 - Or you can open a short space for some students to share how they feel and why they chose that position.
4. **Teacher observation:** as a teacher, observe the overall trends and detect if any student needs attention or support.
5. **Ongoing routine:** keep the panel visible throughout the term so it becomes a habit of emotional self-regulation.

Teacher's note

- The emotion thermometer can also be used in tutoring sessions or moments of conflict.
- Remind students that there are no "right" or "wrong" emotions; all emotions are valid and worth expressing.



Checklist material by Day

Day 1. Exploring Emotions

- ☐ “Feelings/Emotions” text (for teacher-guided reading)
- ☐ Emotion cards (one set per small group)
- ☐ Pens or pencils
- ☐ Whiteboard or flipchart to collect shared emotions
- ☐ Open space to form a circle and move comfortably
- ☐ Soft instrumental music (optional, for creating a calm atmosphere)

Day 2. Expressing and Regulating Emotions

- ☐ Emotion cards (reused from Day 1)
- ☐ Whiteboard or flipchart
- ☐ Markers or chalk to write emotions on the “hand” (if drawn)
- ☐ “Hand of Emotions” template (one per student or a general one on the board)
- ☐ Soft background music (optional, for the mirror exercise)
- ☐ Open space to move (for mirror and imitation activities)

Complementary Activities

Emotion Dice

- ☐ Large dice (can be foam, cardboard, or a paper cube)
- ☐ Cards with basic emotions or expressive images
- ☐ List of questions to guide emotional conversation

Daily Emotion Meter

- ☐ Visual panel with an emotion scale (thermometer style or with emotive faces)
- ☐ Clothespins, Velcro, or labels with each student’s name
- ☐ Visible classroom space to keep the panel throughout the module or term

“Feelings/Emotions” text

To feel your own feelings/emotions, to be able to name and express them - and to recognise and pay attention to the feelings of others.

Your feelings are important. Emotions is another name for them. Feelings have a lot of power.

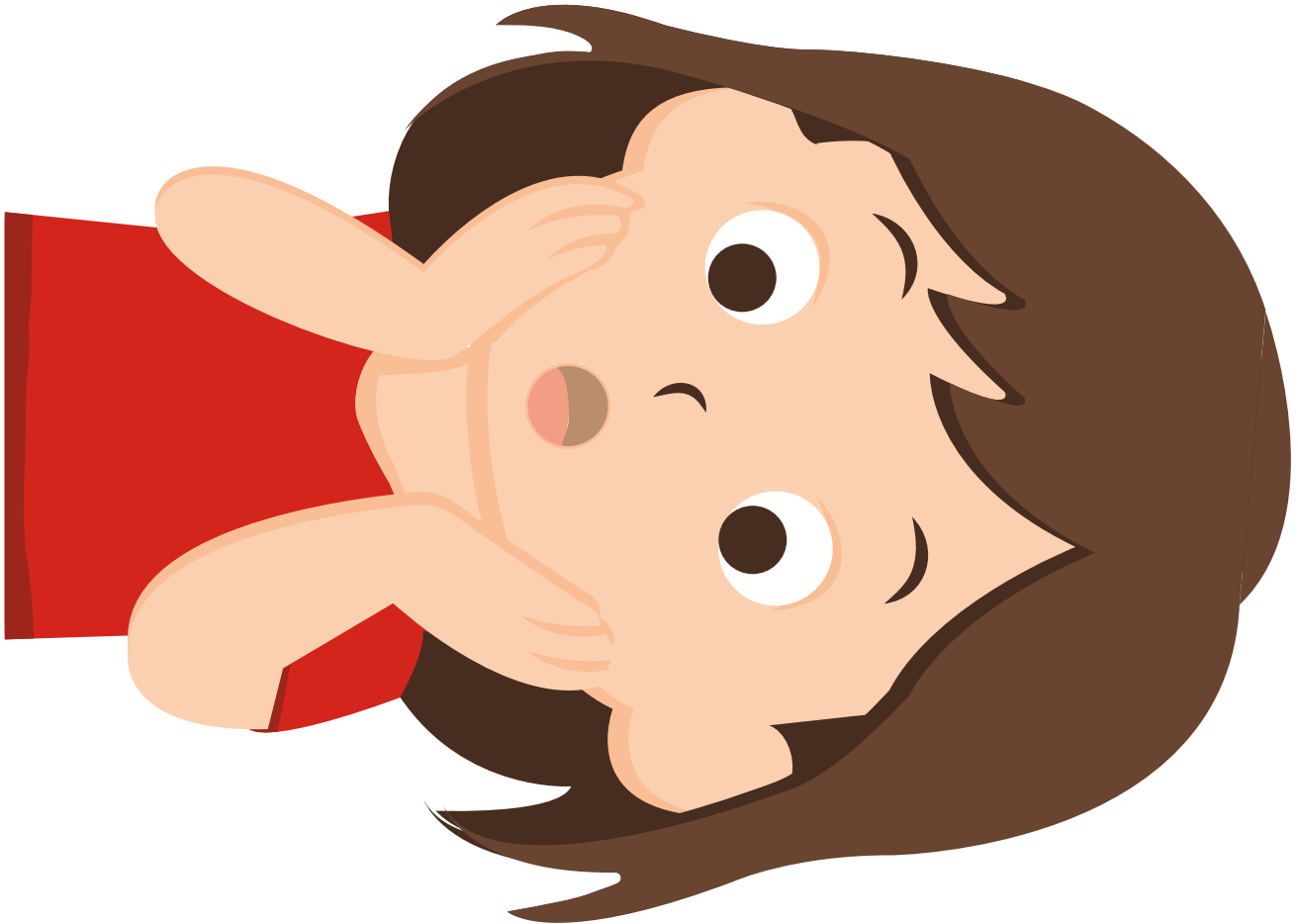
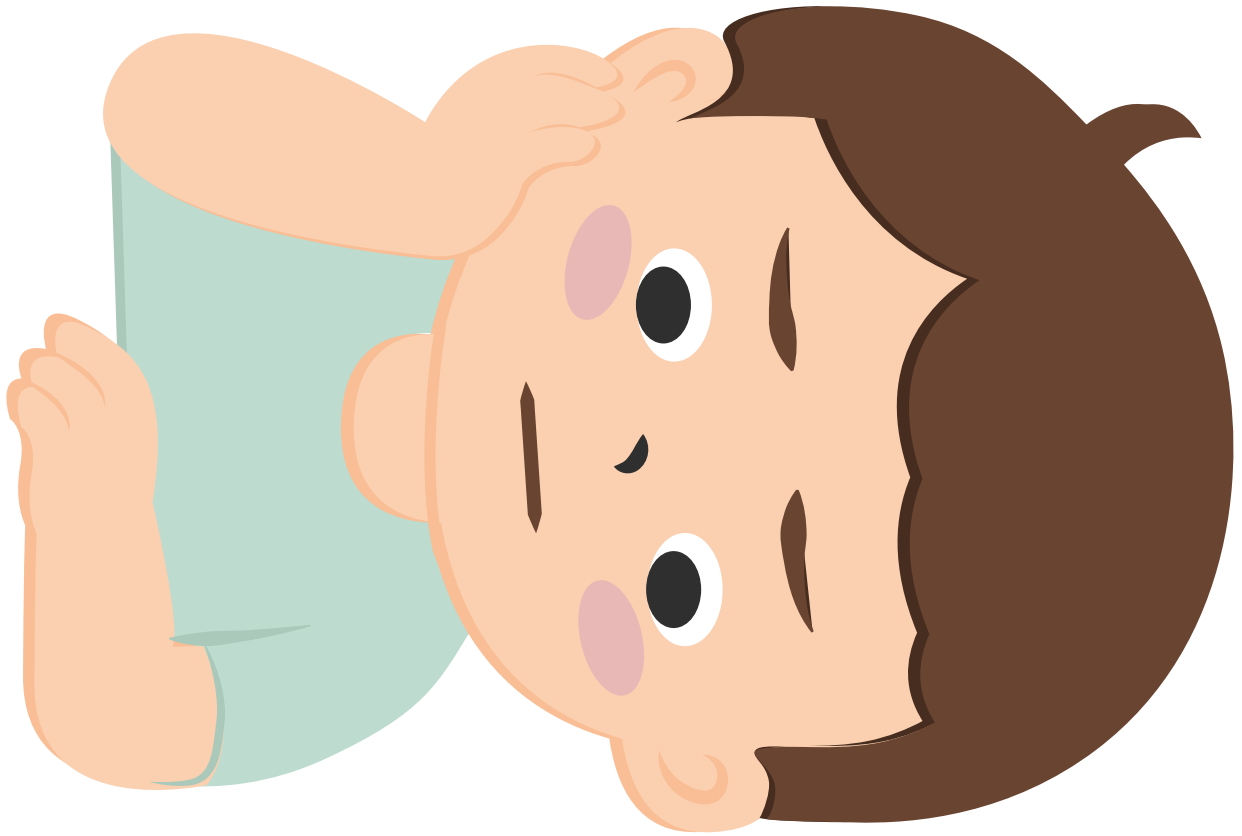
- *What does that rumbling in your stomach say?*
- *What is that confusion in your head?*
- *Why do your eyes suddenly fill with tears?*
- *Do you understand the language of your feelings?*
- *What are your feelings trying to tell you?*
- *Do you feel fear, anger, joy, love or sadness?*

Embrace your feelings. They speak to you about your needs.

Do you understand your feelings? Then you can take better care of yourself.

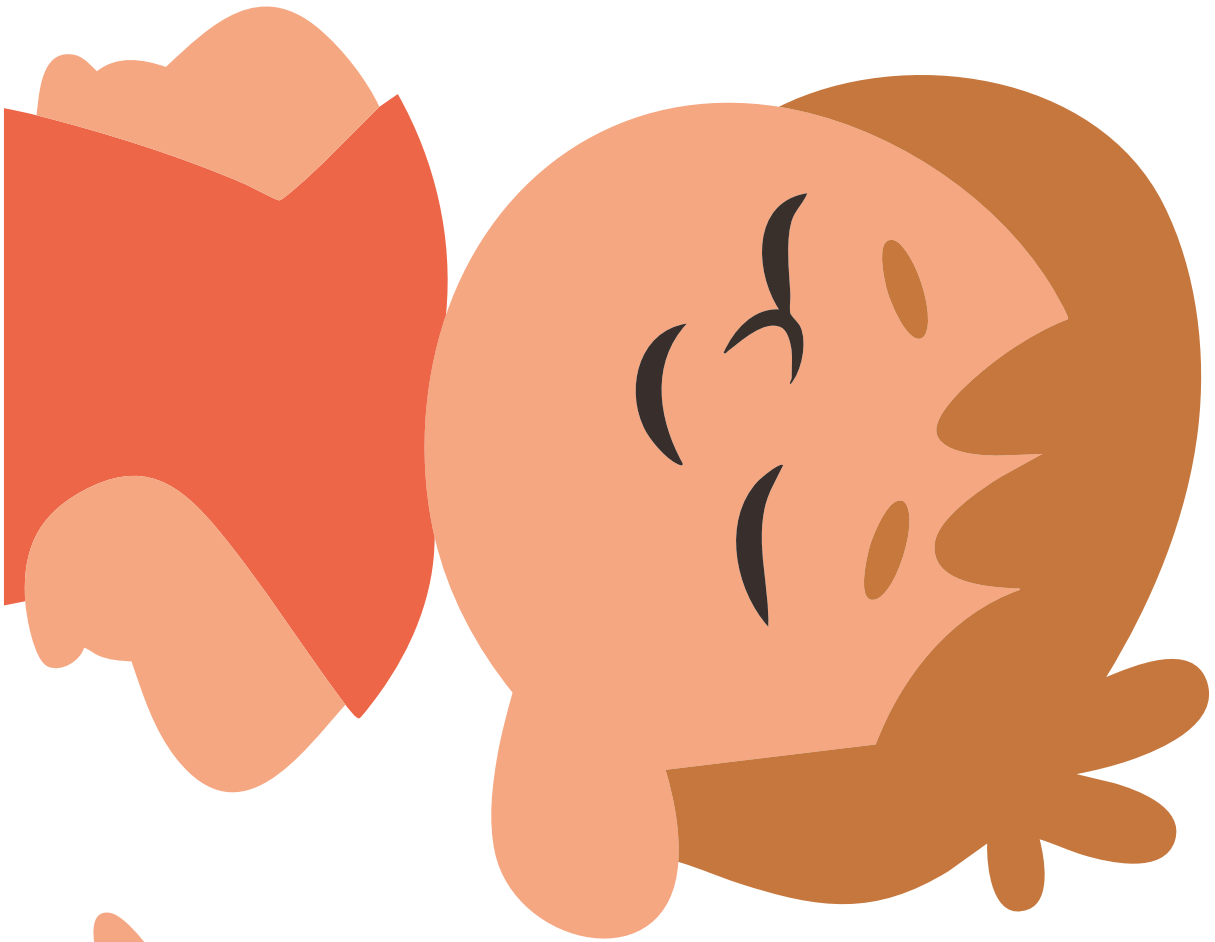
You can talk about them. Then others will also understand you better. Then they can be there for you.

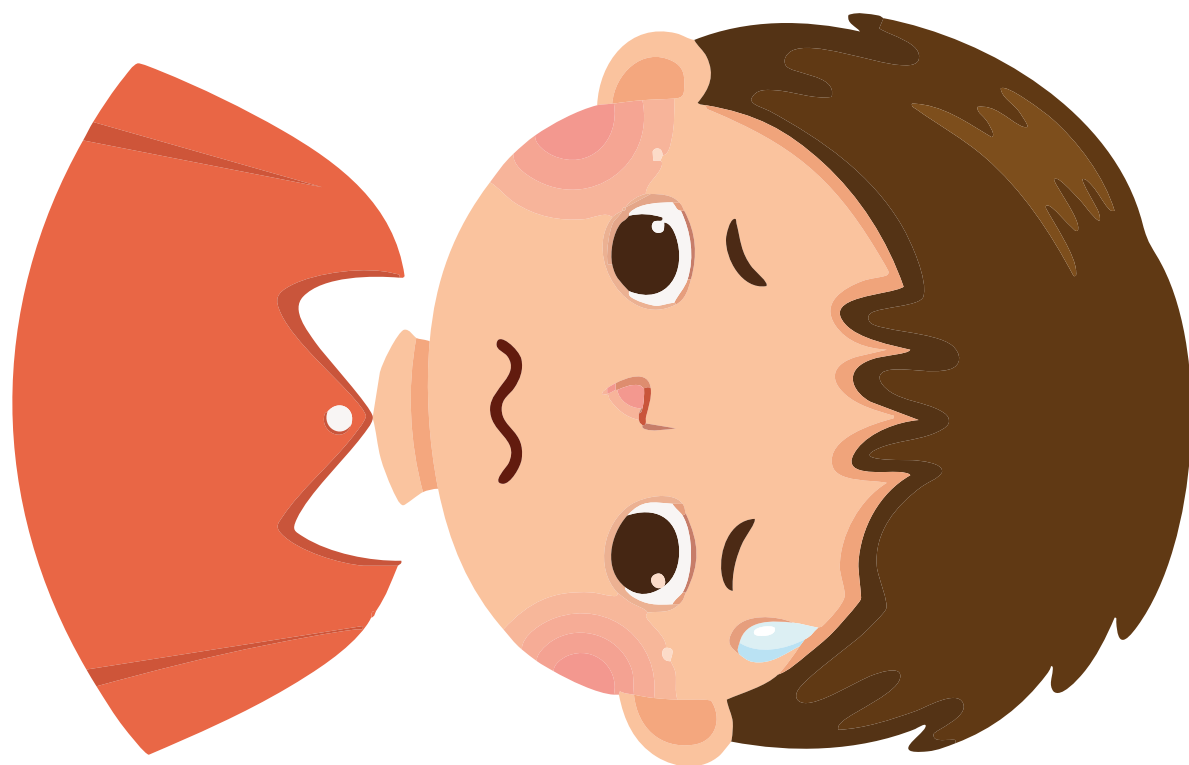
Remember: others have feelings too. Just like you. Try to understand them. Help them



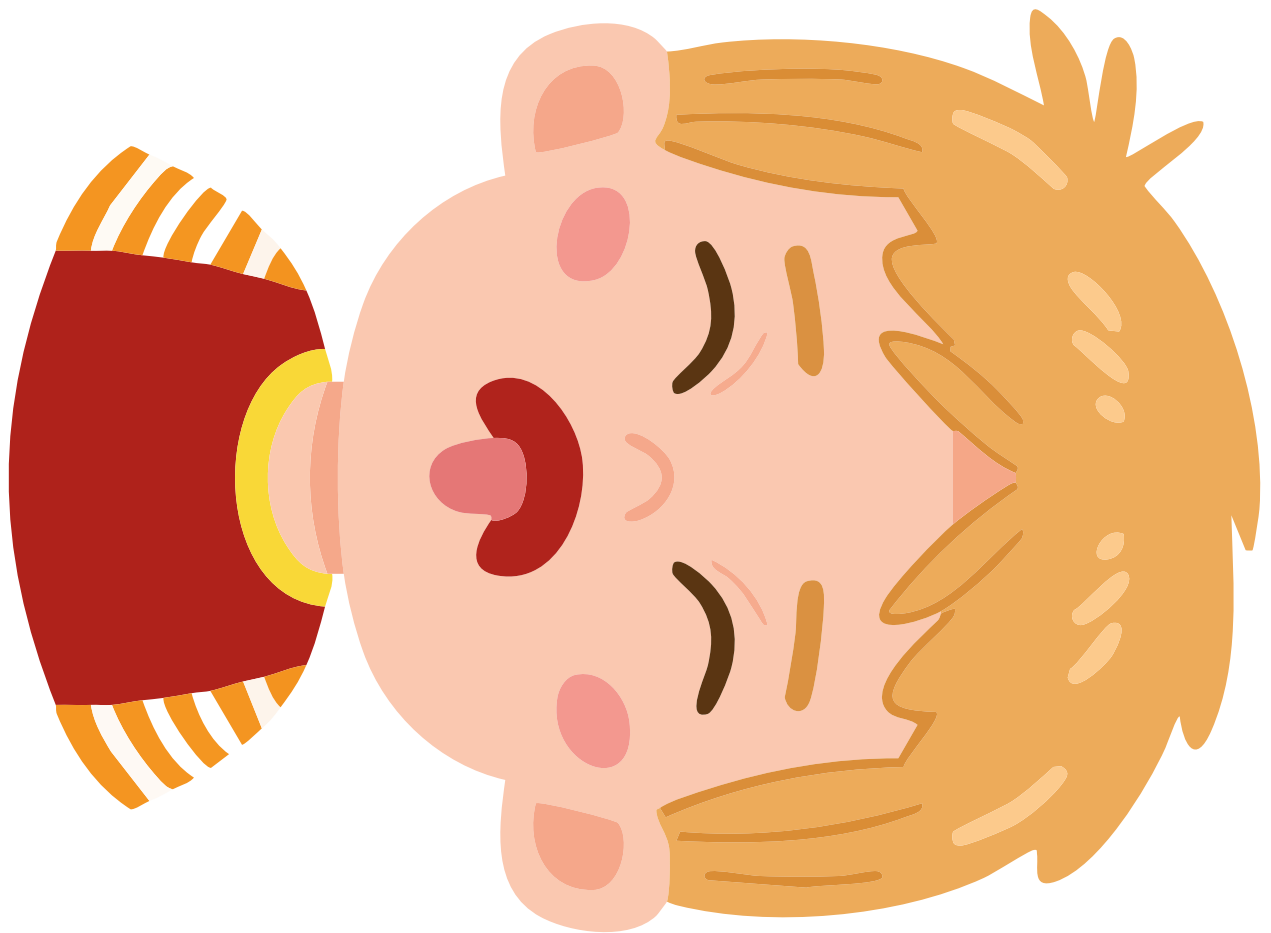








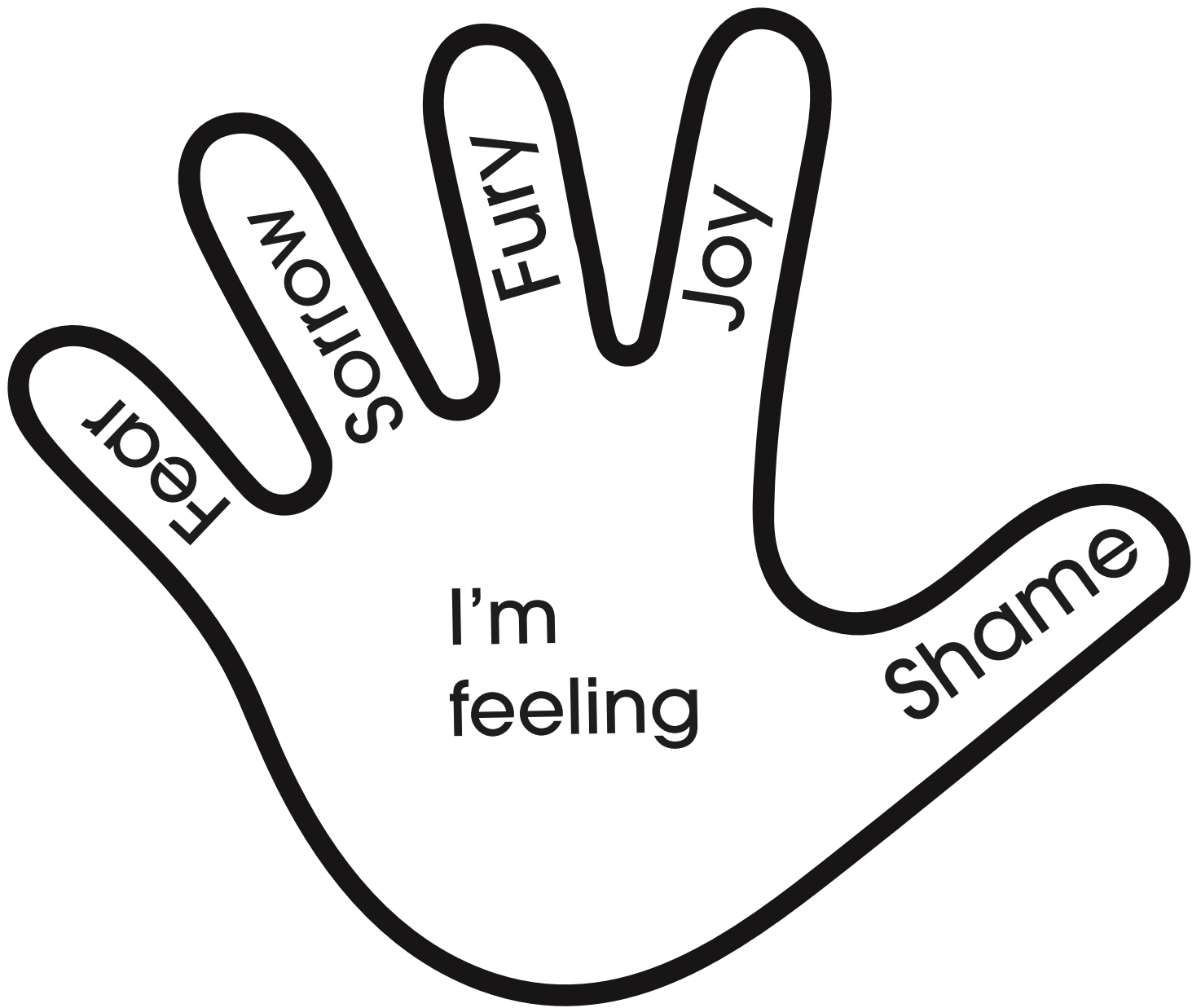


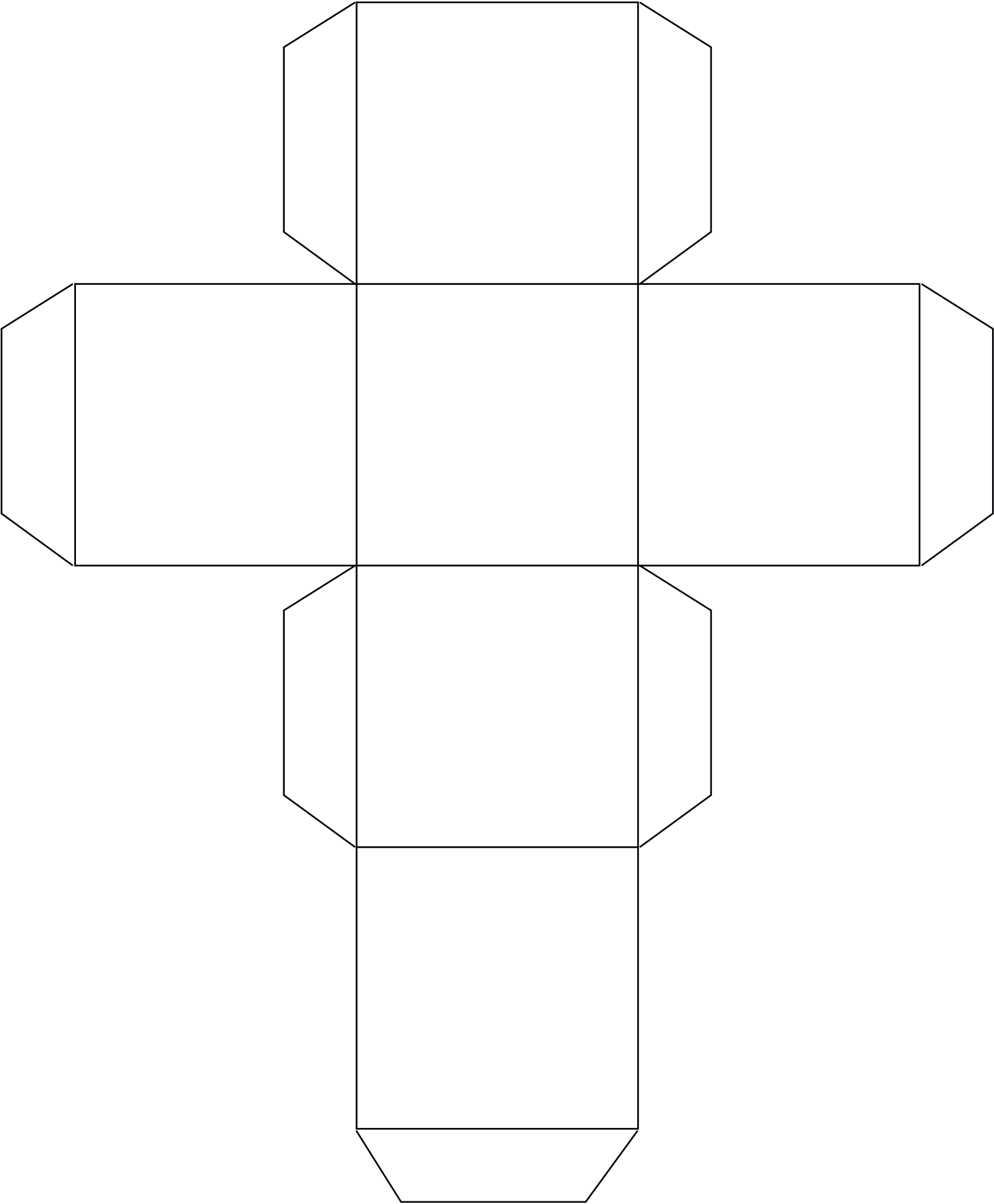




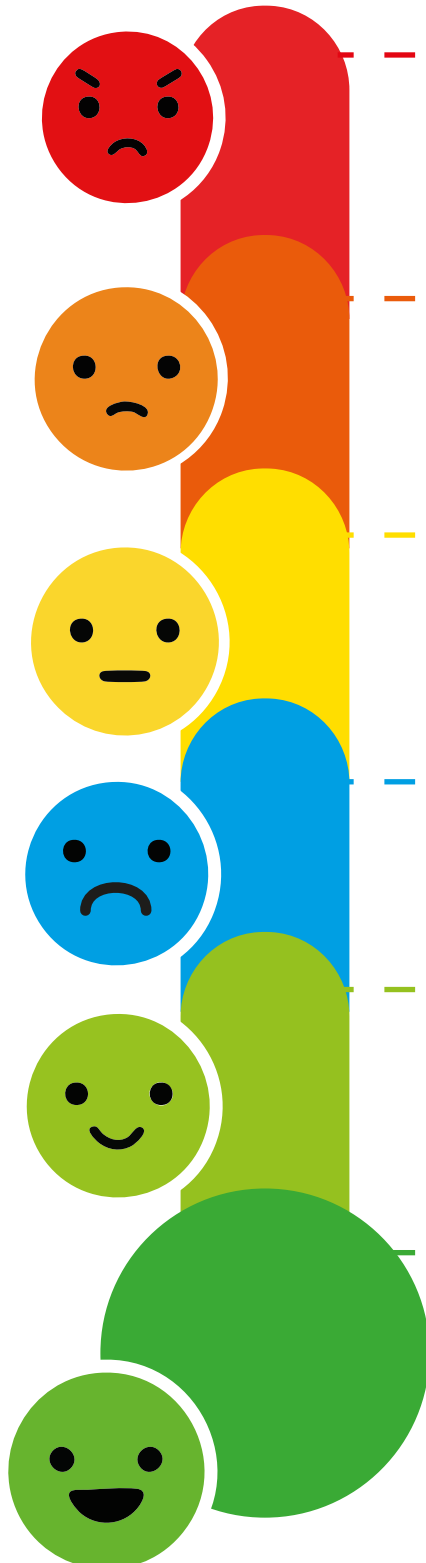








How are you feeling today?

A vertical graphic on the left side of the page, resembling a thermometer, with six colored segments: red (top), orange, yellow, blue, green, and dark green (bottom). Each segment is accompanied by a circular icon with a face. The red icon is angry, the orange is frustrated, the yellow is concerned, the blue is sad, the green is calm, and the dark green is happy. Dashed lines connect each icon to its corresponding emotion label on the right.

Anger
I feel so angry! What can i do?

Frustration
I feel so stressed! What can I do?

Concern
I have a problem, what can I do?

Sadness
I don't feel very well, lwhat can I do?

Calm
I feel good, I am very calm! I can:

Happiness
I am doing great! I will enjoy and share this moment!

How are you feeling today?

A vertical rainbow bar with five colored sections: red, orange, yellow, light green, and dark green. To the left of the bar are five circular icons with faces: red (angry), orange (sad), yellow (neutral), light green (smiling), and dark green (happy). Dashed lines connect each icon to a set of three horizontal lines for writing.

Red (Angry face): _____

Orange (Sad face): _____

Yellow (Neutral face): _____

Light Green (Smiling face): _____

Dark Green (Happy face): _____

Stress and Coping Strategies

Teacher's Guide



Primary school activities

INTRODUCTION

Stress is a daily experience that affects both children and adults, especially in stages where academic, social, and emotional responsibilities increase. At this age, many students begin to feel greater **pressure for school performance**, changes in friendships, extracurricular activities, or family expectations, although they do not always have the tools to understand or manage it.

This module is designed so that students recognize **what stress is, how it manifests in their body and emotions**, and what strategies they can use to regulate themselves in a healthy way. Through body dynamics, reflection activities, group games, debates, and visualization exercises, students will learn to identify early signs of stress and develop personal resources to help them face difficult situations.

The approach of the module is practical, experiential, and respectful of the developmental stage of 5th and 6th grade Primary students. It seeks for students to **acquire emotional awareness, personal autonomy, and self-care skills**, while strengthening group cohesion and mutual support.

Module Objectives

- Understand what stress is from a clear and accessible perspective, differentiating **functional stress** (which helps performance) from stress that exceeds a person's capacity.
- Identify everyday situations that can generate stress at school, at home, or in social life.
- Recognize how stress manifests in the **body, emotions, thoughts, and behavior**.
- Explore practical regulation tools (breathing, visualization, body movement, cognitive strategies).
- Reflect on the importance of **asking for help** and recognizing one's own limits.
- Develop personal resources such as the "emotional treasure chest" or the "stress poster" to have accessible reminders during the school year.
- Promote **personal and group responsibility** in emotional care and classroom climate.

Keywords

- Stress
- Activation
- Physiological response
- Brain in emergency mode
- Emotional tank
- Regulation
- Self-care
- Coping strategies
- Body signals
- Automatic thoughts
- Support
- Attention and concentration

Expected results for module 2

In this module, they will **understand what stress is, how it works in their body and mind**, and they will learn practical tools to **regulate, care for, and better manage** moments of activation.



Orientation for the teacher — Flexible use of the module

This module has been designed as a **flexible bank of activities**, not as a rigid program that must be completed in its entirety. Although the workshop is planned for **2 sessions of 60-90 minutes**, it includes **more activities than strictly necessary**, with the aim that **the teacher can adapt the path** to the rhythm of the group, the time available, and their own experience.

Keep in mind that:

- **It is not necessary to perform all activities.**
- **Some activities are intended as key**, as they support the main objectives of the module.
- Others function as **support, deepening, or alternative activities**, useful if the group moves quickly or if more time is available.
- **You can choose, combine, or substitute activities** without losing pedagogical coherence.

If this is the first time you are teaching this module, **we recommend**:

- **Prioritize the key activities indicated in the guide.** Indicated as AP + number (main activity) in pink and A + number (secondary activity) in blue. (e.g., **MA1** or **A3**).
- Maintain a calm pace, without rushing to "get to everything."
- Remember that the objective is not to complete activities, but to **facilitate understanding, body awareness, and practical stress regulation tools**.

The module will function correctly even if only part of the proposed material is used. ***Trust your professional judgment and the group's response.***

Recommendations for the teacher

- **Create a safe climate:** some students may feel vulnerable when talking about what stresses them. Always reinforce listening and prevent anyone from being ridiculed for sharing their emotions.
- **Avoid direct personal exposure:** instead of asking "what stresses you out?", use group dynamics, anonymous cards, or fictional examples.
- **Observe body signals:** excessive yawning, restlessness, nervous laughter, difficulty concentrating, or irritability can indicate emotional activation.
- **Combine moments of activity and calm:** alternating movement dynamics with breathing or visualization exercises helps maintain the group's attention.
- **Validate all experiences:** do not minimize the students' stress ("it's not that big of a deal"). For them, it is real and their body experiences it as such.
- **Invite reflection without forcing:** if a student does not want to participate in certain exercises, they can observe.
- **Encourage asking for help:** remember that the adult reference in the school is an important support; normalize that they seek them out when they need it.

Day 1. What stresses me out and how do I notice it?

Activity 1: Introduction to the workshop and presentation in a circle (5-10 minutes). Adjust according to the size of the group and the classroom climate.

1.1.1 Objective:

1. Welcome and present the **workings of the workshop**.
2. Create an atmosphere of **trust, calm, and participation**.
3. Introduce the module's topic: **stress and how we can manage it**.

Materials

- ☐ Classroom with a circle of chairs.
- ☐ Clear space for moving around.

1.1.2. Activity Description:

1. **Form the circle:**
 - Invite the students to sit in a circle so everyone can see each other.
 - Explain that this will be the workspace for the first part of the workshop.
2. **Initial presentation:** Give a brief welcome and explain the general purpose:
 - *Today we are going to talk about stress, a sensation that we have all felt at some point. We will see what it is, how it affects us, and what strategies we can use to feel better.*
3. Clarify that there will be **games, body exercises, moments of reflection, and creative activities**.
4. **Personal presentation with gesture:**
 - Tell the students that, one by one, they should present themselves saying:



"My name is ___ and today I feel ___"
and accompany the emotion with a brief gesture.

The group responds in unison:
"Hello ___, you feel ___" and replicates the gesture.

5. **This dynamic:**
 - Breaks the ice, allows for observing the group's **emotional climate**, and prepares for working on emotions and stress.

Teacher's Note:

- **Maintain a calm and close tone** to model the climate we want to generate.
- **Accept any emotion** that appears in the presentation round (tiredness, nerves, joy, boredom... all are valid).
- Avoid interpretations, judgments, or "forcing" complex gestures; a small body signal is enough.
- **Do not go deeper yet into what stress is:** this explanation will be developed later in the module.
- If nervous laughter or embarrassment appears, normalize it: they are habitual reactions when starting an emotional workshop.

1.2.1 Objective:

1. Activate **emotional recognition** in a dynamic way.
2. Connect emotions with the topic of **stress**.
3. Make it easier for students to identify how emotions are expressed in the **body and behavior**.

Materials

- ☐ Cards or sheets for drawing (optional).
- ☐ Whiteboard to collect ideas (optional).

1.2.2 Activity Description:

1. **Present the dynamic:**
 - Briefly explain that emotions can be felt and expressed in many ways:
 - *"We are going to represent emotions through small gestures or movements, as if they were 'emotional monsters'. The idea is to recognize how they look, how they sound, or how they feel inside."*
 - Clarify that they are not literal costumes, but **metaphors** to better understand emotions.
2. **Invitation to participate:**
 - Ask for volunteers who want to draw an "emotional monster" on paper or describe it with words.
 - These "monsters" represent emotions such as:



Fear
 Joy
 Embarrassment
 Rage
 Stress
 Tiredness
 Frustration

- You can start yourself to model the activity.
3. **Mime or brief representation:**
 - Each volunteer **represents the "emotional monster"** with a movement, posture, or brief sound.
 - The group tries to guess which emotion it is.

4. Guided conversation:

- Launch short questions to open reflection:
 - *"How is this emotion noticed in the body?"*
 - *"What does this monster do when it appears?"*
 - *"What changes in our way of speaking or moving?"*
 - *"Do emotions change throughout the day?"*

5. Introduce the concept of the "stress monster" :

- *"How do you imagine the stress monster would be? What does it do? Does it go fast? Does it get agitated? Does it press?"*
- Allow the students to describe it freely.

Teacher's Note:

- This activity is **not childish** if it is oriented from symbolic and metaphorical language (something that adolescents continue to use).
- Ensure that participation is **voluntary**; some students may feel uncomfortable representing emotions.
- You can use **drawings** instead of mime if the group is shy.
- Always keep the conversation from **curiosity, without judging or analyzing individually**.
- This activity serves as a **bridge** towards the topic of stress, without yet entering into theoretical explanations.

1.3.1 Objective:

1. Identify **shared emotional experiences** within the group.
2. Normalize that we all feel stress or intense emotions at different times.
3. Generate cohesion and prepare students to talk about the topic **without individual exposure**.

Materials

- ☐ Circle of chairs (one fewer than the number of students).
- ☐ Free space to move..

1.3.2 Activity Description:

1. **Prepare the circle:** Place one fewer chair than the number of students.
2. **Explain the basic rules:**
 - *"The person who stays in the center will say a phrase starting with 'All those who...' and the rest will change seats if it applies to them."*
 - Clarify that they cannot return to their own chair and must do so without pushing.
3. **Start as the teacher:**
 - To break the ice, launch a simple first phrase:
 - "All those who arrived with energy today... change seats."
 - This sets the tone of **safety and rhythm**.
4. **Give way to the students:**
 - Whoever is left without a chair moves to the center and proposes a phrase related to **emotions or stress signals**.
 - Guide them if needed, with examples such as:
 - *"All those who felt nervous about an exam this week..."*
 - *"All those who sometimes sleep worse when they are worried..."*
 - *"All those who have been angry about something that went wrong..."*
 - *"All those who have felt pressure to finish tasks..."*
 - *"All those who wanted a break and couldn't have one..."*
 - Maintain **open and general phrases**, never directed at specific personal situations.
5. **Maintain a dynamic rhythm:**
 - Let the activity flow, alternating emotion, humor, and movement.
 - The idea is to see that we all share similar experiences **without entering into private details**.

6. Brief closing:

- Before moving to the next activity, launch a short reflection:
 - *"Have you noticed that almost all of us changed seats several times? This shows that many of our emotions are common, as are the situations that generate stress for us."*



Teacher's Note:

- **Avoid phrases that may expose a student** or point to a specific classroom event.
- If the group tends toward excessive humor, gently redirect them to phrases that provide emotional information.
- **Observe which emotions generate more movement;** it will give you clues about the group's general state.
- Remember that this activity serves as a bridge to go deeper into the topic of stress without doing so theoretically yet.

1.4.1 Objective:

1. Identify everyday situations that **generate stress** in students.
2. Understand that stress does not always come from "big" things; sometimes it arises from **daily pressures**.
3. Create a **visual map** that will be the basis for the rest of the module.

Materials

- ☐ Large cardstock or whiteboard.
- ☐ Markers of various colors.
- ☐ Drawing of a large-sized head (can be prepared in advance).

1.4.2 Activity Description:

1. **Present the "Head Picture":**
 - Explain to the group:
 - *"We are going to create a mental map together about the things that generate stress for us. We won't talk about personal cases, but about general situations that can happen to many kids your age."*
 - Clarify that there are no right or wrong answers.
2. **Draw the head in the center:**
 - Draw or show a large, simple, empty head.
 - Around it, draw "rays" or lines coming from the center outward.
 - Explain:
 - *"Each ray will represent something that can cause stress. We will write them together."*
3. **Guided question:** launch the central question of the exercise:
 - *"What things usually generate stress in your day-to-day life?"*
 - **Invite them to respond generally**, for example:

- Studies
- Exams
- Limited time
- Arguments
- Adult expectations
- Sports or competitions
- Problems with friends
- Unexpected changes
- Loud or crowded environments
- Too many activities
- Lack of rest.

- Write each entry on a separate line.
- If new categories appear, add more lines.



4. Go deeper lightly:

- Avoid entering into personal experiences, but you can ask:
 - *"Does this happen to many of you?"*
 - *"What does it feel like to experience this pressure?"*
- Help the students see that **various experiences are shared**, which reduces the feeling of isolation.

5. Connect with the module's objective:

- When the map is full, explain:
 - *"What we are doing is naming the things that press us. When we identify our stressors, it is easier to find strategies to manage them. This list will serve us in the following activities."*

Teacher's Note:

- If the group wanders into very specific examples, redirect them to **general categories**.
- Ensure you maintain a **tone that normalizes stress** as something human, not a personal failure.
- This exercise is key: it will allow you to see **common tendencies in the class** and anticipate emotional needs.
- You can save the poster to use on Day 2 during the creation of the "stress poster."

MA5

Activity 5: "Body Picture" — How do I notice stress in my body? (10 minutes). Adjust according to the group's participation

1.5.1 Objective:

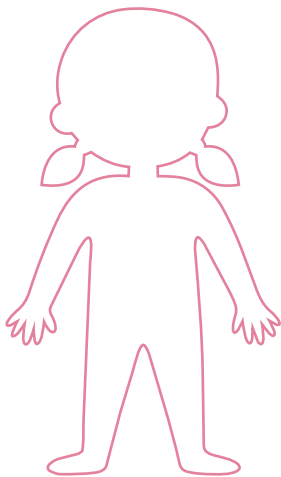
1. Help students identify **physical signals of stress**.
2. Understand that the body sends warnings before an emotion overflows.
3. Connect stress with **real and common bodily sensations**.

Materials

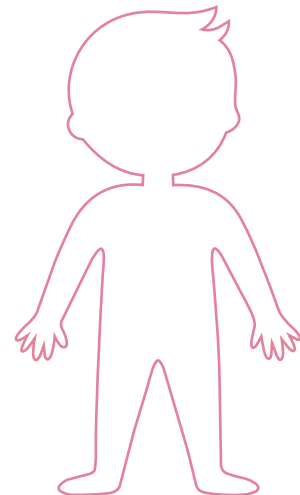
- ☐ Large body silhouette on a whiteboard or cardstock.
- ☐ Colored markers.
- ☐ (Optional) Post-its for students to place specific sensations.

1.5.2 Activity Description:

1. **Present the body silhouette:** draw or show a simple, large human figure.
 - Explain:
 - *"Now we are going to see how stress manifests in our body. Sometimes we feel something even before realizing that we are stressed."*
 - Clarify that **each body is different**, and that's okay.
2. **Guided question:** Launch the question:
 - *"When you are stressed, what do you notice in your body?"*
 - Record the responses directly on the silhouette, using different colors to differentiate sensations.
 - Responses may appear such as:



Stomach ache
Cold or sweaty hands
Tension in shoulders or jaw
Rapid breathing
Racing heart
Lump in the throat
Urge to cry
Shaking
Heat sensation
Sudden tiredness
Headache.



- Please validate all entries.

3. Normalize the experience:

- Once the silhouette is completed, explain:
 - *"All these signs are warnings from the body. It is its way of telling us that we need to stop, breathe, or ask for help. Stress does not appear all at once: it usually gives signals. When we identify them in time, it is easier to regulate ourselves."*

4. Relationship with the "Head Picture":

- Make a small connection:
 - *"In the previous exercise, we saw what stresses us, and now we are seeing how we feel it. These two maps together will help us find good strategies for Day 2."*

Teacher's Note:

- **Keep the space safe:** some students may mention symptoms related to anxiety. Welcome them calmly and redirect toward the general.
- **Avoid analyzing individual cases.** The exercise is group-based and symbolic.
- This **body map** can remain visible throughout the module to reinforce learning.

1.6.1. Objective:

1. Introduce basic stress concepts in a **clear and accessible** way.
2. Differentiate what stresses us, how our body reacts, and what strategies help us regulate.
3. Prepare the group for the **body and self-control exercises** that follow.

Materials

- ☐ Cards with concepts:
 - "Stressful situations"
 - "Stress reactions"
 - "Positive stress / useful stress"
 - "Stress killers" (what helps).
- ☐ Space on the floor or whiteboard to place them.
- ☐ Markers (optional).

1.6.2. Activity Description:

1. **Present the cards on the floor or board:** place them in this order:
 - Stressful situations
 - Stress responses
 - Stress killers (tools that help)
2. Explain:
 - *"We are going to look at three key ideas to understand stress. This will help us recognize what causes it, what happens to us inside, and what we can do."*

Question 1: Stressful situations

Stressful situations

- *"At what times of the day do you feel under pressure or stressed?"*
- Refer back to the "Head Picture" map made earlier.
- Note responses or simply collect them verbally.
- Clarify:
 - *"Stressful situations are not the same for everyone. What stresses one person might not stress another, and that is normal."*

Question 2: Stress reactions

Stress reactions

- *"What happens inside when we are stressed? What does our body feel? What thoughts appear? What behaviors change?"*
- Connect with the "Body Picture"
 - Rapid breathing
 - Tension
 - Racing heart
 - Worry
 - Irritability
 - Blockage.
- Explain in an accessible way
 - *"These reactions are not bad. The body is trying to help us focus and perform better. Sometimes stress is useful to activate us."*

Question 3: "Stress killers" (what helps)

Stress Killers

- *"What things help you lower the tension when you are stressed?"*
 - Collect spontaneous ideas:
 - Movement
 - Breathing
 - Listening to music
 - Talking to someone
 - Resting, drinking water
 - Doing something they like.
 - Connect with what will be seen in the rest of the module.
 - Clarify:
 - *"Stress killers are like service stations: things that refill our emotional tank and help us balance ourselves."*
3. Activity Closing:
- **Highlight:** "So far we have seen what stresses us, how we feel it, and what can help us. In the next activities, we are going to experiment with all of this through our bodies."



Teacher's Note:

- **Keep the conversation simple and structured;** this activity is a bridge between the emotional part and physical exercises.
- If confusion arises about **"good stress"** vs. **"bad stress"**, use relatable examples:
 - *"Before an exam or a match, a little stress helps you focus. But if the stress lasts too long, the body gets tired and we need tools to recover."*
- Ensure students understand that the goal is not to eliminate stress, but to **learn to manage it**.

A7 Activity 7: Game "Dr. Beat" — How does my heart change with stress? (5 minutes). Adjust according to the size of the group and the classroom climate.

1.7.1 Objective

1. Understand in a practical way how **stress activates the body**.
2. Observe changes in **heart rate and breathing**.
3. Relate physical sensations to emotions and pressure situations.

Materials

- ☐ Clear space to do squats or movement.
- ☐ Stopwatch or clock (optional).
- ☐ Relative silence to be able to listen to the pulse.

1.7.2 Activity Description:

1. **Brief introduction:** explain to the students:
 - *"Our body reacts to stress very quickly. We are going to do a small experiment to notice how our heart and breathing change."*

First observation: at rest

- Ask them to:
 - Sit or stand in silence, place a hand on their chest or neck, and observe if they can feel their heart.
- Guide with phrases like:
 - *"Breathe normally and pay attention. Do you notice your pulse? Is it fast, slow...?"*
- Give them 30-40 seconds.



2. Physical activation

- Ask the group:
 - *"Now we are going to do 10 rapid squats. When we finish, we will listen to our bodies again."*
- Lead the count so they all go at the same pace.



Second observation: after effort

- Indicate:
 - *"Now stay still and put your hand back on your chest. What do you notice? Does the heart beat differently? What about your breathing?"*
- Give them 20-30 seconds to observe.

3. Brief explanation:

- Connect the physical experience with stress:
 - *"When we are calm, the heart goes slower. When we are stressed, nervous, or exerting ourselves, the heart beats faster and we breathe more quickly. This is not bad: it is the body preparing us to act or focus."*

4. Clarify:

- *"Stress makes sense: it helps us perform when we need it. But if it stays for too long, we can get very tired. That's why we need strategies to relax, just like we 'bring down the revs' after running."*

Teacher's Note:

- Ensure that everyone can perform the squats safely; if someone has physical discomfort, they can do a **soft alternative** (lifting knees, walking fast on the spot).
- Avoid competing ("who does it faster"); this is a body listening exercise, not a performance one.
- If the group is very agitated, allow a few seconds of calm breathing before moving to the next activity.
- Connect this exercise with what will come later (**regulation techniques** and **"emotional tank"**).

A8 Activity 8: The “Emotional Tank” Model (10- 15 minutes). Adjust according to group size and classroom climate.

1.8.1 Objective:

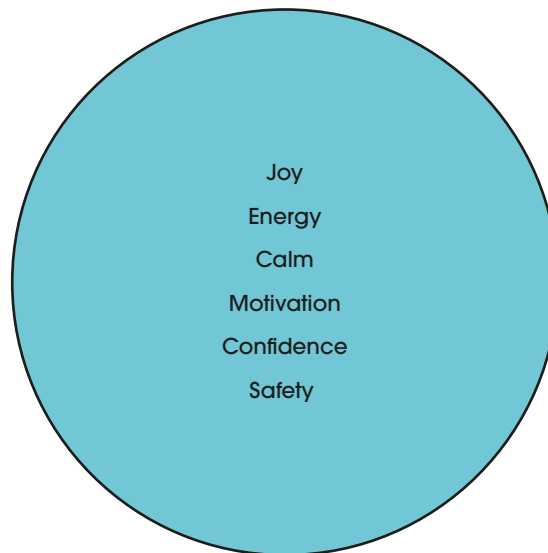
1. Understand the “emotional tank” as a metaphor for well-being.
2. Identify what things “fill” the tank and what things “empty” it.
3. Relate this idea to the importance of “stress killers” (regulation tools).

Materials

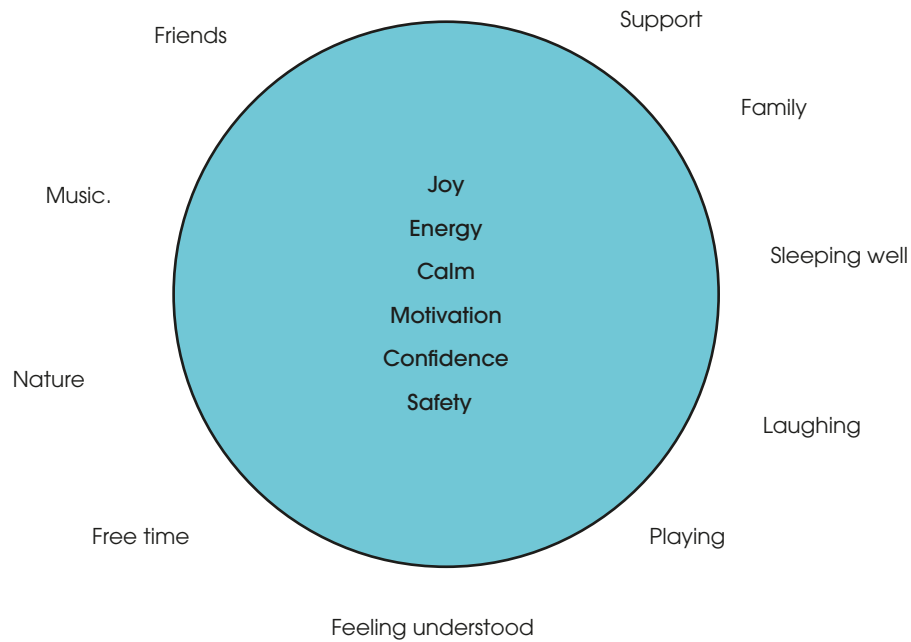
- ☐ Whiteboard or large cardstock.
- ☐ Chalk or colored markers.
- ☐ Space so everyone can see the drawing clearly.

1.8.2 Activity Description:

1. Present the concept: explain
 - *“Just as a car needs gasoline to run, we have an emotional tank that fills with good things and empties when we experience difficult or stressful situations.”*
 - Mention that you will draw it together.
2. Draw a large circle on the board. That circle represents the empty emotional tank.
 - Question:
 - *“When our tank is full... how do we feel?”*
 - Collect ideas and add them inside the circle, for example:

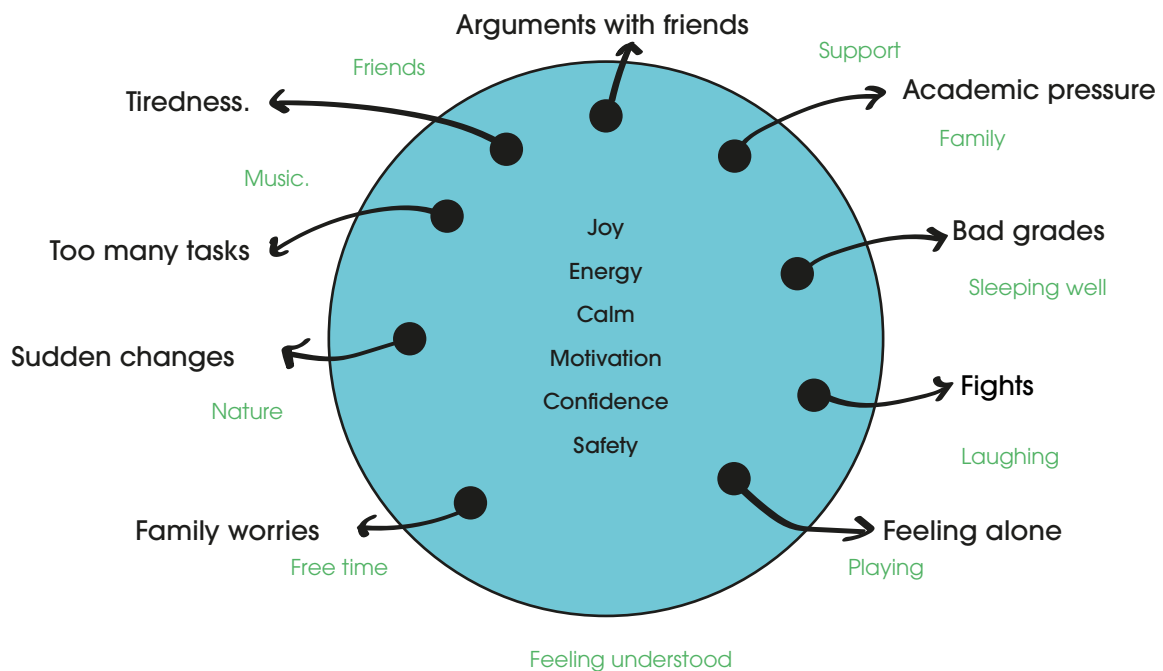


3. Identify what fills the tank:
 - Question:
 - *“What things help you fill your emotional tank?”*
 - Write around the tank (outside the circle) the “service stations” of well-being:



4. Identify what empties or “makes holes” in the tank:

- Now ask:
 - “What things make holes in the tank or empty it?”
- Collect general examples, not personal ones:



- Draw them around the tank with another color, as “holes”.
- Explain:
 - “When these things happen, it’s normal to feel stressed, sad, or overwhelmed. The important thing is to know *how to fill the tank again*.”

5. Brief closing:

- Make an accessible synthesis:
 - *"We all have an emotional tank, and we all have days when it fills or empties more. It's not about avoiding stress completely, but about knowing **what strategies help us recharge** when we need it."*

Teacher's Note:

- **Prevent students from mentioning very personal situations;** redirect toward general categories.
- If someone shares something sensitive, **validate their emotion** and return the focus to the exercise ("this happens to many people...").
- **This model is key** for the module: it will serve as the basis for Day 2 regulation work.
- Use different colors to facilitate visual understanding (**green = full / red = empty**).

A9 Activity 9: “Pizza Massage” — Body strategy to reduce stress

(15 minutes). Adjust according to group size and classroom climate.

1.9.1 Objective:

1. Practice a brief and respectful **body relaxation technique**.
2. Recognize how tension decreases when receiving a relaxing stimulus.
3. Promote **mutual care**, boundaries, and respectful communication.

Materials

- ☐ Chairs placed in pairs or trios.
- ☐ Soft music (optional).
- ☐ Box with small massage objects (optional): soft balls, rollers, feathers, etc.

1.9.2 Activity Description:

1. **Brief introduction:** explain to the group
 - *“Stress accumulates a lot in the body. Today we are going to use a very simple technique to release tension in the back and shoulders, always respecting our partner’s boundaries.”*
 - Clarify that the activity is optional: whoever does not want to receive a massage can use a massage object, massage their own arm, or be part of the group without receiving contact.
2. **Form pairs or trios:** Organize the chairs so that one student can sit behind the other.
 - Indicate:
 - **Person A** receives the massage.
 - **Person B** performs it.
 - **Then they will switch.**
 - Give an important instruction:
 - *“The massage is done on the shoulders and the upper part of the back, without touching the spine. Everything must be done in a gentle, respectful way, taking care of your partner.”*
3. **Begin the “Pizza Massage” guide:**
 - Guide the actions step by step, in a calm tone:
 1. **Clean the surface:**
 - *“Imagine the back is the base of a pizza. First, we ‘clean the table’, making gentle movements with our hands.”*
 2. **Add flour:**
 - *“With your fingertips, simulate sprinkling flour so the dough doesn’t stick.”*
 3. **Knead the dough:**
 - *“We make small circular movements with gentle pressure, as if we were kneading.”*
 4. **Stretch the dough:**
 - *“Slide your hands outward, from the center toward the sides, as if stretching the pizza.”*



5. Add ingredients:

- **Tomato:** gentle taps with closed fists.
- **Salami:** press gently with a flat hand.
- **Peppers:** short lines with one finger.
- **Mushrooms:** gentle pressure with the thumb.
- **Onion:** circles with fingers.
- **Cheese:** very light touches with fingertips.

Step 1

Put the pizza in the oven

"We slowly slide our hands from the bottom upward, as if placing the pizza in the oven."

Step 2

Heat the pizza

"We rub our hands to warm them up and lean them gently on the shoulders or upper part of the back (avoiding the spine)."

Step 3

Take the pizza out of the oven

"We slide our hand gently downward to finish."

4. Role exchange

- Have students switch. Maintain a calm rhythm.

5. Brief closing:

- Invite them to reflect:
 - *What did you notice before and after receiving the massage?*
 - *Has the tension in your body changed?*
 - *How does it feel to help someone else relax?"*

Teacher's Note:

- **Body respect:** remind the group they can say "softer", "less pressure" or "I prefer not to continue". This is part of emotional learning.
- **Avoid an infantile tone;** present it as a body regulation exercise.
- If a student feels uncomfortable with contact, offer alternatives:
 - Self-massage,
 - Using massage balls,
 - Or remaining as an observer.
- Maintain a quiet environment, with soft music if it helps.

A10 Activity 10: Guided Journey to your “Inner Place of Power” (10 minutes). Adjust according to group size and classroom climate.

1.10.1 Objective:

1. Facilitate an experience of **calm and inner connection**.
2. Learn a **mental strategy** to regulate stress in moments of high pressure.
3. Encourage imagination as a **self-care tool**.

Materials

- ☐ Silent classroom.
- ☐ Soft music optional (relaxing environment).
- * Students can sit at their desks or on the floor, however they are most comfortable.

1.10.2 Activity Description:

1. **Preparing the environment:** explain briefly
 - *"We are going to do a visualization exercise to find an inner place where you feel good, safe, and calm. This place will serve as a resource to return to when you are very stressed."*
 - Invite them to sit comfortably, with a straight but relaxed back. They can close their eyes only if they want to.
2. **Brief breathing guide:**
 - *"Take a deep breath... Inhale through your nose, and release the air little by little... Notice how your body releases tension..."*
 - Lead two or three guided breaths.
3. **Start the visualization:** Read in a calm and paced voice

We are going to look for a place where you feel completely well. It can be a real place you know, like a forest, a house, a beach, your room... Or it can be an imaginary place, invented by you. Imagine you are traveling toward that place. You can arrive by walking, flying, on a train, in a boat... whatever you want.

When you arrive, look around:

- *What do you see?*
- *What colors are there?*
- *Is there light, shadow, sun, clouds...?*
- *Listen:*
 - *What sounds are in your place?*
 - *Is there silence?*
 - *Is there water, wind, music...?*
- *Notice the temperature:*
 - *Is it warm, cool, soft...?*

Think about what things make you feel good there. It can be a sensation, an object, a landscape, a smell... Everything that helps you feel safe and calm. This place is yours alone. No one can enter without your permission. Here you can rest, think, breathe... or simply be.



4. Anchoring the experience: Guide
 - *"To return to this place when you need it, find a word that represents it: it can be 'calm', 'home', 'forest', your name... whatever you choose. Repeat the word in your mind while you remember the place. This word will be like a key to return when you are stressed."*
5. Closing the visualization:
 - *"Return little by little... Moving your fingers, breathing deeply... and when you are ready, open your eyes."*
6. Pause for a few seconds.

Teacher's Note:

- Keep a **neutral and calm tone** throughout the activity.
- Avoid analysing the visualisations or asking for personal details (especially at this age).
- It is normal for some pupils not to concentrate fully; **encourage them to practise** at other times.
- This exercise **can be used again** before exams, assessments, conflicts or particularly stressful days.
- If any pupil prefers not to close their eyes, that is perfectly fine.
- If the group is very restless, feel free to reduce the duration to **5–7 minutes**.

1.11.1 Objective:

1. Integrate what was learned during the session.
2. Provide an emotional closing that **reinforces calm and cohesion**.
3. Prepare students for the next session of the module (Day 2).

Materials

- ☐ Circle of chairs.
- ☐ "Head Picture" and "Body Picture" posters visible (optional).

1.11.2 Activity Description:

1. **Return to the circle:** Invite students to return to the initial circle, maintaining a quiet atmosphere after the visualization.
 - Explain:
 - *"We are going to close the first day of the workshop by remembering what we have discovered about stress and our bodies."*
2. Launch a **simple question** for them to answer in one word or short phrase:
 - *"What has been the most useful or interesting thing today?"*
 - Or provide alternatives if they need support:
 - *"Something I understood better..."*
 - *"Something I didn't know about stress..."*
 - *"Something that helped me relax..."*
 - Avoid letting them go into personal details; keep responses general.
3. **Connection with activities:** Summarize clearly
 - *"Today we saw what things can stress us, how the body feels it, and what signals it gives us. We also practiced a technique to relax and discovered our 'place of power'."*
 - Be sure to name at least these key ideas:

O1 Stress is a normal response of the body.

O2 Body signals.

O3 Stressful situations.

O4 Tank model.

O5 Regulation activities.

4. **Day 2 Preview:** Introduce what they will do in the next session:
 - *"In our next meeting, we will see more strategies to handle stress and we will build something special: your emotional treasure chest and a poster with your own tools for difficult moments."*
 - This generates positive expectation.

5. Emotional Closing

- Offer a phrase that reinforces safety
 - *"Remember: we all feel stress sometimes. The important thing is to learn what we need and how we can help ourselves."*

Teacher's Note:

- Keep the closing **short and kind**.
- **Avoid opening long debates**; this moment is for emotional integration, not analysis.
- If a student shares something personal, thank them for their trust and return the focus to the group.
- It is a good idea to leave the "Head Picture" or "Body Picture" posters visible to serve as a reminder during the week.

A1

Day 2. What can I do and who helps me?

Activity 1: Welcome and Day 1 reminder (10 minutes). Adjust according to the group size and classroom climate.

2.1.1 Objective:

1. Recover the learning from Day 1 and reconnect the group with the topic of stress.
2. Identify who was present and who was not, and offer a quick summary.
3. Prepare the emotional climate for the second block of work.

Materials

- ☐ Circle of chairs.
- ☐ Whiteboard (optional) to note key ideas.
- ☐ Day 1 poster visible (if you saved it).

2.1.2. Activity Description:

1. **Create the opening circle:** Instruct students to sit as they did the previous day.
 - Generate a calm atmosphere, especially if they have just come from recess or another demanding subject.
2. **Activation question:** Invite a brief and concrete reflection
 - "What do you remember from the previous workshop? What did we learn about stress?"
 - Allow short answers.
 - If not many emerge, you can guide them:
 - "What things can generate stress for us?"
 - "What signals does the body give?"
 - "What was the emotional tank?"
 - Write 2–3 key words on the board.
3. **Check attendance:** Ask
 - "Is there anyone who was not at the previous session?"
 - If a student was absent, offer a 30-second mini-summary:
 - "We saw what things stress us out, how the body notices it, what stress does to us, and we practiced a relaxation technique. Today we will continue learning tools to manage it better."
 - Avoid repeating the entire session; this review is only contextual.



4. **Connection with the day's objective:** Explain briefly

- *"Today we are going to focus on how to manage stress, what tools we can use in our daily lives, and how to ask for help when we need it. We are going to build something personal that will serve you throughout the entire course."*
- (This anticipates the treasure chest, the stress poster, and the new strategies.)

5. **Light emotional activation**

- Ask a quick question to connect the emotional part:
 - *"Who has had a moment of stress this week?"* (Raising a hand is enough. No explanation is requested.)
- **Normalize:**
 - *"Stress appears many times in life, not only in exams or big problems. Today we will see how to manage it."*

Teacher's Note

- Keep this start brief so as not to lose time from the main block of Day 2.
- Avoid having students share deep personal experiences (we will work on them generally).
- **If the environment is very distracted**, do 2 deep breaths all together before moving to the next activity.
- Keep the Day 1 posters visible if you kept them; they help reinforce continuity.

A2 Activity 2: "Lifting weights" — The weight of stress (10 minutes).

Adjust according to the group size and classroom climate.

2.2.1 Objective:

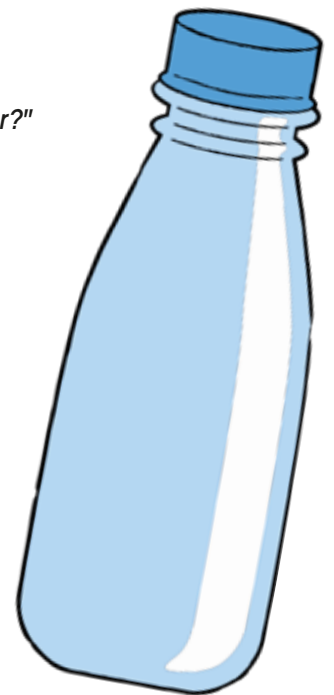
1. Understand that **stress does not only depend on intensity**, but on the time during which we sustain it.
2. Introduce the metaphor of "**emotional weight**" and the need to let go.
3. Prepare students to reflect on stress management strategies.

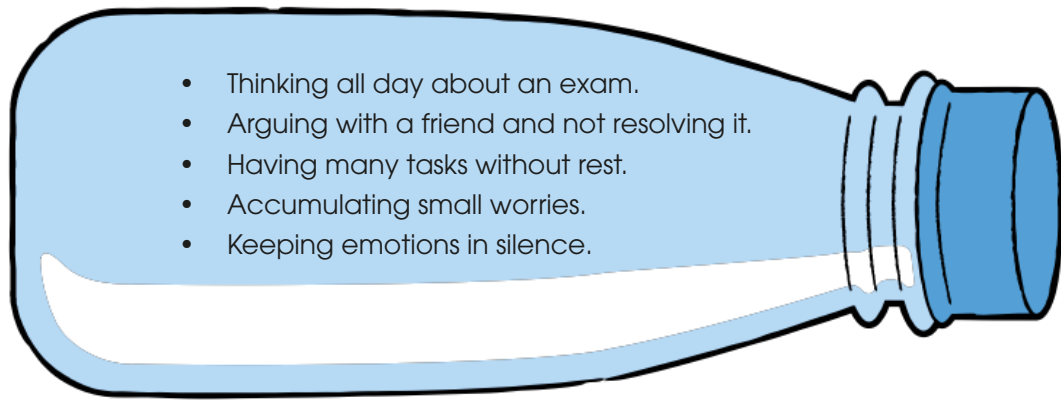
Materials

- ☐ Small bottles full of water (approx. 500 g) or similar weighted objects.
- ☐ Space so that everyone can stretch their arm without hitting each other.

2.2.2 Activity Description:

1. **Give a weight to each student:** Hand a bottle or similar object to each student.
 - Explain:
 - *"We are going to try something simple to better understand how stress works."*
2. **Initial question:** Before starting, ask
 - *"Does this object seem light or heavy to you?" Normally they will say "light."*
 - Explain to them:
 - *"The weight seems small... but look what happens when we hold it for a while."*
3. **Physical exercise:** Ask
 - Stretch the arm forward, parallel to the floor.
 - Hold the bottle with the hand.
 - Indicate:
 - *"Keep your arm stretched out without bending it. Just breathe normally."*
 - Wait 20–30 seconds. (At this age, they will feel the effort quickly.)
4. **Observation:** Ask
 - *"How does the arm feel now? More tired than at the beginning? Heavier?"*
5. **Reflection guide:**
 - *"The object has not changed."*
 - *"It weighs the same as it did a minute ago."*
 - *"So... why is it harder to hold now?"*
 - This connects directly to the key message.
6. **Connection with stress:** Explain
 - *"Stress works just like this weight. Even if a situation is not very big, if we hold it for a long time, it becomes heavier."*
 - Example:





- Thinking all day about an exam.
- Arguing with a friend and not resolving it.
- Having many tasks without rest.
- Accumulating small worries.
- Keeping emotions in silence.

- Add:
 - *"It doesn't matter how strong you are: if you never let go of the weight, the arm gets tired. That's why we need to learn to let go, rest, and ask for help."*

7. Let go of the weight

- Ask them to lower their arm and place the bottle on their lap or on the floor.
- Conclude:
 - *"What happened to your body when you let it go?"*
 - *"Did you notice the immediate relief?"*
- This helps to anchor the metaphor.

Teacher's Note

- Ensure that no student has pain or physical difficulty; **allow alternatives** (hold with two hands, hold for less time).
- Avoid having the exercise turn into a competition.
- **Keep the focus on the body sensation**, not on performance.
- This exercise directly prepares the next activity on how to let go of stress and what strategies help (**stress killers, 3-finger method, etc.**).

MA3 Activity 3: Strategies for managing stress (10 -15 minutes). Adjust according to the size of the group and the classroom climate

2.3.1. Objective:

1. **Present practical tools** for managing stress.
2. Teach students to **think about solutions** when they feel pressured.
3. **Identify people or resources** that can help in difficult times.
4. **Connect the physical experience** of the previous exercise with mental and behavioral strategies.

Materials

- ☐ Printed or projected cards of:
 - 3-finger method
 - Coping Skills (useful strategies)
 - Helper Cards (who helps me)
- ☐ Whiteboard or surface to place the cards.
- ☐ Markers.

2.3.2. Activity Description:

1. **Introduction:** "How do I let go of the weight of stress?"
 - Connect with the previous metaphor:
 - *"Just as we let go of physical weight, we can learn to let go of emotional stress. Today we will see strategies that will help you in your daily life."*
 - Write on the board:

Let go

Regulate

Ask for help

2. 3-finger method

- Explain that it is a simple tool for solving stressful situations.
- Show the cards or draw three raised fingers.



Finger 1 — STOP: What is the problem?

- "First I stop and ask myself: What is happening? What am I worried about?"

Appropriate examples:

"I have an exam tomorrow."

"I had an argument with a friend."

"I have too many tasks."



Finger 2 — SOLUTIONS: What can I do?

- *"I think of several options. Even if they seem small, they all count."*

Examples

Ask the teacher questions

Ask a classmate for help

Make a plan

Break the task into parts

Rest for a moment

Ask for support at home.



Finger 3 — TEST: Did it work?

- *"I choose one option, try it, and ask myself if it helped me."*

If it doesn't work:

- *"I look for another option. It's okay to need more than one attempt."*

This flexibility is key to preventing frustration.

3. Coping Skills: What things help me when I am stressed?

- Place or project the strategy cards and explain them briefly:

01

Breathe and regulate your body

- Triangular breathing
- Breathe deeply 3 times
- Walk for a minute
- Drink water.

02

Healthy distraction / recreation

- Listen to music
- Draw
- Change activities for a moment
- Stretch.

03

Realistic positive thinking

- "I've handled worse things"
- "I can ask for help"
- "This is temporary."

04

Planning

- Break down tasks
- Make a list
- Organize times.

05

Talk to someone

- Express concern
- Ask for advice
- Ask for company.

- Clarify that each person has different strategies
 - *"What helps one person might not help another. The important thing is to know your own tools."*

4. Helper Cards: Who helps me when I feel bad?

- Present this part as something natural and necessary:
 - *"Asking for help is not a sign of weakness, but of emotional intelligence."*
- Hand out blank cards or show projected ones. Students can think of:

Trusted friends
A family member
Teachers
Tutor or co-tutor
Counselor
Coaches
Classmates.

Examples:

- "My brother — he listens to me."
- "My teacher — I can ask them questions."
- "My best friend — they calm me down."

"How can you help me?"



5. Brief closing

- Connect everything seen:
 - *"Just as stress appears in many forms, there are also many ways to regulate it. The important thing is to get to know yourself and find out what works for you."*

Teacher's Note:

- If the group has difficulty verbalizing strategies, **lean on general examples**, never personal ones.
- **Avoid having the Helper Cards turn into social comparisons** ("everyone puts X down").
- Reinforce the idea that **asking for help is a skill**, not a sign of weakness.
- These tools will be used later in the **Stress Poster** and the **Treasure Chest**.

A4

Activity 4: Game “1-7” (10 -15 minutes).

Adjust according to the size of the group and the classroom climate.

2.4.1. Objective:

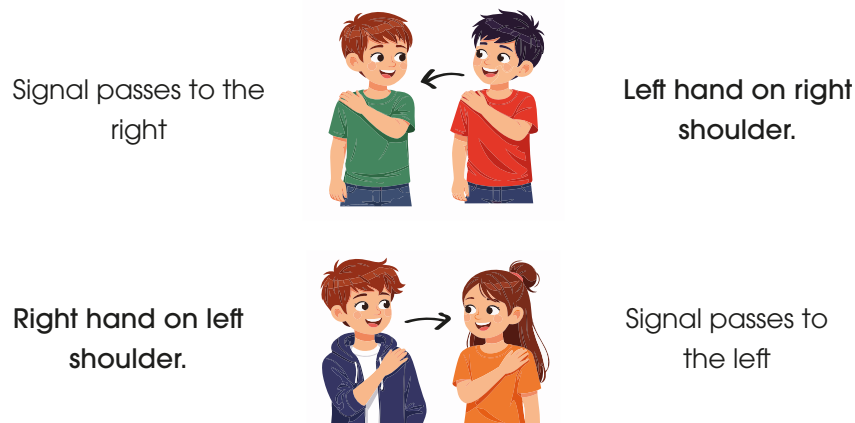
1. Experiment with how we react under **pressure** and in fast-paced situations.
2. Observe what happens when we must **make decisions** without thinking too much.
3. Connect **sudden stress** with the importance of having prior strategies.

Materials

- ☐ Ample space to form a large circle.
- ☐ No additional material required.

2.4.2. Activity Description:

1. **Preparation of the circle:** Ask students to form a standing circle.
 - Explain:
 - *“This game is about following signals quickly. The key is to pay attention and see what happens when a slightly stressful situation arises.”*
2. **Explain the rules:** start the game by showing a signal.



- Each participant makes the signal to the next classmate, maintaining the rhythm.
 - **They will count from 1 to 7:** The person with the number 7 raises their hand over their head instead of putting it on the shoulder.
 - This can
 - keep the direction or change it, depending on where their hand points.
3. **Short and slow rehearsal:**
 - *“We’re going to do it slowly to understand it, and then we’ll go faster.”*
 - First signal – signal – signal – signal...
 - Then add the count:
 - 1, 2, 3, 4, 5, 6... 7 (hand up), 1, 2, 3...
 - Progressively increase the speed.

4. **Full game:** Now play with
 - faster rhythm.
 - occasional change of direction.
 - full attention.
 - If someone makes a mistake:
 - *“Whoever makes a mistake sits down for a moment and observes. It’s not a punishment; it’s part of the game.”*
 - Maintain a light and humorous tone, without competitiveness.
5. **Final reflection:** When finished, gather the group and ask
 - *“Did anyone feel stressed during the game?”*
 - *“What happened when we tried to follow the fast pace?”*
 - *“What happens when we are under pressure and don’t have a plan?”*
 - Explain briefly:
 - *“Sudden stress makes it hard to think clearly. That’s why it’s important to know strategies and resources before the strong stress appears. That way we know what to do even when there is a rush or a lot of pressure.”*
 - Connect directly with the previous activity (3 fingers, coping skills, helper cards).

Teacher's Note:

- **Control the speed** according to the energy of the group.
- If nervous laughter appears, normalize it: it’s part of mild stress and the game.
- **Keep the game safe**, without hitting or racing.
- This exercise is an **excellent bridge** to the creative activities of the Treasure Chest and the Stress Poster, where students will create their regulation plan.

2.5.1. Objective:

1. Identify personal resources that help regulate stress.
2. Create a **physical object** that functions as a visual reminder of self-care.
3. Connect learned strategies with the **students' real lives**.
4. Promote **emotional autonomy** and personal reflection.

Materials

- ☐ Treasure chest template for each student.
- ☐ Scissors.
- ☐ Glue stick.
- ☐ Markers or colored pencils.
- ☐ Small pieces of paper or post-its to write the "treasures."
- ☐ Optional: stickers or simple decoration.

2.5.2. Activity Description:

1. **Introduction to the exercise:** Explain
 - *“We all have resources that help us when we are sad, stressed, or overwhelmed. Some are people, others are activities, memories, or places. Today we are going to build a 'treasure chest' where we will keep those personal resources.”*
 - Clarify that they will not be shared publicly unless they want to. It is a personal space.
2. **Hand out the chest template:** distribute the sheet with the chest outline.
 - Indicate:
 - Cut along the outer lines
 - Fold along the dotted lines
 - Glue the tabs to form the box.
 - Support students who need help with folding.
3. **Chest decoration:** Allow each student to personalize their chest with
 - Preferred colors
 - Symbols that represent them
 - Words/drawings that convey calm.
 - He recommends keeping it simple so that this part doesn't take up too much time.
4. **Guided reflection:** What goes in my chest?
 - Hand out small papers or post-its.
 - Explain:
 - *“We are going to write on these papers the things that help you when you are stressed. They can be people, activities, objects, or thoughts that give you strength.”*
 - Give general examples (never personal):



People who help:

- My mother because she listens to me
- My best friend because they calm me down
- My coach because they encourage me.

Regulating activities:

- Sports
- Listening to music
- Drawing
- Walking
- Breathing
- Playing with my pet.

Places or memories:

- The beach
- My room
- A trip
- A forest
- My 'place of power' from the previous exercise.

Key phrases:

- "I can handle this"
- "This is temporary"
- "Breathe, think, act."

5. Storing treasures in the chest:

- Cuando tengan 4–6 papeles escritos (o más, según el tiempo), díles:
 - When they have 4–6 papers written, tell them: ***"Fold your treasures and put them inside the chest. This chest is a personal tool, like a small reminder of what helps you when you don't feel well."***
- You can close it or leave it open, whichever you prefer.

6. Brief closing:

- ***"If at any point during the school year you feel stressed, you can return to your chest to remember what helps you. Sometimes, when we are overwhelmed, we forget what works. This chest is there to remind us."***
- Please note that they will be able to use it in the next activity on the stress poster.

Teacher's Note:

- **Respect each pupil's pace;** some will want to write a lot, whilst others will write very little.
- **Avoid looking at the 'treasures'** unless they want to share them. It is a personal exercise.
- If anyone is unsure what to write, help them with general questions:
 - ***"What helps you feel calm?"***
 - ***"What gives you energy?"***
 - ***"Who supports you?"***
- Make sure no pupil makes fun of another's design or content, fostering an atmosphere of respect.
- You can keep the boxes in class or let them take them home.

A6

Activity 6: My Stress Poster (15 minutes).

You can expand it if you want to dedicate more time to creativity.

2.6.1. Objective:

1. Integrate all module learnings in a **visual and structured** way.
2. Help students **identify their personal signals** and regulation strategies.
3. Create a tool they can **consult during the school year**.
4. Promote emotional autonomy.

Materials

- ☐ "My Stress Poster" template for each student (A4 or A3 size).
- ☐ Markers or colored pencils.
- ☐ Scissors and glue (optional).
- ☐ Treasure Chests from the previous activity, visible for inspiration.

2.6.2. Activity Description:

1. **Presentation:**
 - Explain
 - *"Today you are going to create your 'My Stress Poster'. This poster will help you remember, in a simple way, what stresses you, how your body notices it, what you can do to regulate, and who you can ask for help."*
2. **Poster structure**
 - Explain that the poster is divided into 4 sections. Clarify that they do not need to use full names; initials or roles are enough.

What causes me stress..

(Inspired by Day 1 Head Picture)

Examples

- Exams
- Conflicts with friends
- Too many tasks
- Pressure to be perfect
- Unexpected changes.

How do I feel it?

(Inspired by the Body Picture)

Examples

- Racing heart
- Tension in shoulders
- Stomach ache
- Wanting to cry
- Fast breathing.

Who helps me...

(Inspired by the Helper Cards)

Examples:

- Family
- Teacher or tutor
- Trusted friend
- Counselor
- Coach.

What helps me...

(Based on Coping Skills and their Treasure Chest)

Examples

- Deep breathing
- Walking
- Asking for help
- Listening to music
- Making a list
- Going to a quiet place.

3. Time to complete the poster:

- Give them between 10 and 15 minutes.
- Indicate:
 - *"It is not an artistic work, but a personal one. It doesn't matter if it's perfect; what matters is that it is useful for you."*
- They can colour it in, add drawings, symbols or short phrases.

4. Optional: share voluntarily

- Never ask them to share sensitive personal situations.
- Let whoever wants to share a part of the poster (never force);
 - **a strategy that works for them**
 - **a body language cue**
 - **something that inspires them**

5. Store the poster in an accessible place:

- *"This poster is a tool for your day-to-day life. You can take it home or leave it in class. The important thing is that you know where it is when you need it."*

Teacher's Note:

- It reinforces the idea that there is no such thing as 'minor' or 'major' stress; if your body feels it, it's real.
- It ensures an **atmosphere of respect** so that no one makes fun of another's poster.
- You can use these posters to review them later during tutorial sessions or to assess the module's impact.
- It is an excellent tool for observing common patterns within the group without singling anyone out.

2.7.1. Objective:

1. Develop a powerful mental tool to manage stress.
2. Help students **imagine a safe inner space** where they can “reset.”
3. Foster the **ability to make decisions** about what they allow and what they do not in their emotional world.
4. Close the module with an **empowering and meaningful visualization**.

Materials

- ☐ Quiet classroom.
- ☐ Soft music (optional).
- ☐ Space for students to sit comfortably.
- ☐ Stickers or small adhesive dots (optional, for the planet reminder).

2.7.2. Activity Description:

1. **Introduction.** Explain simply:
 - *“Just like we did with the ‘Place of Power,’ today we are going to imagine that we have our own planet. It is a planet where you decide everything: who enters, who stays, who leaves, and what the rules are.”*
 - Clarify that they will not share personal details afterward (only if they want to).
2. **Preparation**
 - Invite students to get comfortable: sitting in chairs, on the floor, or with their heads resting on the desk if they prefer.
 - **They may close their eyes if it makes them feel comfortable.**
3. **Start of the visualization:** Read slowly

Imagine you have your own planet... You can give it any name you want. This planet is made just for you, and you decide what it's like.

Look around: What is its surface like? Does it have mountains, water, forests, cities, clouds, or lights? What colors do you see?

Now listen: What sounds are there on your planet? Is there silence? Is there wind, music, soft voices...?

4. Important decisions

Things you like will appear on your planet... and things that stress you out can also appear: sensations, thoughts, situations, or heavy emotions

Remember: “you decide what you allow and what you don’t.”

If something you don’t like appears, you can say to it:

“Thank you for coming to warn me, but I don’t need you here. You can leave.”

And you gently push it off the planet.

“Everything that does you good stays. Everything that harms you... you set aside. No need to get angry. You simply decide.”

5. Reminder or “anchor” of the planet

“To remember this planet when you are stressed, think of a small symbol or word that represents it. It could be a star, a color, a short phrase, or the name of the planet.”

- Tell them to repeat it mentally.

6. Gentle return

- “Take a deep breath... Feel your body sitting here... And when you’re ready, open your eyes slowly.”

7. (Optional) Reminder sticker

- If you wish to do so: Hand out a small sticker/colored dot.
- Tell them to place it somewhere they see often: pencil case, planner, folder...
- Explain:
 - *“This dot will be a reminder of your planet. When you see it, remember that you decide what you allow in your emotional world.”*

Teacher's Note

- **Keep the reading slow and steady.** You can shorten the script if the group is restless.
- Avoid analyzing individual planets: **the exercise is introspective and personal.**
- **Observe the final atmosphere:** it usually generates deep calm.
- This exercise closes the module with a **message of emotional autonomy.**

MA8

Activity 8: Closing of Module 2 (5 minutes).

2.8.1. Objective:

1. Integrate and consolidate what has been learned in the two sessions.
2. Reinforce the autonomy and coping strategies of the students.
3. Close the module with a positive and empowering message.

Materials

- ☐ Circle of chairs.
- ☐ Treasure chests and posters visible if you wish to reinforce the learning.
- ☐ Quiet environment.

2.8.2. Activity Description:

1. **Back to the circle:** Instruct students to return to the initial circle.
 - Explain simply
 - *"We are going to close this module by remembering what we have learned about stress and how we can take care of ourselves."*
2. **Reflection in one word:** Ask for a word or short phrase to close.
 - *"Say a word that describes how you feel now: relaxed, tired, calm, curious, good... or a word from the module that seemed important to you."*
 - Avoid digging into personal cases; keep the closing light and respectful.
3. **Module synthesis:** Give a clear summary
 - Reinforce:
 - *"Remember that you have your chest and your poster to use whenever you need them."*



In these two days we have learned:

1. That stress is a normal reaction of the body,
2. That there are signs that warn us,
3. That all people feel stress,
4. That we have strategies to manage it,
5. That we can ask for help when we need it,
6. And that each person has resources that help them feel better.

4. **Final question:** Ask a simple question to close with intention.
 - *"What is the first thing you can do when you feel stressed?"*
 - Allow varied answers:
 - *"Breathe," "Ask for help," "Go to my safe place," "Remember my planet," "Look at my poster," etc.*
5. **Emotional message to finish:** Conclude with a positive message.
 - *"Stress is part of life, but learning to manage it is also part of becoming stronger. You have many tools inside you. Use them when you need them."*

Teacher's Note

- **Keep the tone warm and motivating;** avoid opening topics that require a long intervention.
- If someone shares a personal concern, **thank them for their trust** and coordinate follow-up outside of the module closing.
- You can recommend those who need it to keep their chest in an accessible place or to place their poster in their personal folder.
- This activity should leave an **atmosphere of calm and cohesion**.

3.1.1. Objective:

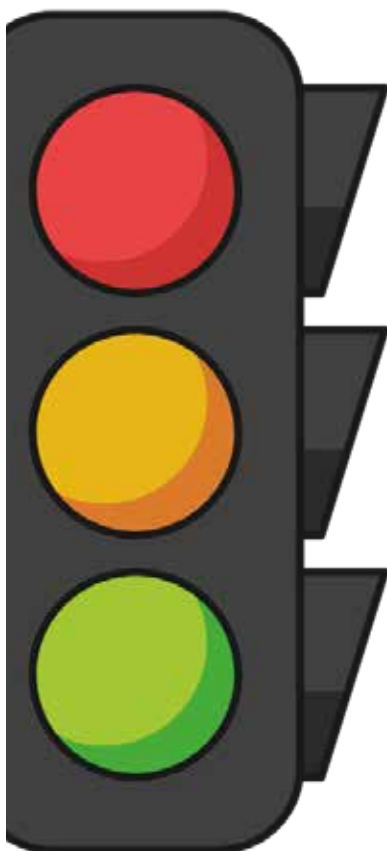
1. Help students **identify their stress level** in real time.
2. Learn to **adjust their behavior** based on emotional intensity.
3. Provide **visual cues** that can be used throughout the school year.

Materials

- ☐ Three cardstock sheets: red, yellow, and green.
- ☐ Markers.
- ☐ Traffic light template for each student (optional).
- ☐ Whiteboard.

3.1.2. Activity Description:

1. **Present the traffic light:** Draw a traffic light on the board with three levels
 - **Green:** I am fine, focused, and calm.
 - **Yellow:** I am starting to feel tense, nervous, or worried.
 - **Red:** I am very stressed, blocked, or about to explode.
 - Explain:
 - *"Stress does not appear all of a sudden. It has levels, just like a traffic light."*
2. **Classification:** Guiding the group, ask for examples of each level.
 - Write the examples on the board.



I am very stressed, blocked, or about to explode.

Signals:

I cannot think clearly / I feel like I'm exploding / I cry / I freeze up completely.

Strategies:

Lower the intensity / Leave the room for a moment (if possible) / Controlled breathing / Talk to an adult / Use a "stress killer" from the poster or chest.

I am starting to feel tense, nervous, or worried.

Signals:

I find it hard to focus / I feel nervous / I'm starting to freeze up / I notice tension.

Strategies:

Prevent it from turning red / Take a break / Drink water / Ask for help / Use a coping skill / Change activity momentarily.

I am fine, focused, and calm.

Signals:

I am focused / I know what I have to do / I am calm.

Strategies:

Maintain well-being / Deep breathing / Stay focused / Ask for help if I need it.

3. Strategies for each color

- Ask them:
 - *"What can I do when I am in each color?"*
- Guide them toward strategies.

4. Personal mini traffic light (optional)

- Hand out a traffic light template.
- Each student: **writes their personal signals** for each color and what strategy they will use in each case.
- They can keep it in their notebook or folder.

Teacher's Note

- You can use this traffic light during the year as part of **tutoring routines**.
- If a student indicates they are in yellow or red, **respect their message**.
- It is a **useful tool to prevent emotional explosions**.

3.2.1. Objective:

1. Create a “mini emotional emergency box” with quick strategies for stressful moments.
2. Turn abstract tools into a **physical, easily accessible object**.
3. Encourage **autonomous self-regulation** and self-care.

Materials

- ☐ Small box (can be a small bag, a recycled box, or a thick envelope).
- ☐ Small cards or strips of paper.
- ☐ Markers.
- ☐ Optional: Stickers, colors, or decorative elements.

3.2.2. Activity Description:

1. **Brief presentation**
 - Explain:
 - *“Just as there are first aid kits to heal body wounds, we are going to create a kit for moments of stress. It will be a small box with reminders and tools that will help you when you are overwhelmed.”*
2. **Box decoration:** Allow them to decorate their box with words or symbols of calm:
 - Star
 - Wave
 - Mountain
 - Cloud
 - The word “breathe”
 - A color that relaxes them.
3. **Write the “emotional first aid”:** Hand out small cards.
 - Ask them to write short, practical, and quick things, as if they were personal instructions.
 - They can add drawings or symbols instead of phrases if they prefer.

Take a 1-minute walk.

“Drink water.”

Take 3 deep breaths.

Count to 10.

- “Review your stress poster.”
- “Use your finger strategy #2.”
- “Find someone to support you.”
- “Close your eyes and think of your Place of Power.”
- “You are capable.”
- “This too shall pass.”

4. **Fill the box:** Tell them
 - *“Keep all your strategies inside the box. This box is personal, but you can carry it in your backpack or leave it in the classroom.”*
5. **Closing:** Ask them
 - *“In what moment do you think this box can help you most?”*
 - Reinforce:
 - *“Remember that you are not alone: asking for help is part of self-care.”*

Teacher's Note

- You can leave all the boxes in an **accessible space in the classroom**.
- It is a useful activity for tutoring, moments of conflict, or before exams.
- It is complementary to the "Treasure Chest," but this one is **faster and focused on immediate reactions**.

Checklist of materials for all activities

Day 1. What stresses me out and how do I notice it?

1.1 Introduction and presentation

- ☐ Chairs in a circle
- ☐ Clear space

1.2 Emotional Monsters

- ☐ Sheets or cards (optional, for drawing)
- ☐ Markers or pencils (optional)
- ☐ Whiteboard (optional, to collect ideas)

1.3 Game “All those who...”

- ☐ Circle of chairs (one less than the number of students)
- ☐ Open space to move around

1.4 “Head Picture”: What stresses me?

- ☐ Poster or large cardstock
- ☐ Drawing of a head (can be prepared in advance)
- ☐ Colored markers

1.5 “Body Picture”: How do I notice it in my body?

- ☐ Poster or cardstock with a large silhouette
- ☐ Colored markers
- ☐ Post-its (optional)

1.6 Key concepts of stress

- ☐ Cards with the concepts:
 - “Stressing situations”
 - “Stress reactions”
 - “Stress killers”
- ☐ Whiteboard or floor to place them

1.7 Game “Dr. Beat”

- ☐ Clear space to do squats
- ☐ Stopwatch (optional)

1.8 “Emotional Tank” Model

- ☐ Whiteboard or large cardstock
- ☐ Chalk or colored markers

1.9 “Pizza Massage”

- ☐ Chairs in pairs or trios
- ☐ Soft music (optional)
- ☐ Massage object box (optional):
 - soft balls
 - rollers
 - feathers

1.10 Journey to the “Inner Place of Power”

- ☐ Soft music (optional)
- ☐ Dim light (optional)
- ☐ Quiet environment

1.11 Day 1 Closing

- ☐ Circle of chairs
- ☐ Day 1 Posters (“Head Picture” and “Body Picture”) visible (optional)

Day 2. Learning to regulate and take care of myself

2.1 Welcome and reminder

- ☐ Circle of chairs
- ☐ Whiteboard (optional)
- ☐ Day 1 Poster visible

2.2 Game “Weightlifting”

- ☐ Small bottles filled with water (one per student) or similar objects
- ☐ Space to stretch arms without risk

2.3 Strategies for managing stress

- ☐ Cards or slides for:
 - The 3-Finger Method
 - Coping Skills
 - Helper Cards
- ☐ Whiteboard
- ☐ Markers

2.4 Game “1-7”

- ☐ Large open space to form a big circle
- ☐ No additional material

2.5 Emotional Treasure Chest

- ☐ Chest template (one per pupil)
- ☐ Scissors
- ☐ Glue stick
- ☐ Crayons / felt-tip pens
- ☐ Small pieces of paper or Post-it notes
- ☐ Stickers (optional)

2.6 My Stress Poster

- ☐ Stress Poster” template (A4 or A3)
- ☐ Colored markers or pencils
- ☐ Scissors and glue (optional)
- ☐ Treasure Chest from the previous day

2.7 “My planet” — visualization

- ☐ Soft music (optional)
- ☐ Round sticker or adhesive dot (optional)
- ☐ Quiet environment

2.8 Module closing

- ☐ Circle of chairs
- ☐ Posters and chests visible (optional)

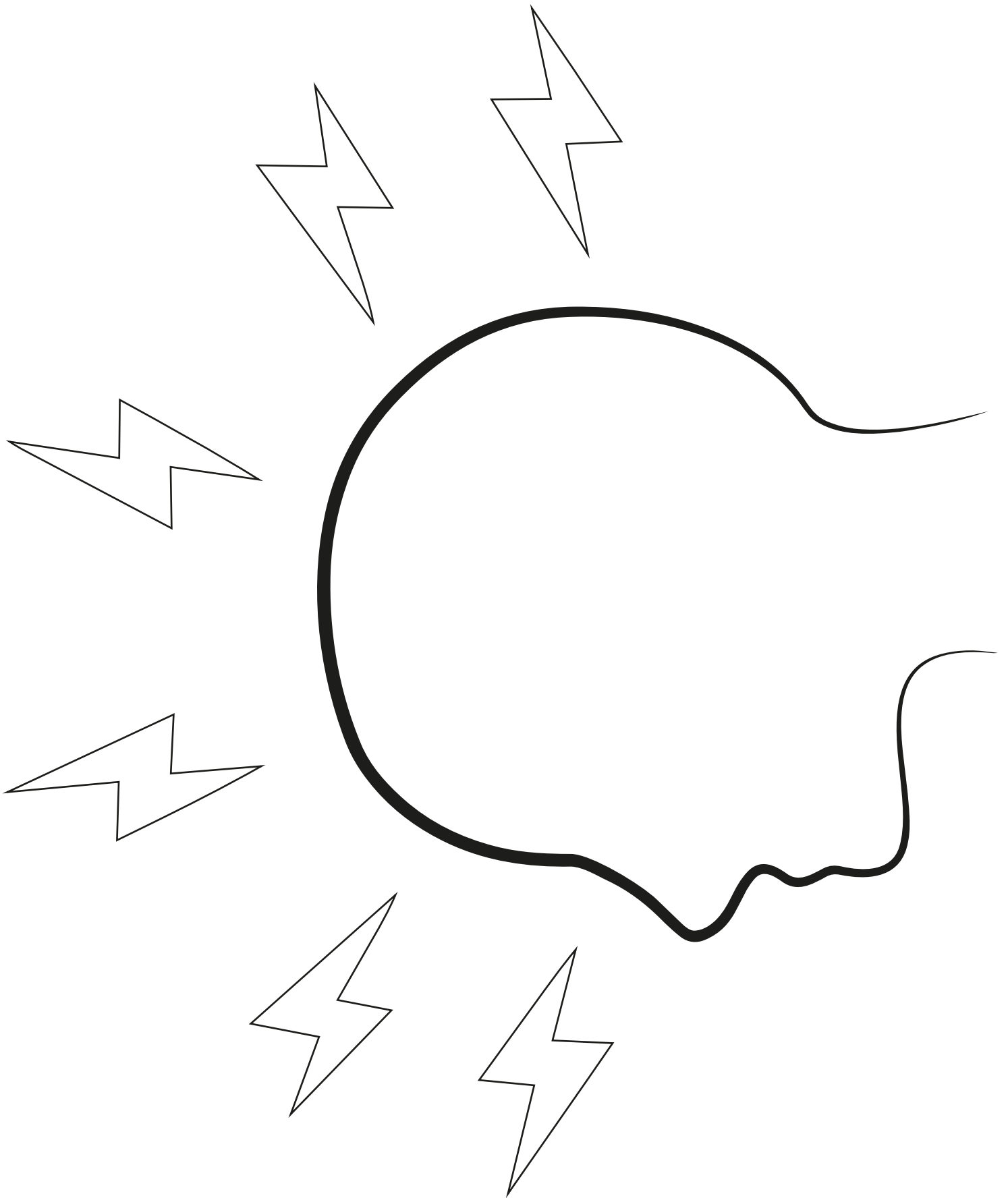
Complementary Activities

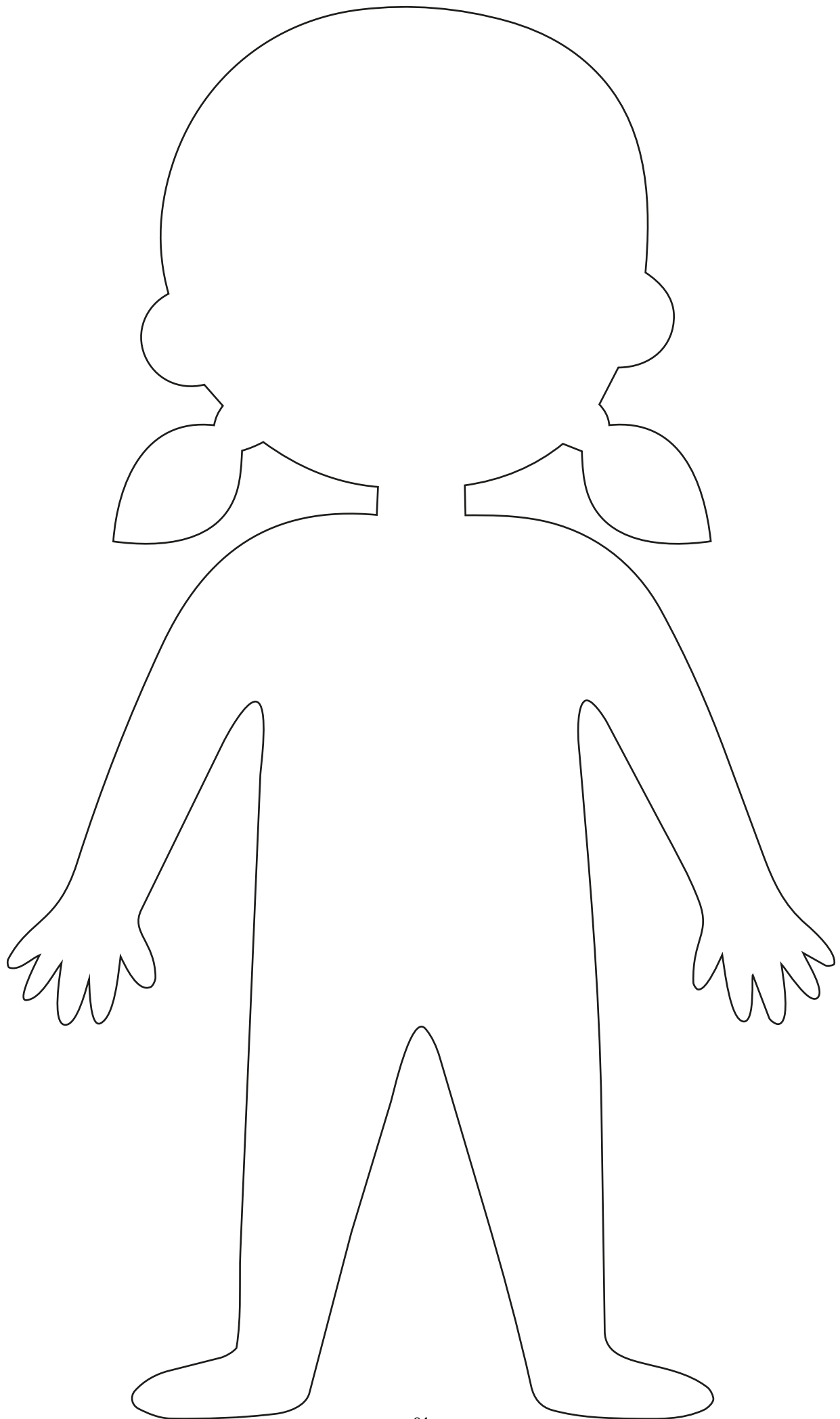
3.1 Stress Traffic Light

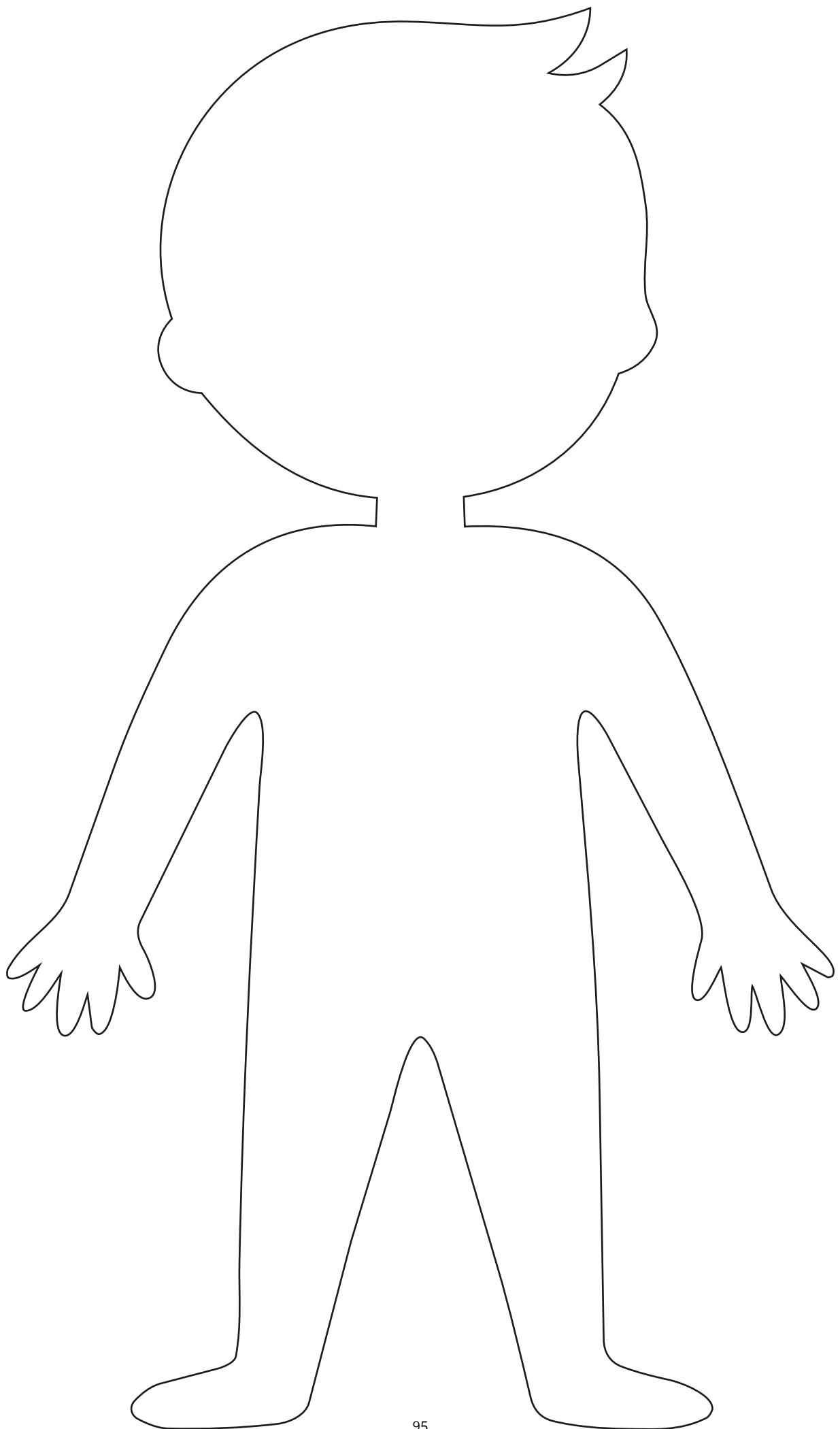
- ☐ Three cardstocks: red, yellow, and green
- ☐ Markers
- ☐ Traffic light template for each student
- ☐ Whiteboard

3.2 Emotional First Aid Kit

- ☐ Small boxes / envelopes
- ☐ Small cards
- ☐ Markers
- ☐ Stickers (optional)







**Stressing
situations**

Stress reactions

Stress Killers

**Positive stress /
Useful stress**



Count to 10

DBT printables



Ask for help

DBT printables



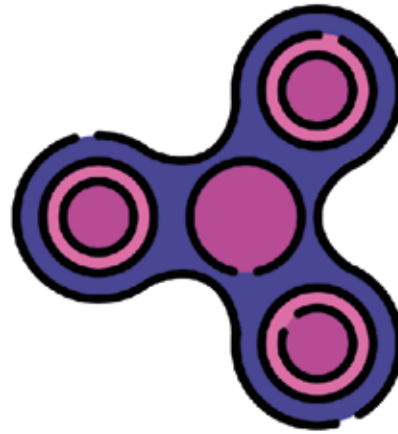
Chew gum

DBT printables



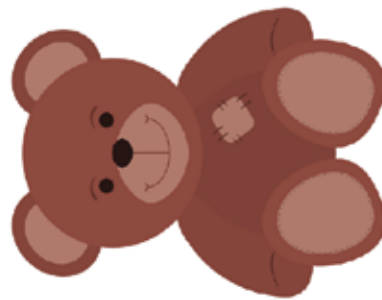
Go for a walk

DBT printables



Play with a fidget
toy

DBT printables



Hug a stuffed
animal

DBT printables



Do jumping
jacks

DBT printables



Listen to music

DBT printables



Color

DBT printables



Take a deep
breath

DBT printables

Coping skills
card for kids

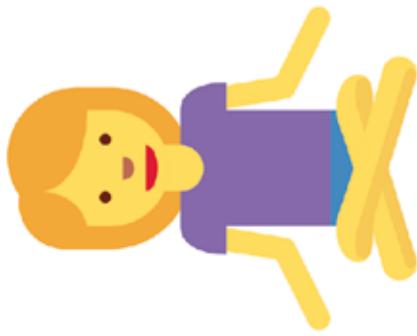


DBT printables



Read a book

DBT printables



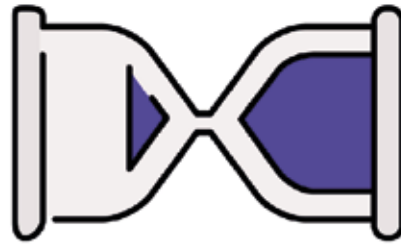
Meditate

DBT printables



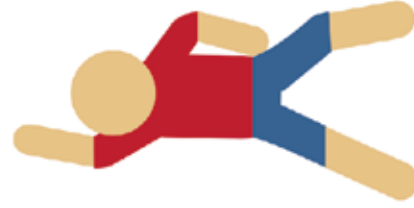
Smile or laugh

DBT printables



Take a break

DBT printables



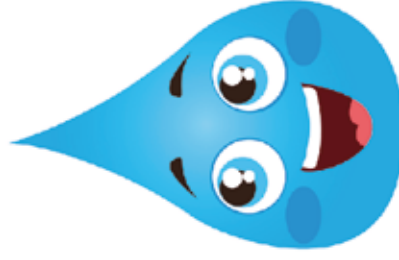
Stretch

DBT printables



Make a
drawing of how
I feel

DBT printables



Drink some
water

DBT printables



Squeeze or play
with playdough

DBT printables



Think about
something else

DBT printables



Squeeze all my
muscles, then let
go

DBT printables



Go outside

DBT printables



Say nice things
to myself

DBT printables



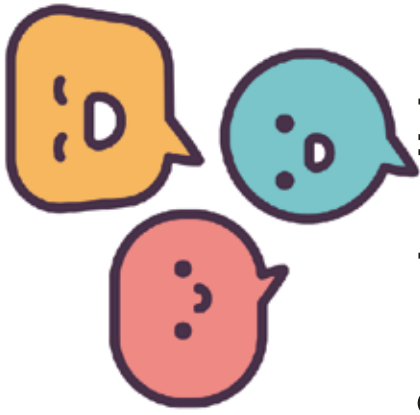
Ask for a hug

DBT printables



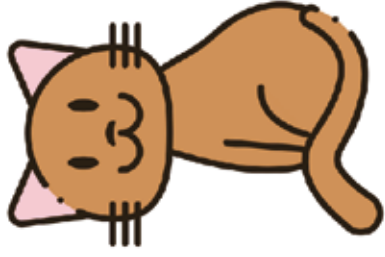
Blow soap
bubbles

DBT printables



Say nice things
to myself

DBT printables



Pet an animal

DBT printables



Draw a sun

DBT printables



Give myself a
butterfly hug

DBT printables



Use my words

DBT printables



Do yoga

DBT printables



Exercise

DBT printables



Hold ice

DBT printables



Say "I can do this"

DBT printables



Talk to a friend

DBT printables

Breathe for 4 counts

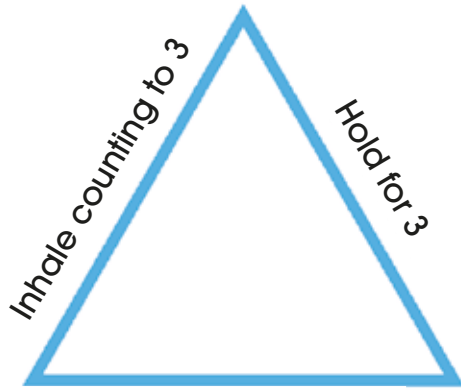
Hold for 4

Exhale for 4

Hold for 4

Square breathing

DBT printables



Let's begin

Exhale for 3

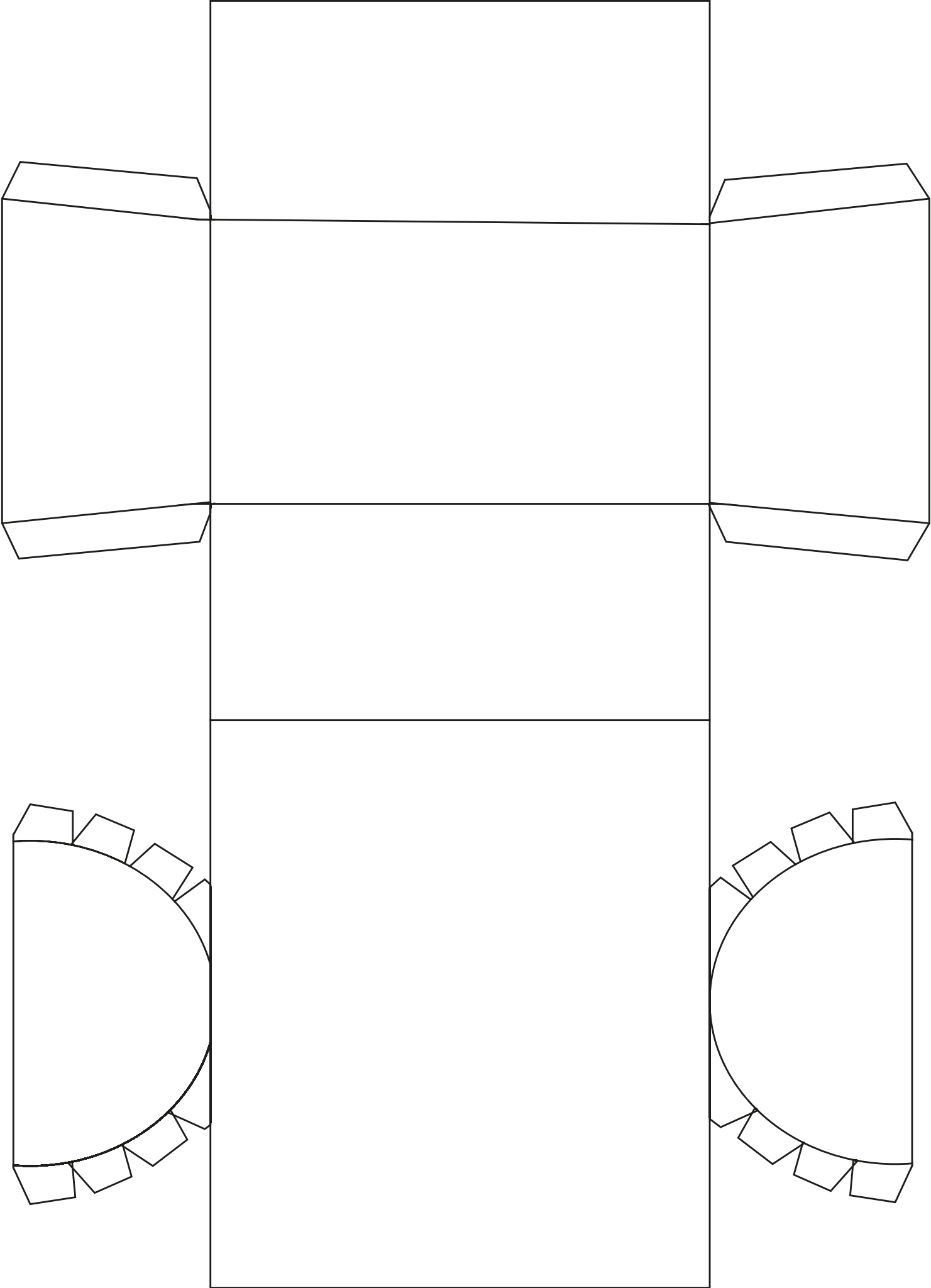
Trace a triangle with
your finger while you
breathe

DBT printables



Eat a healthy
snack

DBT printables



Name: _____

What causes me stress...

How do I feel about it?

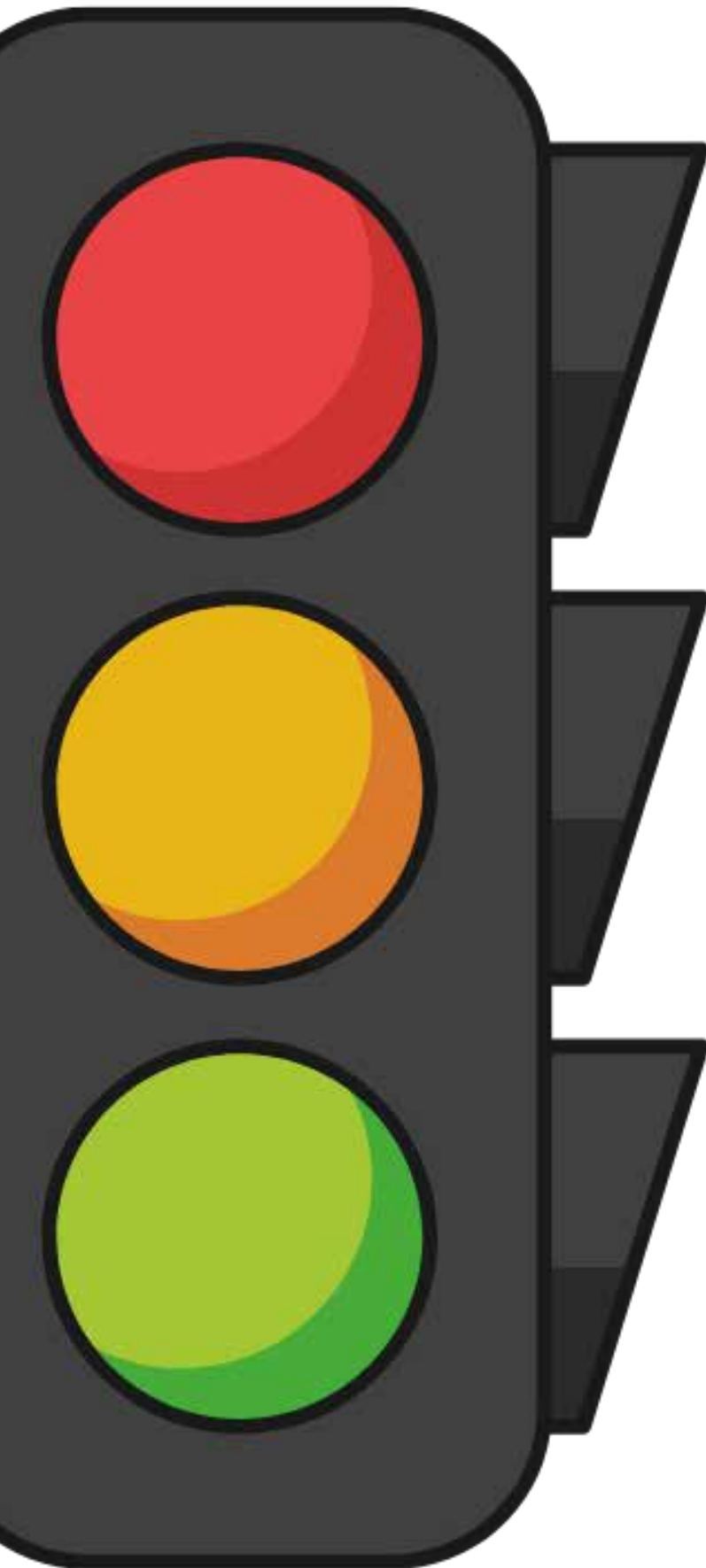
Who can help me...

What helps me...



And breathe...

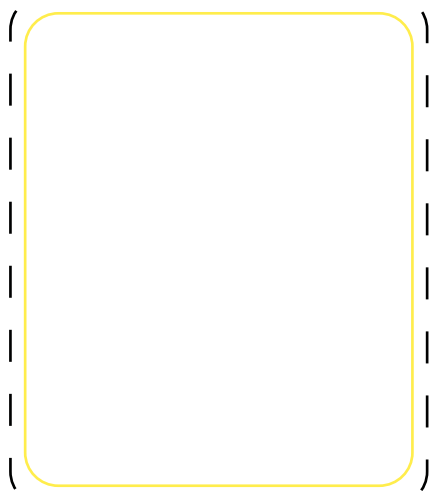
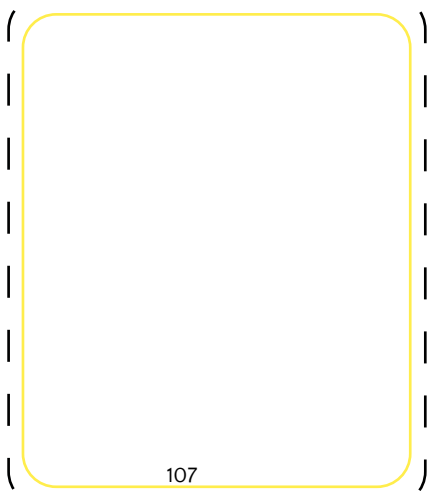
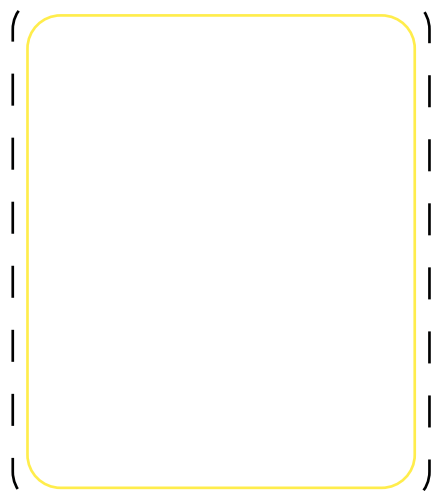
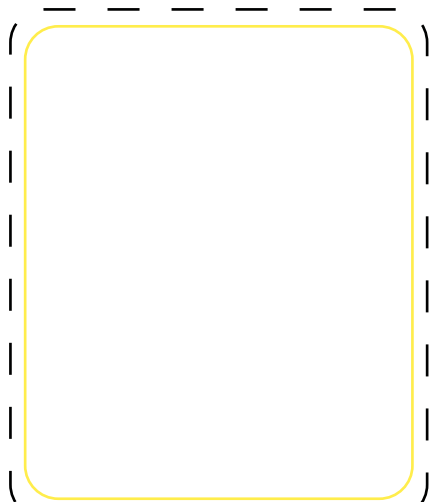
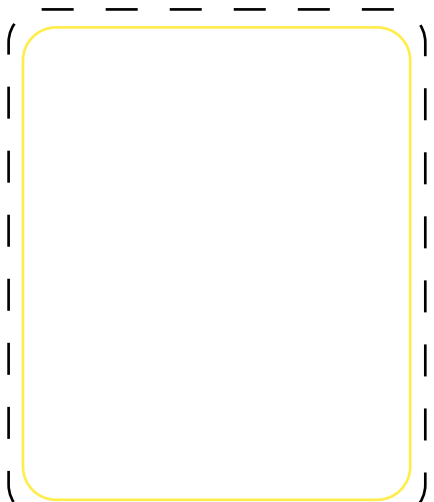
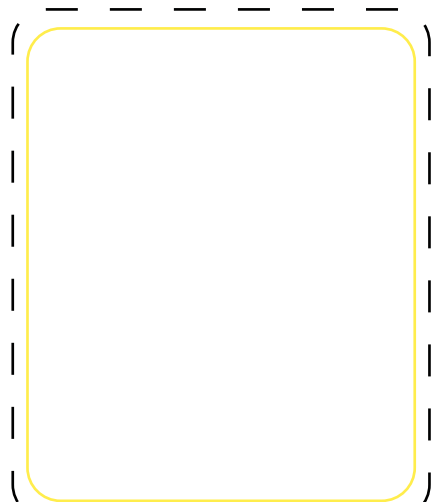
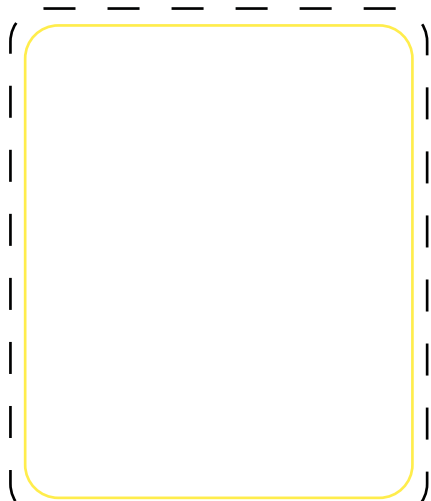
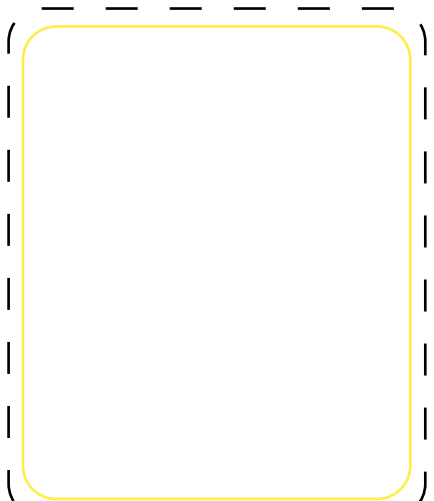
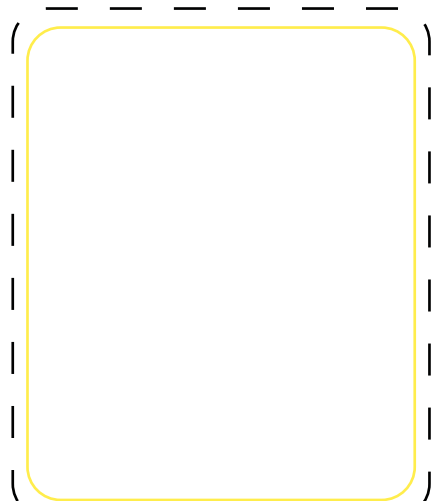
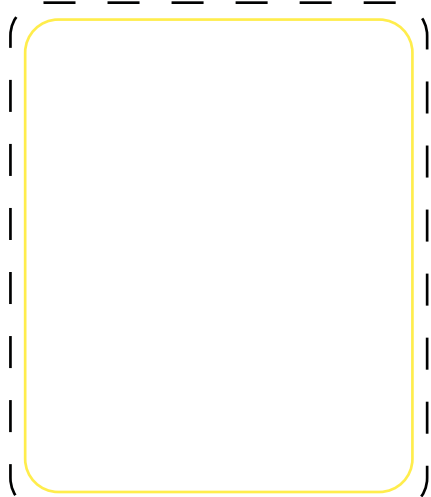
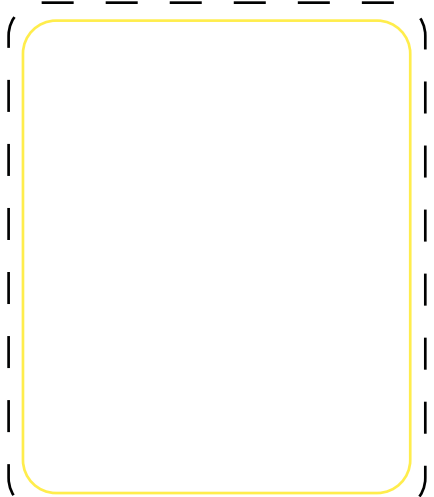
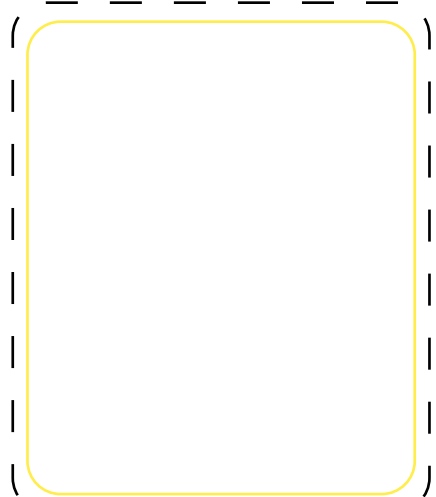




I am very stressed, blocked, or about to explode.

I am starting to feel tense, nervous, or worried.

I am fine, focused, and calm.



Mental Health and Self-Care

Teacher's Guide



ELEMENTARY SCHOOL ACTIVITIES

INTRODUCTION

Mental health, like physical health, is a fundamental part of children's well-being. This guide is designed to help teachers address important issues of emotional well-being and self-care in a simple and accessible way, tailored to the needs of elementary school students.

The activities are designed to encourage reflection, dialogue and the acquisition of practical tools that students can use in their daily lives. It is essential that girls and boys feel safe to share their feelings and experiences in a trusting environment.

We recommend starting each session with a simple "emotional check-up", such as asking them to give a thumbs up if they feel good or a thumbs down if they are a little worried. This will allow the teacher to get a general idea of the mood of the class and adjust the focus of the session as needed.

Key words

- Mental health
- Well-being
- Self-care
- Emotions
- Feelings
- Emotional regulation
- Stress
- Anxiety
- Stress management
- Emotional support
- Support circle
- Asking for help
- Trusted people
- Healthy habits
- Self-awareness

Expected results module 3

By the end of this module, students will **better understand how their mental health works**, will be able to **recognize their emotions and needs**, and will have **specific self-care strategies** to manage stress and ask for support when needed.



The ideas we share in this workshop are simply **suggestions on how the material can be used**. Feel free to adapt it to your needs: you can divide the workshop into two parts, distribute it over several days, or complete it in a single session, whichever is most convenient for you. **You know your students and you know what is best for them.**

Likewise, materials can be used in both printed and digital formats, depending on what is most convenient for you.

A1

Activity 1: Introduction to Mental Health (15 minutes)

Main concepts of the activity:



01. What is mental health?

Explain that mental health is as important as physical health and that it helps us feel good, think clearly and relate better to others.

02. Basic and complex emotions

Introduce concepts about emotions that are more complex to understand or manage, such as rejection, guilt and anxiety.

03. Caring for mental health is normal

Help young people to understand that taking care of their mental health is something that we all need to do, in the same way that we take care of our physical health.

04. Talking about our feelings

Explain the importance of sharing what we are feeling, especially when facing difficult emotions or situations. Communicate that it is always right to ask for help if we don't know how to deal with what we are feeling.

1.1 Objectives:

1. **Understand what mental health is and the importance of taking care of it** just as we take care of our physical health, recognizing that emotions, both positive and negative, are part of our well-being.
2. **Encourage reflection on how to manage emotions in a healthy way** by identifying simple strategies such as talking to an adult, practicing self-care or engaging in activities they enjoy.

Materials

- ☐ Presentation with images.
- ☐ Whiteboard for writing down the answers.

1.2 Description of the activity:

1. First conversation:

- Teacher begins by asking "Do you know what mental health is?"
- Explain that just as we take care of our bodies when we are tired, we should take care of our minds when we feel sad, nervous or angry.

2. Visual presentation:

- Show a presentation with pictures reflecting different emotions (happy, sad, worried) and ask: "How do you feel when you are sad? and "What do you do to feel better?" Remind them that all feelings are normal.

3. Closing discussion:

- Finish by asking, "What do you do when you feel worried or sad?"
- Encourage them to share simple strategies, such as talking to an adult or doing something they enjoy.

Suggestions for the teacher:

- Keep the conversation intimate and relaxed.
- Encourage participation without pressuring those who are uncomfortable speaking up.
- Remember, all feelings are valid and it is important to ask for help.



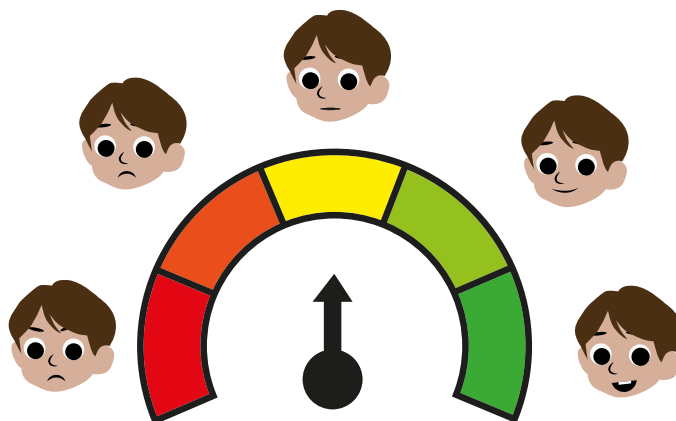
A2 Activity 2: Identifying Emotions (15 minutes)

Main concepts of the activity:

- Identify the emotions girls and boys may feel or experience in situations they might experience or see in others.
- Identify the resources they can use to manage these emotions in a healthy way.
- Understand that all emotions are valid, that there are no negative or positive emotions, and that we can learn to manage them.

Materials:

- ☐ Visual list of emotions (printable material).
- ☐ Photographs of everyday situations (printable material).



2.1. Objectives:

1. To help students recognize and understand their emotions and learn how to manage them in a healthy way.

2.2. Description of the activity:

1. Introduction to emotions:

- Ask: "What emotions do you know?"
- Briefly explain the difference between simple emotions (happiness, sadness) and more complex emotions (frustration, fear). **Emphasize that all emotions are normal and have meaning.**

2. Practical exercise:

- **Display a list of emotions** (you can use the list we give you in the printable or write them on the board) and ask students to share when they have felt some of them.
- Ask questions such as "What do you do when you feel angry or sad?"

3. Image analysis:

- **Show the pictures** of the everyday situations we gave you in the printable.
- Ask "What do you think this person is feeling?" and "What would you do to feel better in this situation?" Encourage empathy by listening to the answers.

Suggestions for the teacher:

- **Encourage respectful participation** and remember that there are no wrong answers.
- If a child doesn't want to share, that's okay. Encourage them to listen and learn from others

A3

Activity 3: The Wellness Tree (30 minutes)

Conceptos principales de la actividad:

- Help children identify resources they can use to self-regulate when experiencing limiting emotions.
- Reinforce the importance of engaging in activities that promote mental and emotional well-being.

3.1. Objective:

1. Help students identify actions and resources to take care of their mental health and create a visual reminder of self-care in the classroom.

Materials:

- ☐ A large sheet of paper or a whiteboard for drawing the tree.
- ☐ Sheets of paper cut into the shape of leaves (or Post-it notes).
- ☐ Markers, coloured pencils.

3.2. Description of the activity:

1. Preparing the tree:

- On a large piece of paper or blackboard, **draw a large tree that represents wellness.**
- Explain: "This tree is like us, we need care to be healthy. Let's think of things we can do to take care of our mental health."

2. Creation of the leaves:

- Give students sheets of paper (or post-its) cut out from the printable material in the shape of a tree leaf.
- Ask them to write or draw on the leaf one thing they do to feel better when they are sad or worried (e.g. "talk to a friend", "listen to music", "play sports", etc.) and post the suggestions found on the printables.

3. Building the Tree of Wellbeing:

- Each student then adds his or her leaf to the tree.
- In the end, everyone will see the tree full of ideas and resources for taking care of their mental health.

4. Closing discussion:

- Ask "What actions can we all take to take care of ourselves?" and have them share their favorite strategies aloud.
- Explain that this tree is a reminder that we can all take care of ourselves and help each other when we are feeling down.



Suggestions for the teacher:

- Encourage students to be creative in what they write or draw on the leaves, remembering that there are no wrong answers.
- Leave the tree in a visible place in the classroom during the course as a constant reminder of wellness.

Final reflection

- At the end of each session, take a few minutes for students to reflect on what they have learned and how they can use these strategies in their daily lives.
- Questions such as "What did you learn about yourself today?" may be helpful for them to do a self-assessment.

AC1 Complementary Activity 1: Emotion Toolbox (20-30 total activity time)

We would like to suggest an additional activity so that you can develop it further and have this material as a permanent resource in the classroom.

4.1 Objective:

1. Help students identify and collect practical tools to help them manage their emotions and foster an environment of emotional well-being in the classroom.



Materials:

- ☐ A decorated or plain box for the 'Emotional Toolbox'.
- ☐ Small pieces of paper or blank cards.
- ☐ Markers, pens and coloured pencils for writing or drawing.

4.2. Description of the Activity:

1. Introduction to Emotional Tools:

- Explain that just as we need tools to perform physical tasks (such as a hammer or screwdriver), we also need tools to manage our emotions.
- Ask the group "What things help you feel better when you are sad or angry?", "What do you do to relax or calm down when you feel nervous?". Let them share their answers and reinforce that we all have different ways of managing ourselves emotionally.

2. Generating Ideas for the Emotional Toolbox

- Distribute small blank pieces of paper or cards to each student.
- Ask students to write or draw an action that will help them manage their emotions. Examples: "Talk to a friend", "Draw a picture", "Take a deep breath", "Listen to music", etc.
- Encourage them to think of activities they can do to feel better when they are sad, anxious or frustrated.

3. Sharing the Toolbox

- Set up a decorated (or plain) box in the classroom where each student will place his or her emotional tool card that he or she has written or drawn.
- Explain that this "emotional toolbox" will be available throughout the course and that the teacher can draw a card at times of need, either to reflect on emotional well-being or to support students in difficult situations.

4. Think and reflect

- As a group, reflect on how these tools can be useful in taking care of ourselves emotionally.
 - Ask *"How can these tools help us feel better during difficult times?"*
- Reinforce the idea that we can all use and share tools to take care of our emotional well-being.

Suggestions for the Teacher:

- Encourage students to think creatively and honestly about their emotional tools, and reinforce that there are no wrong answers.
- The box should be accessible throughout the course so that they can refer to it at any time.
- Remember to use the tools in the box in situations where students need a reminder about self-care.

AC2 Complementary activity 2. Me and my tree

(20-30 minutes total duration of the activity)

5.1. Objective:

1. To help children reflect on their identity and self-awareness in a simple and visual way.
2. Explore values, emotions and important aspects of their lives through the metaphor of the tree.
3. Emphasise the importance of emotional wellbeing and a sense of belonging.

Materials

- ☐ Pictures of different types of trees.
- ☐ White sheets of paper for drawing.
- ☐ Pencils, coloured pencils or felt-tip pens.
- ☐ A written reflection.

5.2. Description of the Activity:

1. Introduction

- In the Tree of Wellbeing activity, we learned that just like trees, we need to take care of ourselves to grow strong and healthy. Every tree is different and special, just like every person - let's find out what kind of tree you are!

2. Tree selection

- Look at the pictures of different types of trees and choose the one you like best or identify with most. There are no wrong answers, just choose the one you think best represents you.



3. Drawing and reflection on the chosen tree

- Draw the tree you have chosen on your leaf. Then take a good look at your drawing and answer:
 - If there is a part of the tree that represents how you feel right now, make it bigger or highlight it with a special colour.
 - Write or draw next to that part: Why do you think it represents you? What does it mean to you?

4. Written reflection

- Complete the following sentence

My tree represents me:

"When I feel sad or insecure, I remember that I have strengths and things that make me feel special. I connect with my family, my friends, and everything that makes me feel good. I remember that I am important and that I belong. Something bigger."

5. Conclusions

- You already have a "map" of your emotional state right now.
 - *Can you add words that describe what you felt?*
- If you like, add a time and date to your drawing to record how you were feeling at that moment.

Suggestions for teachers:

- **Explain to the children that there are no wrong answers** and that everyone is as unique as their tree.
- Encourage the children to share their drawing and reflection as a group if they feel comfortable.
- It reinforces the idea that we all need to recognise our strengths in order to grow and feel good.
- You can close the activity with a short discussion about the importance of taking care of ourselves and recognising what makes us feel happy and safe.

6.1. Objective:

1. Help children connect with their emotions through an automatic drawing exercise.
2. Encourage the exploration of feelings and their manifestation in the body.
3. Promote self-reflection on emotional and physical state.

Materials

- ☐ Blank sheets of paper or a notebook.
- ☐ Pencils, pens or coloured pencils.

6.2. Description of the Activity:**1. Preparation**

- Before starting, each child should check how she/he feels and if she/he is in the mood for the activity. Take a deep breath and relax.

2. Initial drawing

- On a blank sheet of paper, draw a simple outline of your body.

3. Sensory exploration

- Close your eyes and disconnect from your thoughts for a moment.
- Connect with how your body feels right now.
- Without thinking too much, let the pencil move freely within the outline of your drawing, marking the parts of the body where you feel a sensation or emotion.

4. Reflection

- Open your eyes and look at what you have drawn..
 - *Were you surprised by what you saw in the drawing?*
 - *It helps them to better understand how they are feeling at the moment?*
- Write a few words or phrases in the areas where you have marked sensations or emotions..

5. Conclusions

- You already have a "map" of your current emotional state.
 - *They can add words that describe what they felt?*
- If you like, add a time and date to your drawing to record how you felt at that moment.



Suggestions for teachers:

- Explain to the children that there are no wrong answers, each drawing is a unique representation of how each person feels.
- Encourage girls and boys to do the exercise without judgement or pressure.
- You can open a space for them to share their reflections if they wish, in a respectful atmosphere.

Material Checklist by Activity

Activity 1. Introduction to mental health

- ☐ Presentation with images.
- ☐ Whiteboard to write down the answers.

Activity 2. Identifying emotions

- ☐ Visual list of emotions.
- ☐ Photographs of everyday situations (printable material).

Activity 3. The wellness tree

- ☐ Large paper or whiteboard to draw the tree.
- ☐ Paper sheets cut into leaf shapes (or post-its).
- ☐ Markers, colored pencils.

Complementary activity 1. My emotional toolbox

- ☐ A decorated or simple box for the "Emotional Toolbox".
- ☐ Small blank papers or cards.
- ☐ Markers, pens, and colors to write or draw.

Complementary activity 2. My tree and I

- ☐ Images of different types of trees.
- ☐ Blank sheets for drawing.
- ☐ Pencils, colors, or markers.
- ☐ Written reflection phrase.

Complementary activity 3. Mapping the inner self

- ☐ Blank sheets or notebook.
- ☐ Pencils, pens, or colors.

What is happening in the picture?

What might the people in the photo be feeling?

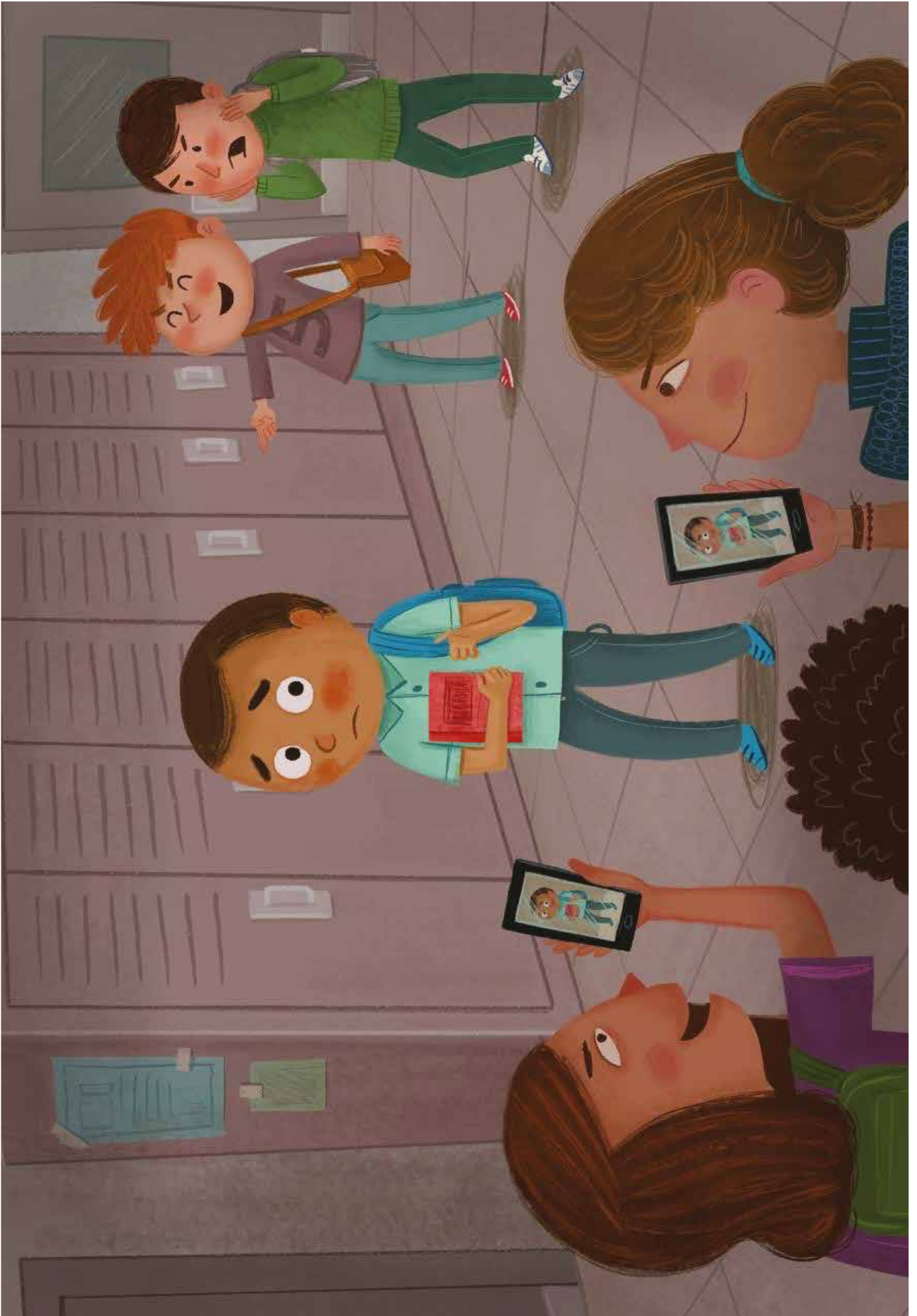
What emotion would you feel if you were in this situation?

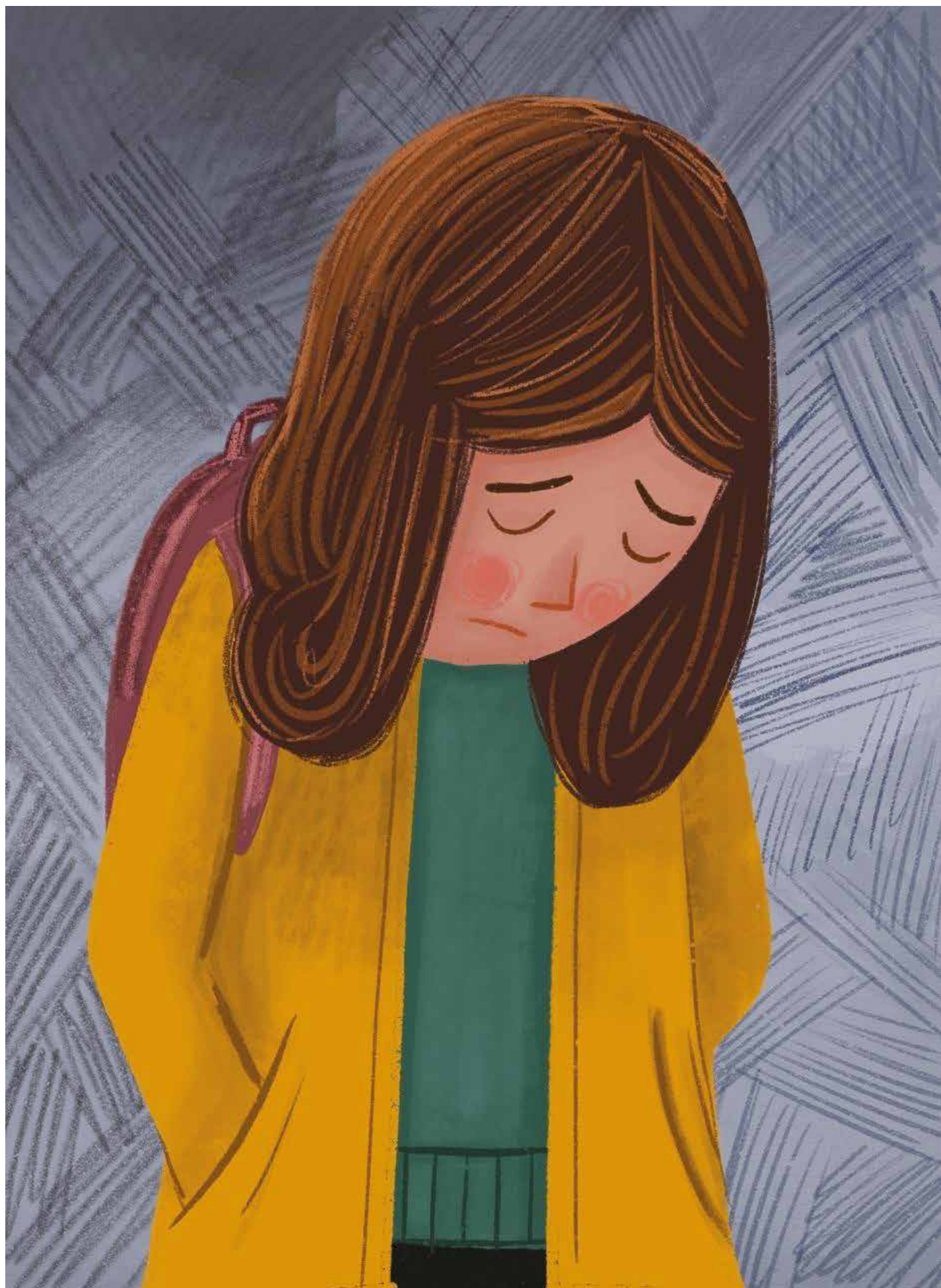
What would or could you do to
regulate your feelings?

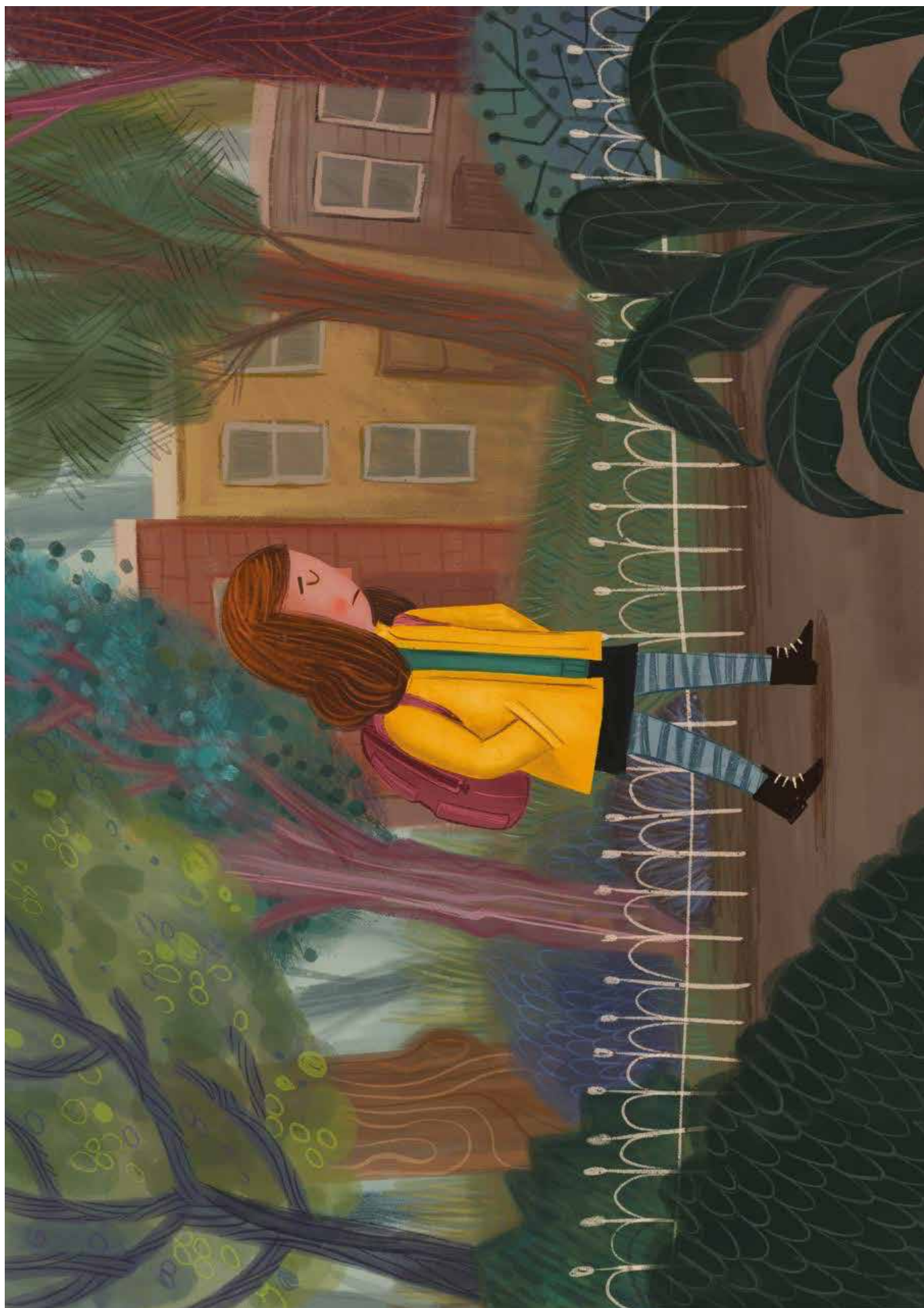


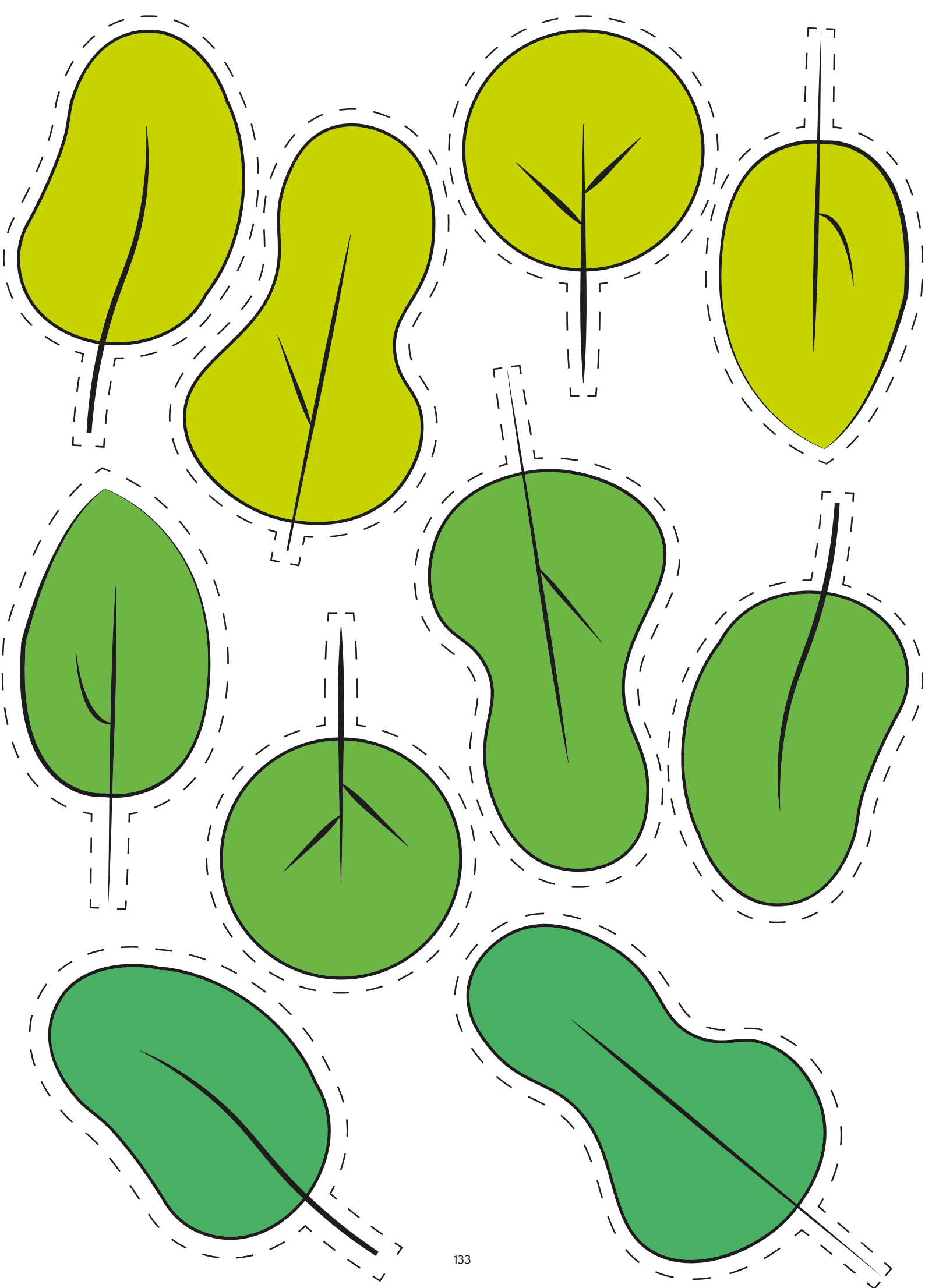


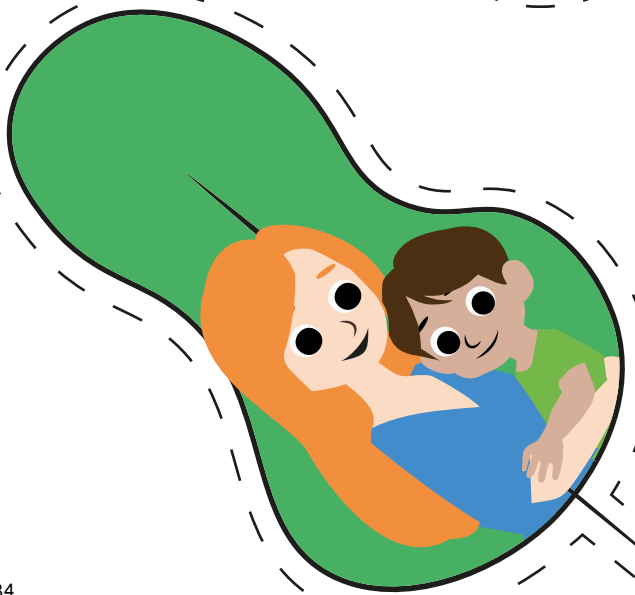


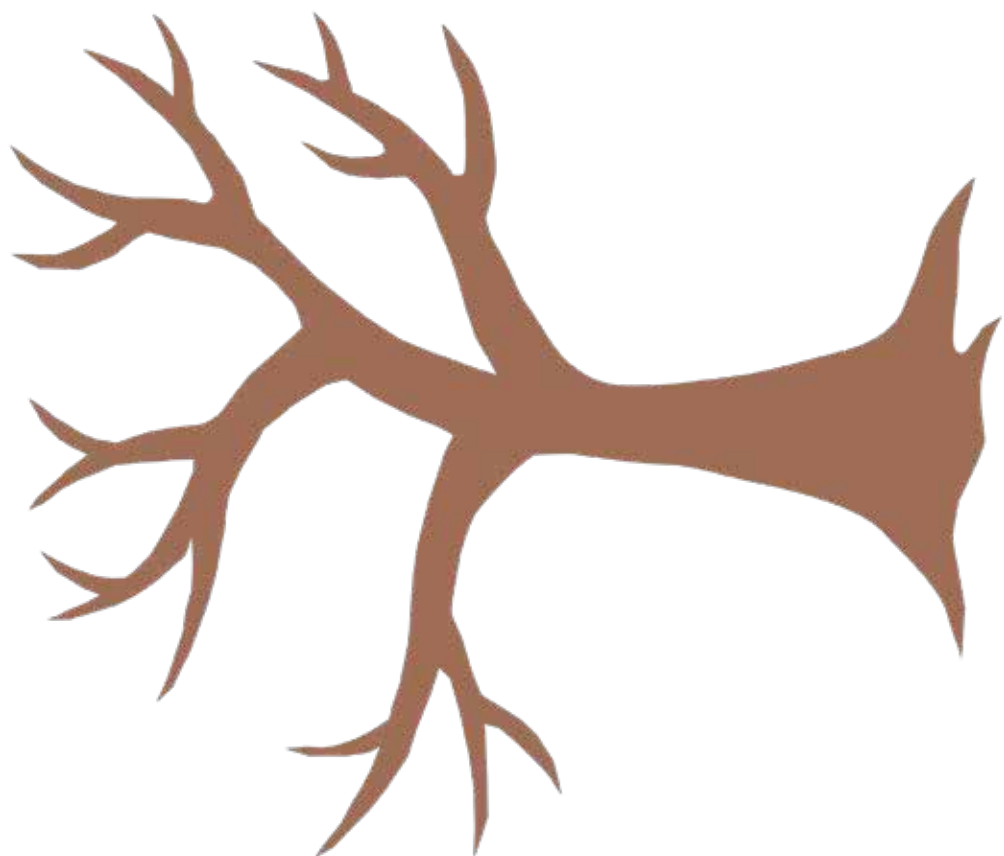
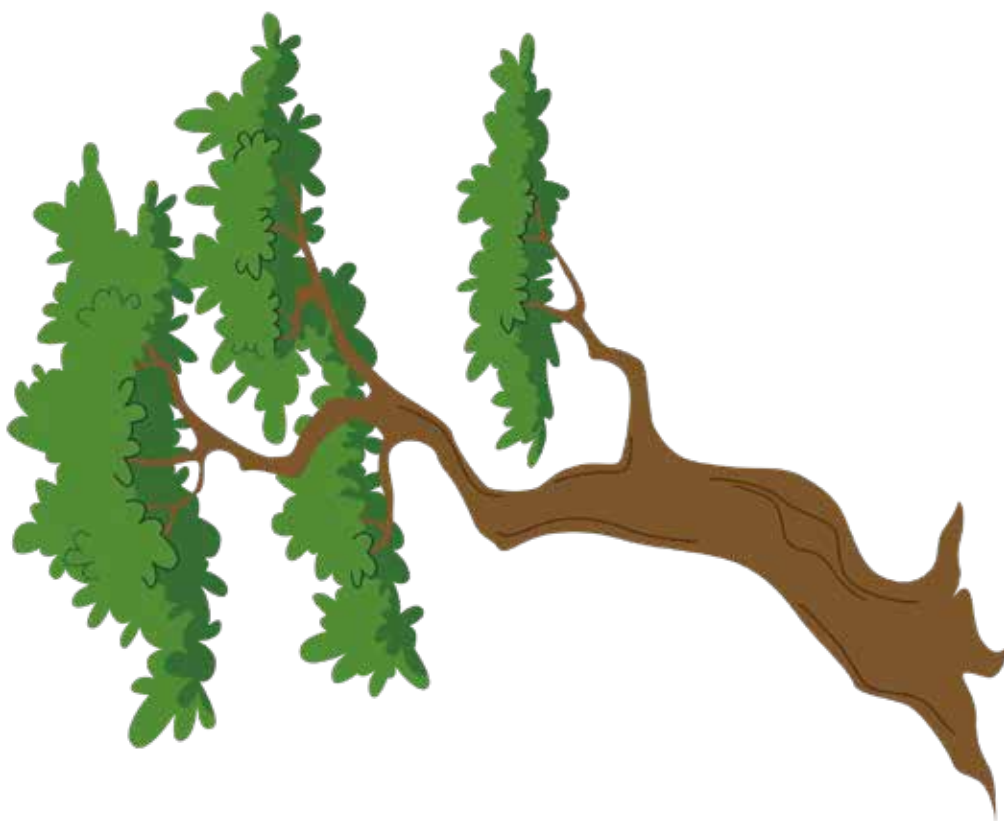


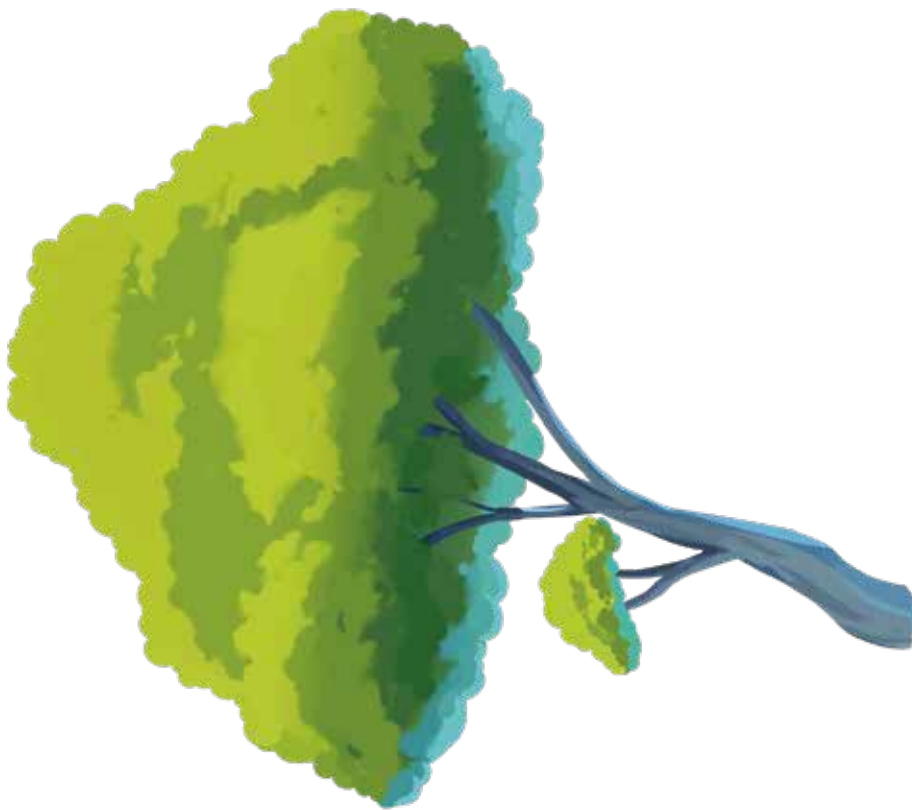
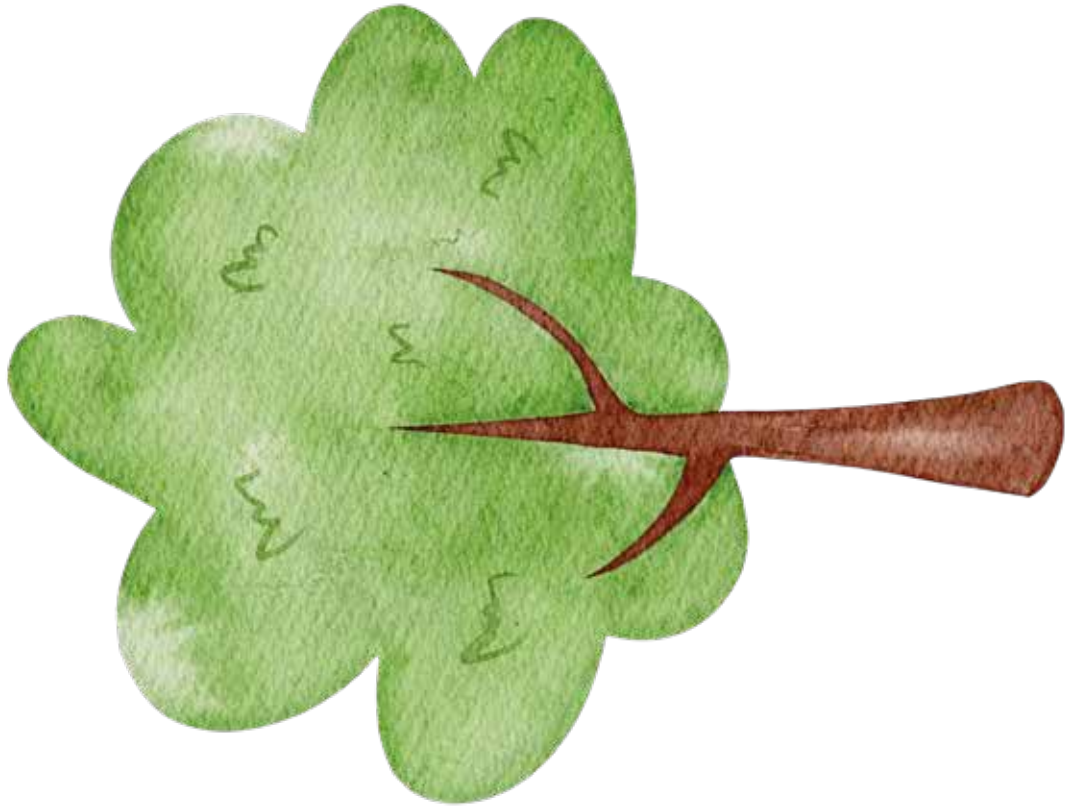




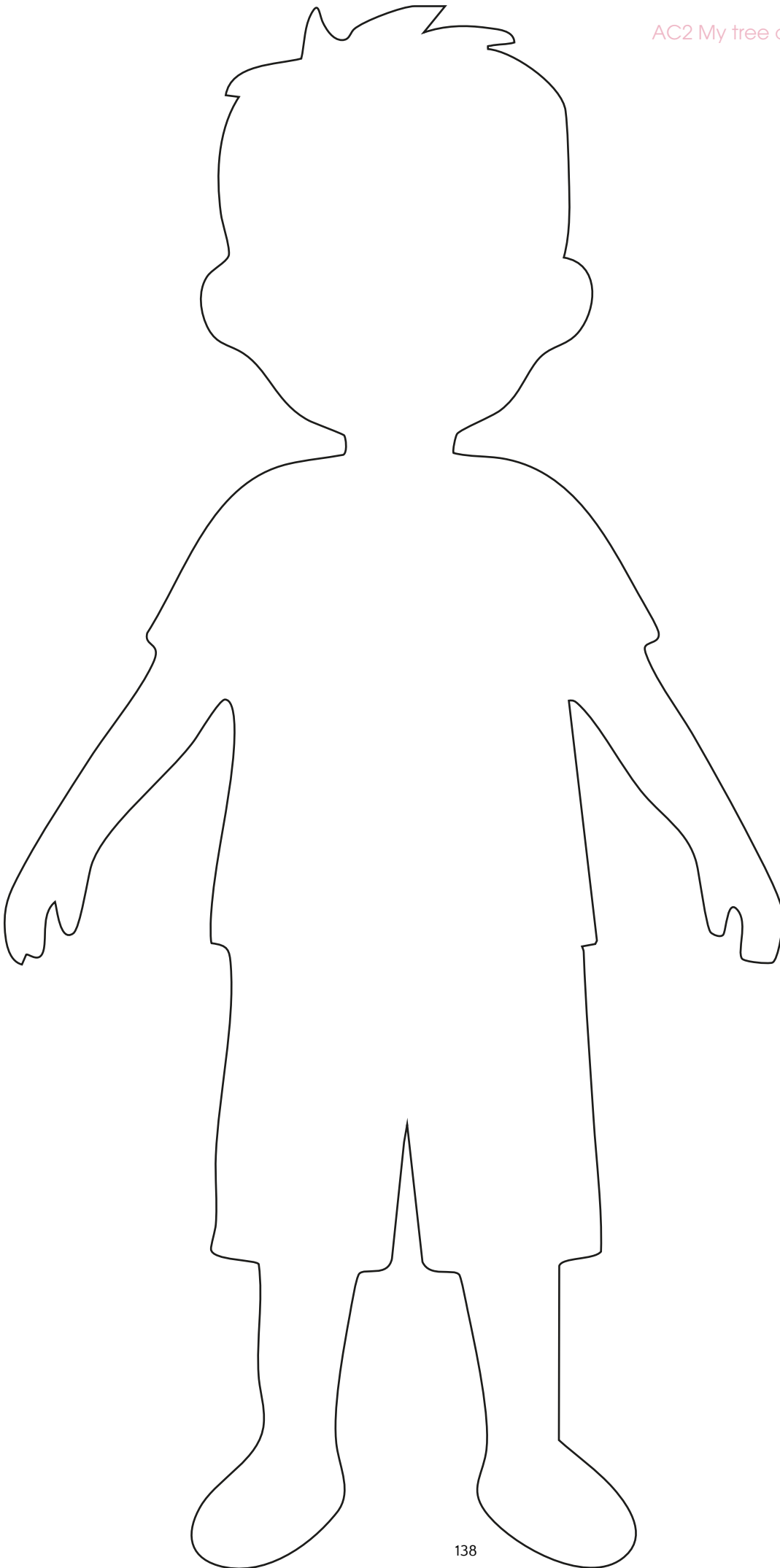


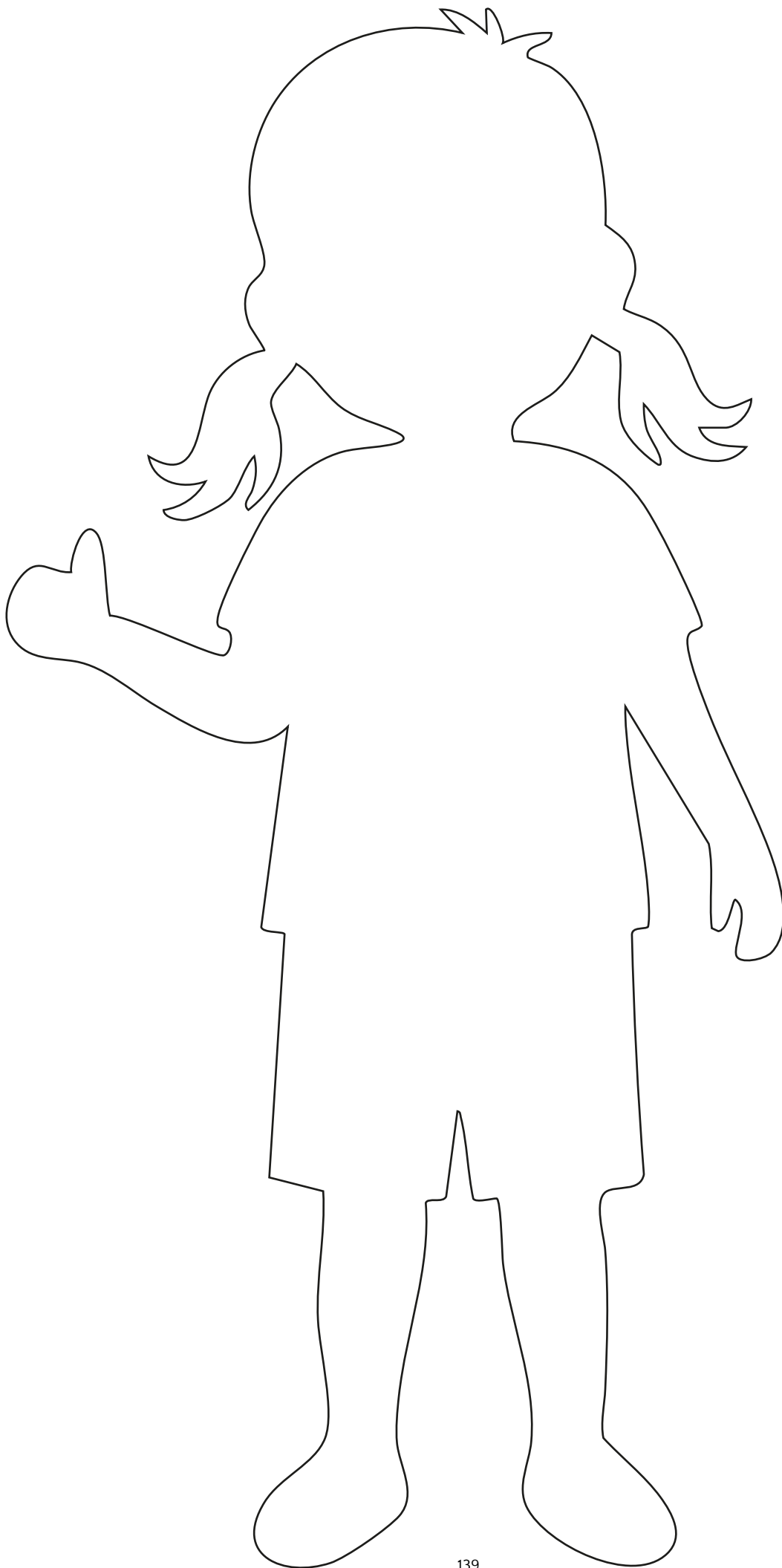












Mental Illnesses

Teacher's Guide



Primary school activities

INTRODUCTION

Mental health is part of the **comprehensive well-being** of children in 3rd and 4th grade of primary school, although it is often not spoken about directly. Just as the body needs care to stay healthy, the mind also requires attention, rest, support, and spaces where we can express what we feel. During this developmental stage, students are building their **emotional identity**, their social sensitivity, and their ability to understand both their own needs and those of others.

This module aims to bring the concept of **mental health** closer in an **accessible, respectful, and age-appropriate** way. It is proposed that children learn to identify how they feel, recognize internal signs that indicate well-being or distress, and understand that **asking for help is a valid and necessary action**. Through experiential activities, guided reflections, cooperative work, and small expressive dynamics, students will be able to explore what helps them when they do not feel well and who are the **trusted people** they can turn to.

Additionally, this module seeks to **normalize the conversation about emotional distress**, banishing ideas of shame or guilt, and promoting **empathy** towards those going through difficulties. It is intended that children understand that **everyone may need help at some point**, and that different types of support exist: from friends or family to professionals such as psychologists or doctors.

The **teacher's role is essential**: to provide a **safe environment** where each student can share what they wish without pressure, sustain sensitive conversations, and act as a **bridge to other professionals** when necessary. Throughout the module, the teacher will be able to observe how students understand their own needs, how they interpret the emotions of others, and how they practice respectful ways of accompanying others.

Module Objectives

- Understand that **health includes both the body and the mind**.
- Recognize **internal signs of emotional well-being and distress**.
- Identify **own needs** and express them appropriately.
- Get to know different **emotions** and validate that they are all normal and useful.
- Develop **sensitivity** to recognize how others might be feeling.
- Learn **what to do when they do not feel well**, including basic **self-care strategies**.
- Explore **who can offer support** (friends, family, teachers, health professionals).
- Practice asking for help and offering help in a respectful and safe manner.
- Promote an environment of **trust, empathy, and mutual care** in the classroom.

Key words

- Health
- Mental health
- Needs
- Emotions
- Feelings
- Well-being
- Support
- Asking for help
- Health professionals (psychologist, doctor)
- Trusted people / adults
- Respect
- Confidentiality

Expected results module 4

By the end of this module, children will understand that **health also has to do with what we feel**, they will be better at recognizing their **needs and emotions**, and they will know **which people they can ask for help** when they or others do not feel well.

Recommendations for the teacher

- Create a **safe climate** in which sharing emotions does not generate shame or mockery.
- Ensure that children understand that this is not about diagnosing, but about talking about **well-being and support**.
- **Validate all emotional experiences** without minimizing or over-dramatizing.
- Encourage **active listening** among peers and model how to offer support.
- Guide reflections gently, without forcing emotional exposure.
- Observe how students talk about their needs and what strategies they mention when facing distress.
- Reinforce the idea that **asking for help is an act of care**, not a weakness.
- Remember that **only specialized professionals** can evaluate or diagnose difficulties.
- **Close each session in a calm manner**, ensuring that children leave regulated and at peace.



The proposals in this module are designed as a flexible guide to work on mental health with naturalness and sensitivity. You can adapt the dynamics to the rhythm and needs of your group: divide the module into several sessions, expand the activities, or simplify them as needed.

Use this material as a starting point and adjust it to the reality of your classroom. You know your students better than anyone and will know how to accompany them in the most appropriate way.

A1

Day 1. What is mental health? (75 minutes duration)

Activity 1: What is mental health? (15 - 20 minutes). Adjust according to group size and classroom climate.

1.1.1 Objective:

1. Introduce the **concept of mental health** and **open an initial reflection**, normalising the topic as part of general health.

Materials

- ☐ Board or screen
- ☐ Felt-tip pens
- ☐ Visible initial question (optional)

1.1.2. Activity Description:

1. Initial activation

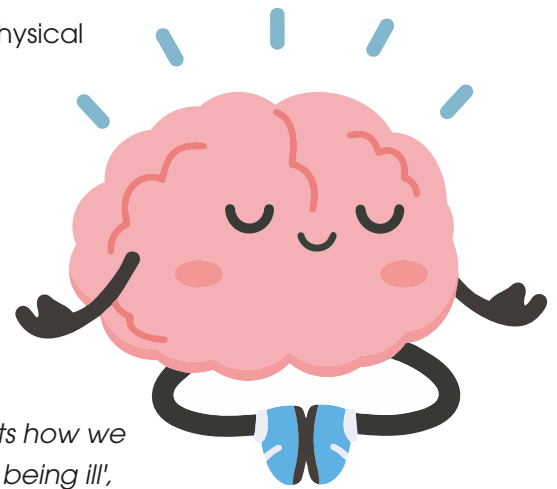
- Briefly explain that we all have mental health, just like physical health.
- Ask the group:
 - *"What does mental health mean to you?"*
- You can support this with:
 - *"Does it influence how you think or feel?"*
 - *"Does it only have to do with problems?"*
 - *"How does it relate to life at school?"*

2. Brief explanation: Clarify

- *"Mental health is part of general well-being. It affects how we think, feel, act, and relate to others. It is not just 'not being ill', but being able to manage stress and everyday life."*
- Emphasise:
 - *"We all have mental health and we need to look after it."*

3. Quick wrap-up

- Voluntary final question:
 - *"What new idea are you taking away about mental health?"*



Note for the teacher

- Keep the dialogue general, not personal. The objective is to open the topic, not to delve into individual experiences.

A2 Activity 2: What influences my mental health? (15 - 20 minutes). Adjust according to group size and classroom climate.

1.2.1 Objective:

1. Identify **internal** and **external** factors that influence mental **well-being**.

Materials

- ☐ Board or screen
- ☐ Felt-tip pens
- ☐ (Optional) Sticky notes

1.2.2. Activity Description:

1. Introduction: Explain

- *"Mental health is affected by things we experience, think, and feel every day."*
- Ask:
 - "What things influence how you feel mentally and emotionally?"

2. Brainstorming:

- On the board, create two columns:

Factors that help

Factors that hinder

- Examples to trigger ideas: sleep, social media, friendships, academic pressure, physical activity, conflicts, expectations.

3. Optional mini-activity:

- Each student identifies:
 - 1 thing that improves their well-being
 - 1 thing that hinders it
 - 1 thing they would like to improve
- (They can think about it or write it on sticky notes.)

4. Teacher's synthesis

- Close by highlighting:
 - *"Mental health does not depend on a single thing, but on a set of elements that we can learn to recognise."*

Note for the teacher

- Prevent the conversation from becoming clinical or personal. If something sensitive arises, continue the activity and manage it outside the classroom.

A3

Activity 3: POSTER — Factors that influence mental health (20 - 25 minutes). Adjust according to group size and classroom climate.

1.3.1 Objective:

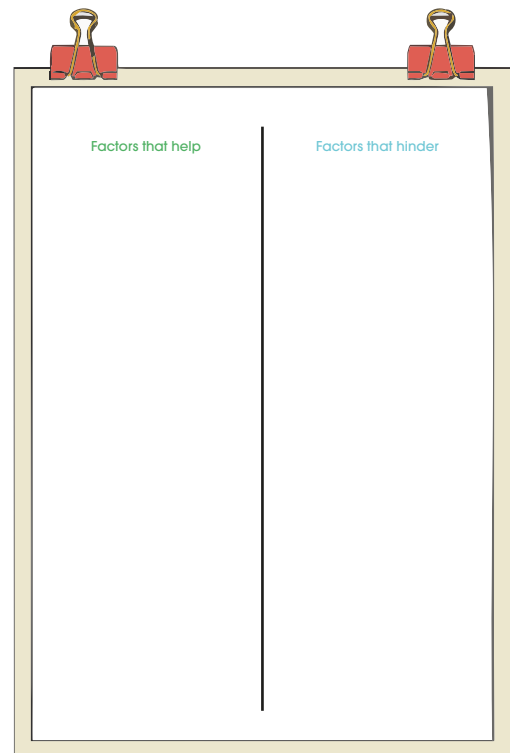
1. Que el alumnado organice visualmente los factores que influyen en la salud mental y consolide lo trabajado en las actividades anteriores.

Materials

- ☐ Sugar paper / large card (1 per group)
- ☐ Felt-tip pens / coloured pencils
- ☐ Tables for cooperative work
- ☐ Adhesive tape or space to hang them

1.3.2. Activity Description:

1. **Organisation into groups**
 - Divide the class into groups of 3–5 students.
2. **Clear instruction**
 - Explain:
 - "You are going to create a poster about what things influence children's mental health."
 - The poster must include, in a simple way:
 - Factors that help
 - Factors that hinder
 - (They can use words, drawings, symbols.)
3. **Cooperative work**
 - Guided free work time.
 - Walk around the groups resolving doubts without directing the content.
4. **Brief presentation**
 - Each group explains their poster in 1–2 minutes.
 - There is no debate, only listening.



Note for the teacher

- Do not look for "pretty" posters, but **understandable** ones. The value lies in organising ideas, not in aesthetics.

A4 Activity 4: Daily wrap-up (10 minutes). Adjust according to group size and classroom climate.

1.4.1 Objective:

1. Integrate learning and close the session in a **contained manner**.

Materials

- ☐ Board or flipchart
- ☐ Felt-tip pens
- ☐ (Optional) Sticky notes

1.4.2. Activity Description:

1. **Guided reflection**
 - Pose:
 - *"What important idea are you taking away today about mental health?"*
 - You can support this with:
 - *"Is there something you hadn't considered before?"*
 - *"Why is it important to talk about this in school?"*
 - Note **keywords** on the board: **well-being**, emotions, stress, support, balance...
2. **Optional mini-dynamic**
 - *"One word to close"*
 - Each student says or writes one word that represents how they feel as the session ends.
3. **Final message of the day**
 - Reinforce aloud:
 - **We all have mental health**
 - **Talking about well-being helps**
 - **Looking after the mind is as important as looking after the body**
 - Anticipate:
 - *"In the next session, we will see what we can do to look after ourselves and manage stress."*

Note for the teacher

- Ensure the group ends the session feeling **calm and regulated**. Observe possible signs of distress for subsequent follow-up.

A1

Day 2. How am I and how are others? (62 min duration)

Activity 1: How do I feel? (15 - 20 minutes). Adjust according to group size and classroom climate.

2.1.1 Objective:

1. Help students to become **aware of their own emotional state** and begin to name it.

Materials

- ☐ Drawings from the Day 1 voluntary homework (if completed)
- ☐ Emotion cards (optional, highly recommended)
- ☐ Text for the A2.1 guided meditation
- ☐ Chairs in a circle

2.1.2. Activity Description:

1. **Presentation of the task (if applicable)**
 - Children show their drawing of the need and the group tries to guess it.
2. **Brief review:** needs and health
 - Quick reminder: body + mind.
3. **Basic emotions**
 - Open question: *"What emotions do you know?"*
 - Clarification: **all emotions are normal and useful.**
4. **Brief meditation**

Emotional journey: a brief meditation

Sit or lie down comfortably, gently close your eyes and breathe in deeply through your nose... and breathe out through your mouth. Very calm, very relaxed.

Imagine that you are now taking a small journey inside yourself. You are visiting the place where your feelings live. Perhaps they are like small colours or clouds that you can see, or like gentle waves that you can feel.

Breathe in deeply once more... and breathe out. Feel how your body calms down and becomes heavy. And now simply feel how you are feeling at this moment.

Can you perceive a feeling? Perhaps you feel happy or excited at this moment. Or maybe a bit quiet or tired. Is there any other feeling, like sadness or maybe anger?

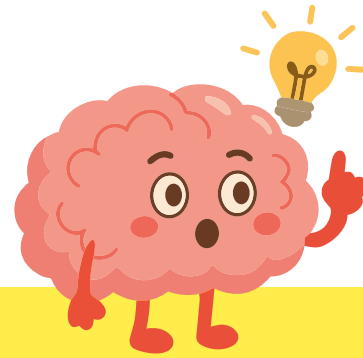
Remember: **it is completely normal to have many different feelings.** You don't have to change them or push them away. Simply look at them. They are like small clouds in the sky that come and go.

Breathe deeply again and say to yourself: "I recognise my feelings. They are all allowed to be there".

When you are ready, slowly open your eyes and return to the room with a gentle smile.

5. Short round

- In one phrase: *"Right now I feel..."*
- (They can use cards or say "pass").



Note for the teacher

- Do not force verbalisation. Observation is also part of learning.

A2 Activity 2: How might others feel? (20 - 25 minutes). Adjust according to group size and classroom climate.

2.2.1 Objective:

1. Develop the ability to **interpret emotions** in others, understanding that we do not always get it right.

Materials

- ☐ Drawing sheet (1 per student)
- ☐ Pencils or felt-tip pens

2.2.2. Activity Description:

1. **Individual activity**
 - Colour the drawing freely.
2. **Guided group debate**
 - Key questions:
 - "What do you see in the drawing?"
 - "Do you think we always know how others are feeling?"
 - "Do we sometimes make mistakes?"

Note for the teacher

- We do not always know how another person feels: **asking with respect is an act of care.**



A3 Activity 3: Why do I sometimes feel bad? (10 - 12 minutes). Adjust according to group size and classroom climate.

2.3.1 Objective:

1. **Normalise emotional distress** and connect emotions with needs.

Materials

- Chairs for pairs

2.3.2. Activity Description:

1. **Think:** think in silence.
2. **Pair:** share with a partner.
3. **Share:** voluntary group sharing.
 - Guide questions:
 - *"When was the last time I felt bad?"*
 - *"What did I need then?"*

Think

Think in silence

Pair

- "I felt bad when I argued with a friend and I **needed to talk.**"
- "It happened to me when I was sad and **needed company.**"
- "I felt nervous and **needed someone to calm me down.**"

Share

- "Sometimes we feel sad and **need to talk to someone.**"
- "When we feel bad, we sometimes **need help from an adult.**"
- "Many people said they **needed to feel listened to.**"

A4

Activity 4: Daily wrap-up + Voluntary homework (5 minutes).

Activity 4: Daily wrap-up + Voluntary homework

2.4.1 Objective:

1. Close the session in a **contained manner** and prepare for Day 3.

Materials

- ☐ No materials required

2.4.2. Activity Description:

1. Teacher's message:
 - "Sometimes we don't feel well, and that is normal. The important thing is to know what helps us."
2. Voluntary homework:
 - Think, write or draw:
 - "What can I do when I feel bad?"



A1

Day 3: Who can help me? (90 min duration)

Activity 1: Who can help me? (15 - 20 minutes). Adjust according to group size and classroom climate.

3.1.1 Objective:

1. That the students understand that **different types of help exist** and that **asking for support is normal** when we do not feel well.

Materials

- ☐ Board or visible poster
- ☐ Felt-tip pens
- ☐ Chairs in a circle

3.1.2. Activity Description:

1. **Trigger question:** The teacher asks the group:
 - *"Who knows someone who goes to the doctor when something hurts?"*
 - *"And who asks for help when something is not right in their head or in their heart?"*
2. **Group brainstorming**
 - Children give examples and the teacher notes them down:
 - Family
 - Friends
 - **Teaching staff**
 - Doctor
 - Psychologist
3. **Key idea:**
 - There are many types of help and **all are valid** depending on the situation.

Note for the teacher

- Keep the answers at a general level, without personal experiences.

A2 Activity 2: My Help Card (15 - 20 minutes). Adjust according to group size and classroom climate.

3.2.1 Objective:

1. That the students identify and record their **personal support network**.

Materials

- ☐ Small cards or large card (1 per student)
- ☐ Felt-tip pens or coloured pencils

3.2.2. Activity Description:

1. **Creation of the card**
 - Each student creates their own "Help Card".
 - **On the front:** "My Help Card".
 - **On the back:** They must write or draw 3 trusted people they can turn to (e.g., Mum, a teacher, a friend).
2. **Brief reflection**
 - Explain that this card is personal and they can keep it in a safe place (pencil case, folder).
 - Remind them: *"These people are your support team."*



A3

Activity 3: How do we help someone who is not well? (15 - 20 minutes). Adjust according to group size and classroom climate.

3.3.1 Objective:

1. Reflect on how to support others respectfully and understand the limits of what a child is capable of.

Materials

- ☐ Cards with questions
- ☐ Sheets of paper and felt-tip pens

3.3.2. Description of the activity:

1. Work in small groups (3–5 pupils)
2. Questions to discuss together
 - *How do I know if someone needs help?*
 - *When can a friend help?*
 - *When is it best to tell an adult?*
 - *What doesn't help?*
3. Group discussion
 - Each group shares one idea.

What can I do if I see someone who seems lonely?

How can I show that I care without invading their personal space?

How can I help if someone doesn't know how to ask for help?

What can I do if someone feels angry or frustrated?

A4

Activity 4: Role-play — Practising helping (15 - 20 minutes). Adjust according to group size and classroom atmosphere.

3.4.1 Objective:

1. Practise how to act when someone needs support and recognise when to ask an adult for help.

Materials

- ☐ Situation cards
- ☐ Space for role-playing

3.4.2. Activity Description:

1. Simple scenarios, for example:
 - A classmate is sad and doesn't want to play.
 - A friend is worried.
 - Someone is crying after breaktime.
2. Short role-play
 - Each group shows how they would act.
3. Quick group feedback
 - *What helped?*
 - *What didn't help?*

Someone trips and hurts their knee. How do you react?

A friend is nervous about a presentation in class. How do you cheer them up?

You see a friend on their own at break time. What do you do?

A teammate feels left out during a team game. How can you help them?

Someone is getting annoyed and shouting for no apparent reason. How do you react?

You notice that a friend is upset because they've lost something important. What do you say?

A5 Activity 5: Module closure (5 - 10 minutes). Adjust according to group size and classroom atmosphere.

3.5.1 Objective:

1. Close the module with a **message of safety and care**.

Materials

- ☐ Not required

3.5.2. Activity Description:

1. Teacher's final message:
 - We all need help sometimes
 - Asking for help is **taking care of yourself**
 - We can help each other
 - We are not alone
2. Optional final question:
 - *"What are you taking away from this module?"*



4.1.1 Objective:

1. Help pupils to **identify their emotions** and their intensity in a **visual way**.

Materials

- ☐ Card with a thermometer drawn on it (1 per pupil)
- ☐ Coloured pencils
- ☐ Emotion cards or a list of emotional words

4.1.2. Activity Description:

1. Give each pupil a **blank thermometer**.
2. Ask them to **choose an emotion** they have felt today: happiness, tiredness, anger, nervousness, calm...
3. Direct them to colour **in the thermometer** up to the level that represents the intensity of that emotion (from 1 to 5).
4. At the bottom, they write or draw what helped them with that emotion or what they think they could do.
5. **Reflection questions:**
 - *"What helped you to lower or raise your thermometer?"*
 - *"What did you realise when **assigning levels to your emotion**?"*
6. This activity promotes **emotional awareness, self-regulation and emotional language**.

AC2

Activity 2: "The classroom support wheel" (20 minutes).

4.2.1 Objective:

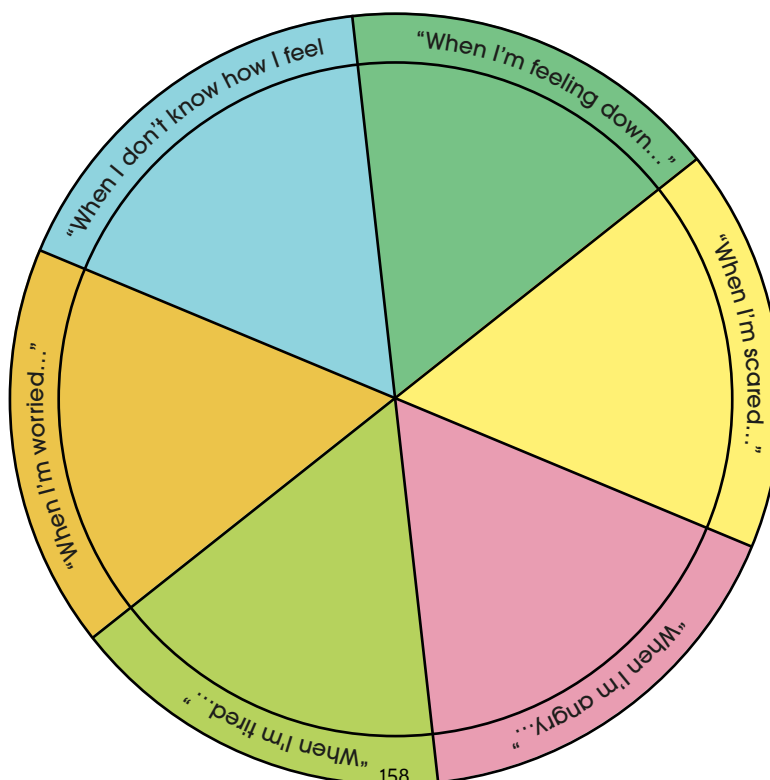
1. Identify who they can ask for help and strengthen the **group community**.

Materials

- ☐ Large piece of card
- ☐ Felt-tip pens
- ☐ Stickers or small cards

4.2.2. Activity Description:

1. Draw a **wheel divided into sections** on a large piece of card:
 - "When I am sad..."
 - "When I am scared..."
 - "When I am angry..."
 - "When I am tired..."
 - "When I am worried about something..."
2. Each pupil receives a sticker/card and writes: **a person in the classroom or an action** that could help them in that case.
 - They stick their cards in the corresponding section.
 - It is read as a group to **visualise the available support networks**.
3. **Reflection questions:**
 - "Who can you turn to in our group?"
 - "How can we be a class that looks after one another?"
4. This activity **strengthens the sense of belonging**, empathy and mutual support.



Material Checklist for all activities

Day 1: Health and needs

1.1 Emotional safety rules

- ☐ Poster board or whiteboard
- ☐ Markers
- ☐ List of rules (can be printed or written on the board)

1.2 Conversation: What influences my mental health?

- ☐ Whiteboard or panel
- ☐ Chalk or markers
- ☐ Sticky notes (optional)

1.3 Poster: Factors that influence mental health

- ☐ Poster boards (1 per group)
- ☐ Markers
- ☐ Colored pencils
- ☐ Tables organized for cooperative work
- ☐ Adhesive tape or space to hang the posters

1.4 Daily wrap-up

- ☐ Whiteboard or flipchart
- ☐ Markers
- ☐ Sticky notes (optional)

Day 2. How am I and how are others?

2.1 How do I feel?

- ☐ Drawings from the Day 1 voluntary homework (if completed)
- ☐ Emotion cards (highly recommended)
- ☐ Text for the A2.1 guided meditation
- ☐ Chairs in a circle

2.2 How might others feel?

- ☐ Drawing sheet (1 per student)
- ☐ Pencils or colored marker

2.3 Why do I sometimes feel bad?

- ☐ Chairs for pair work

2.4 Daily wrap-up + Voluntary homework

- ☐ Does not require specific material

Day 3: Who can help me?

3.1 Who can help me?

- ☐ Whiteboard or visible poster
- ☐ Markers
- ☐ Chairs in a circle

3.2 My Help Card

- ☐ Small cards or cardstock (1 per student)
- ☐ Markers or colored pencils

3.3 How do we help someone who is not well?

- ☐ Question cards for group work
- ☐ Sheets to jot down ideas
- ☐ Markers
- ☐ Tables or chairs for groups of 3–5 students

3.4 Role-play: Practicing how to help

- ☐ Cards with situations / scenarios
- ☐ Clear space to act out scenes

3.5 Module wrap-up

- ☐ Does not require specific material

Complementary activities

4.1 My emotional thermometer

- ☐ Card with a drawn thermometer (1 per student)
- ☐ Colored pencils
- ☐ Emotion cards or list of emotional words

4.2 The classroom support wheel

- ☐ Poster boards or sheets of paper
- ☐ Markers
- ☐ Space for work in pairs or small groups



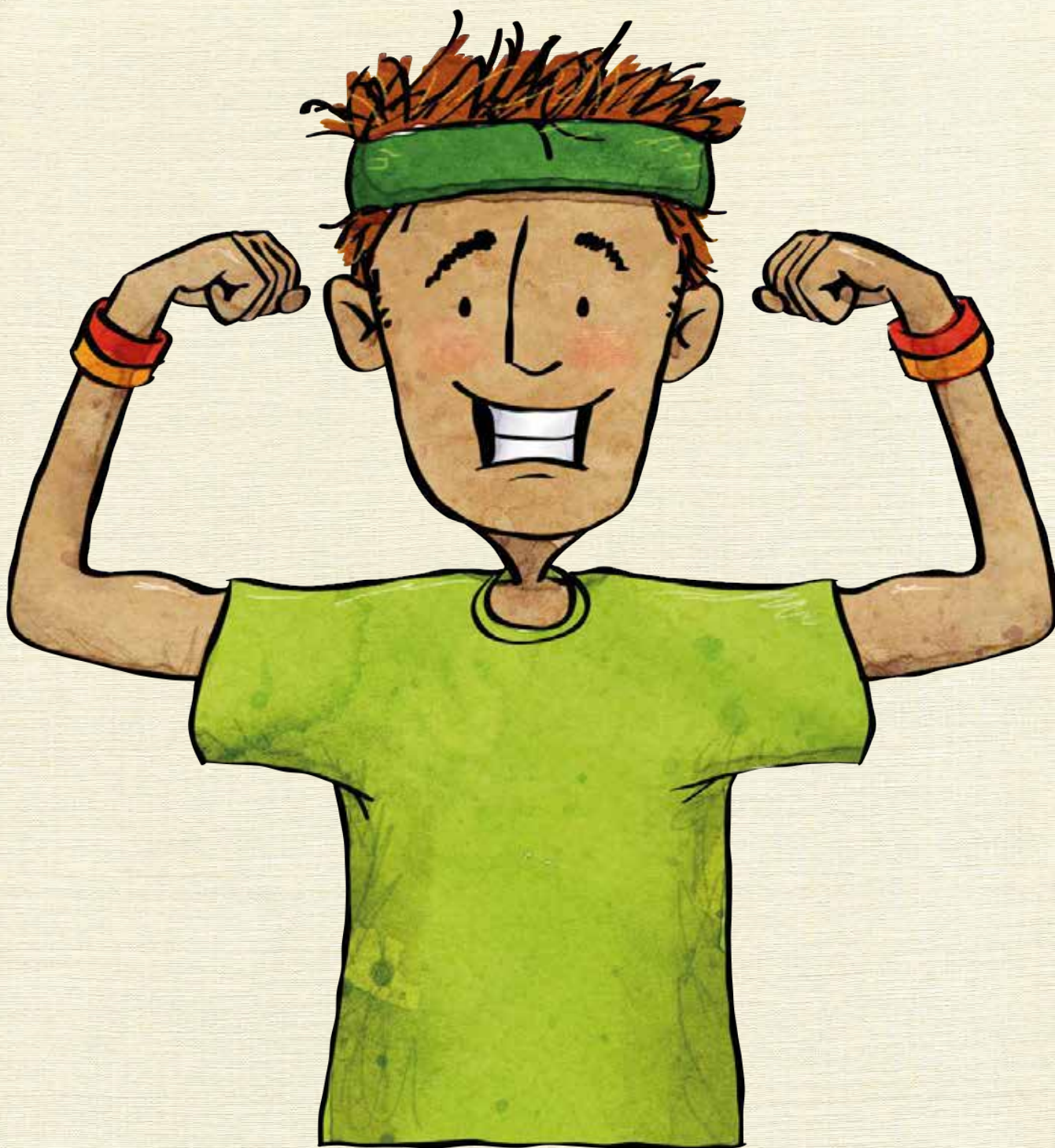
Relaxed





Bored





Strong





Motivated





Embarrassed





Offended





Happy





Hard-working





Confused





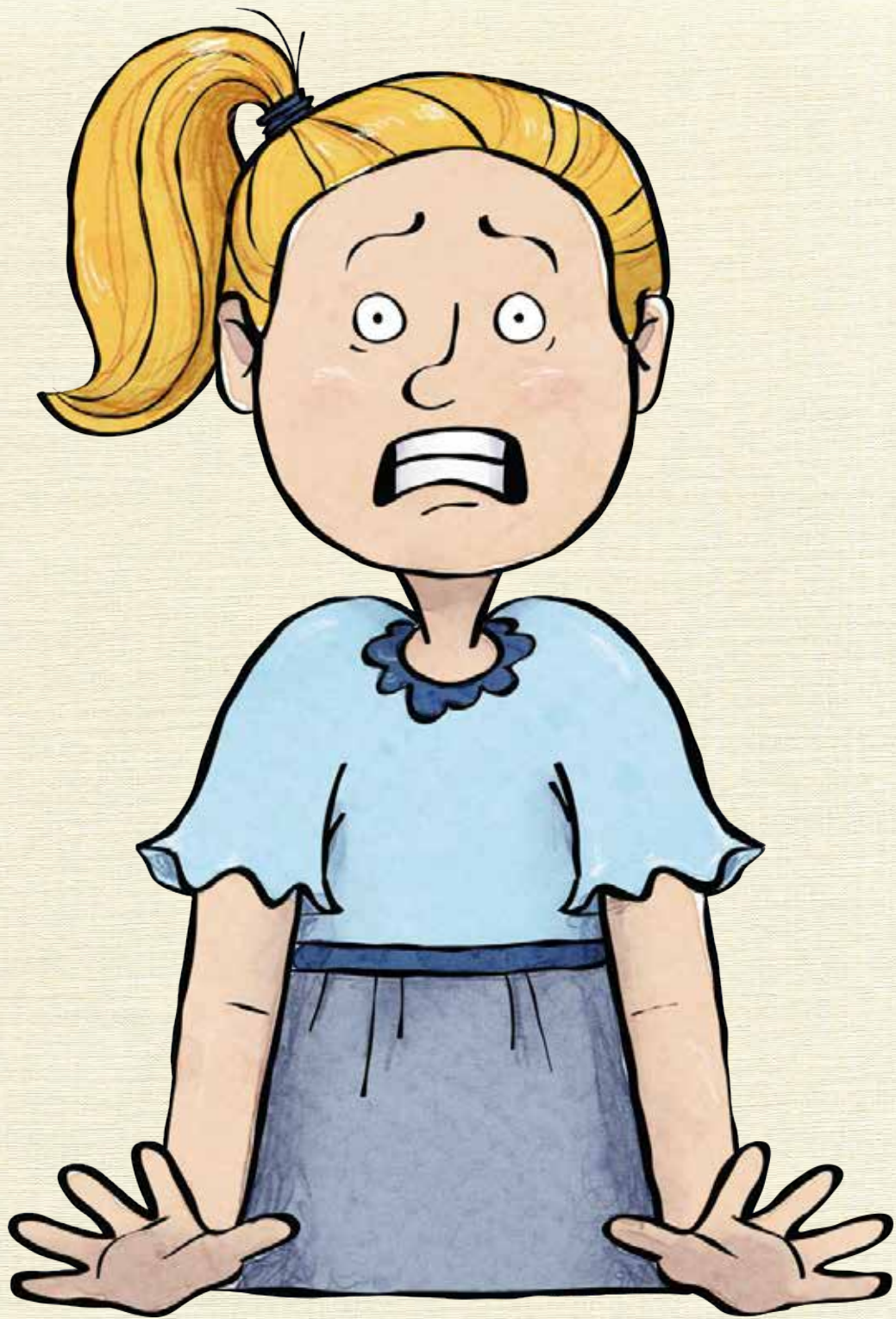
Awake





Surprised





Anxious





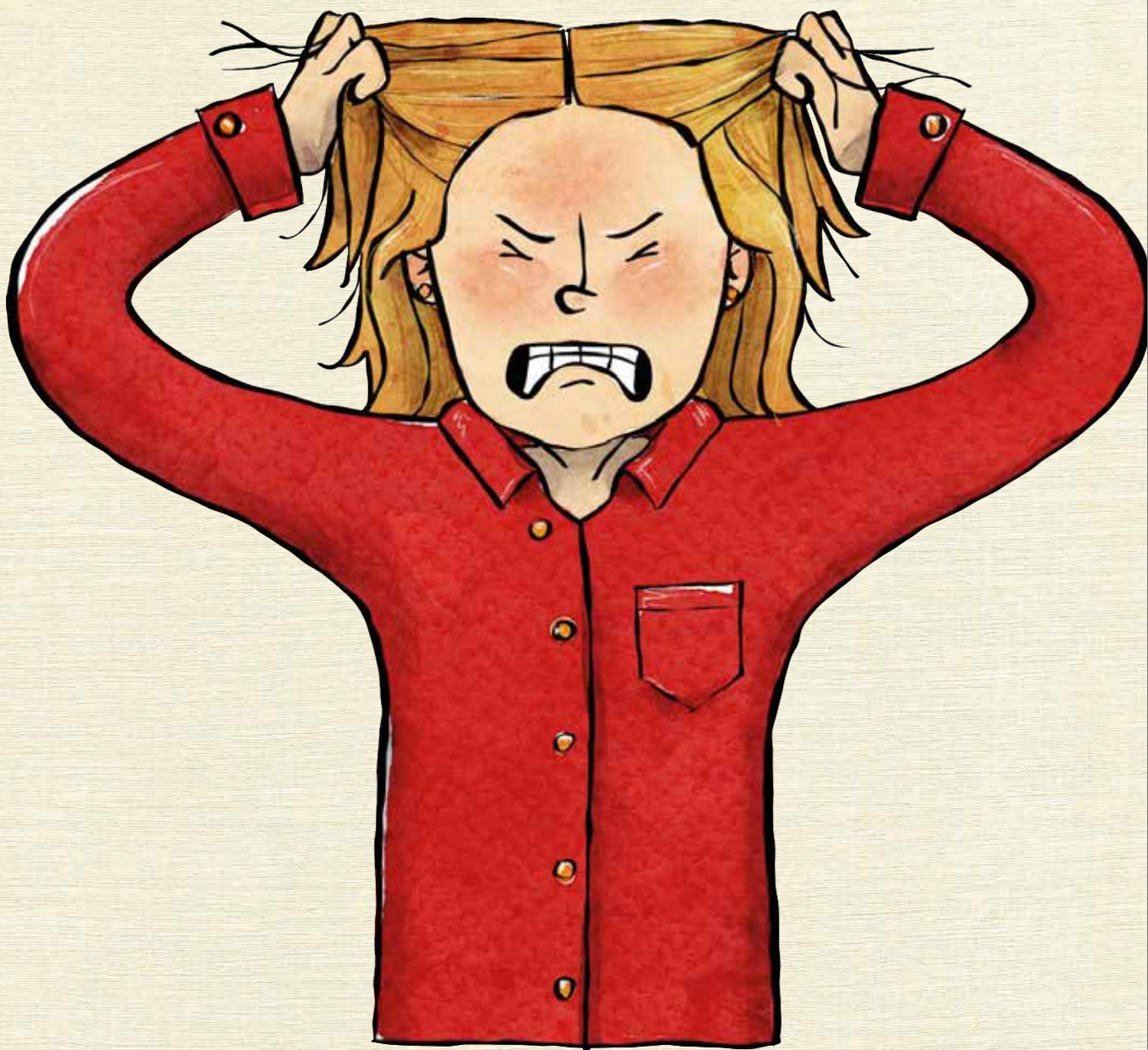
Proud





Enthusiastic





Frustrated





Excluded (o left
out)





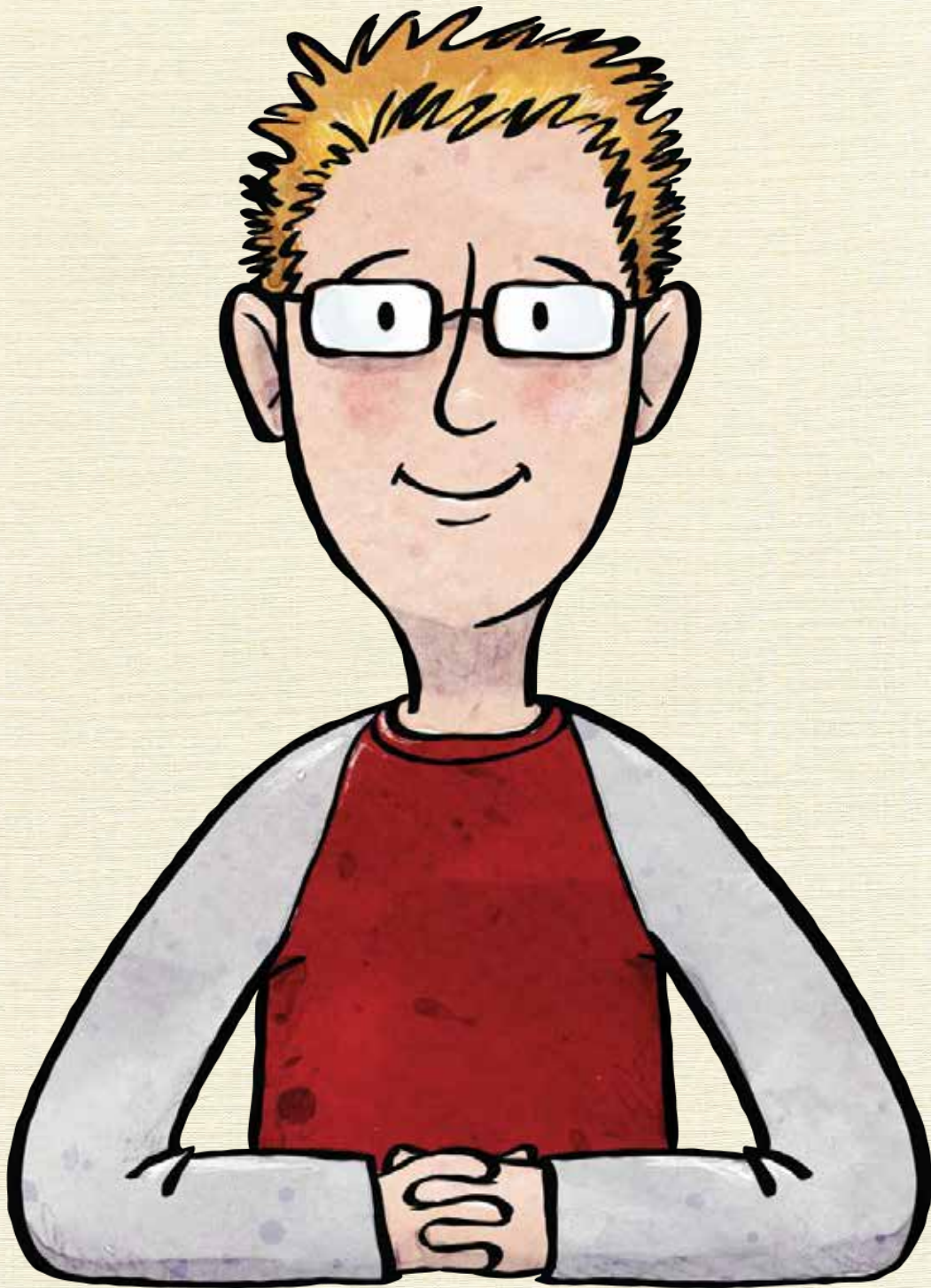
Tired





Silly





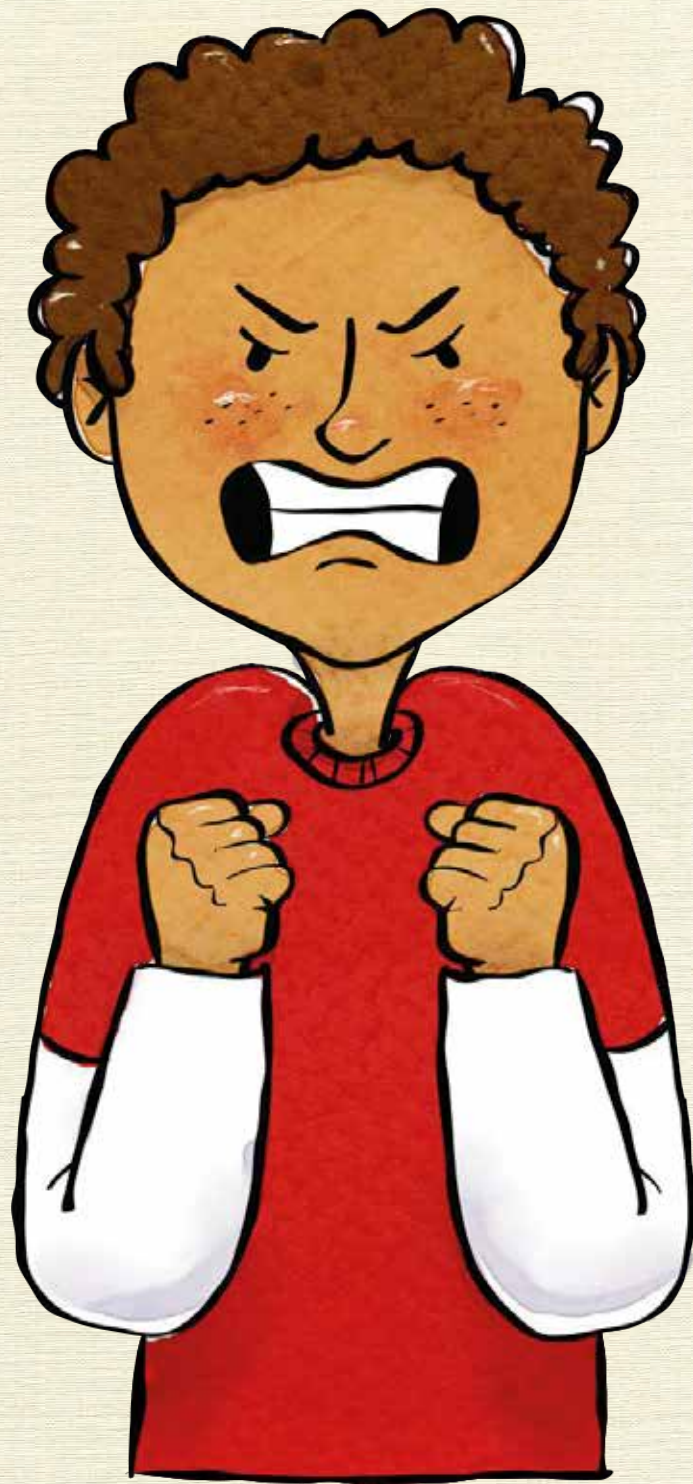
Attentive





Healthy





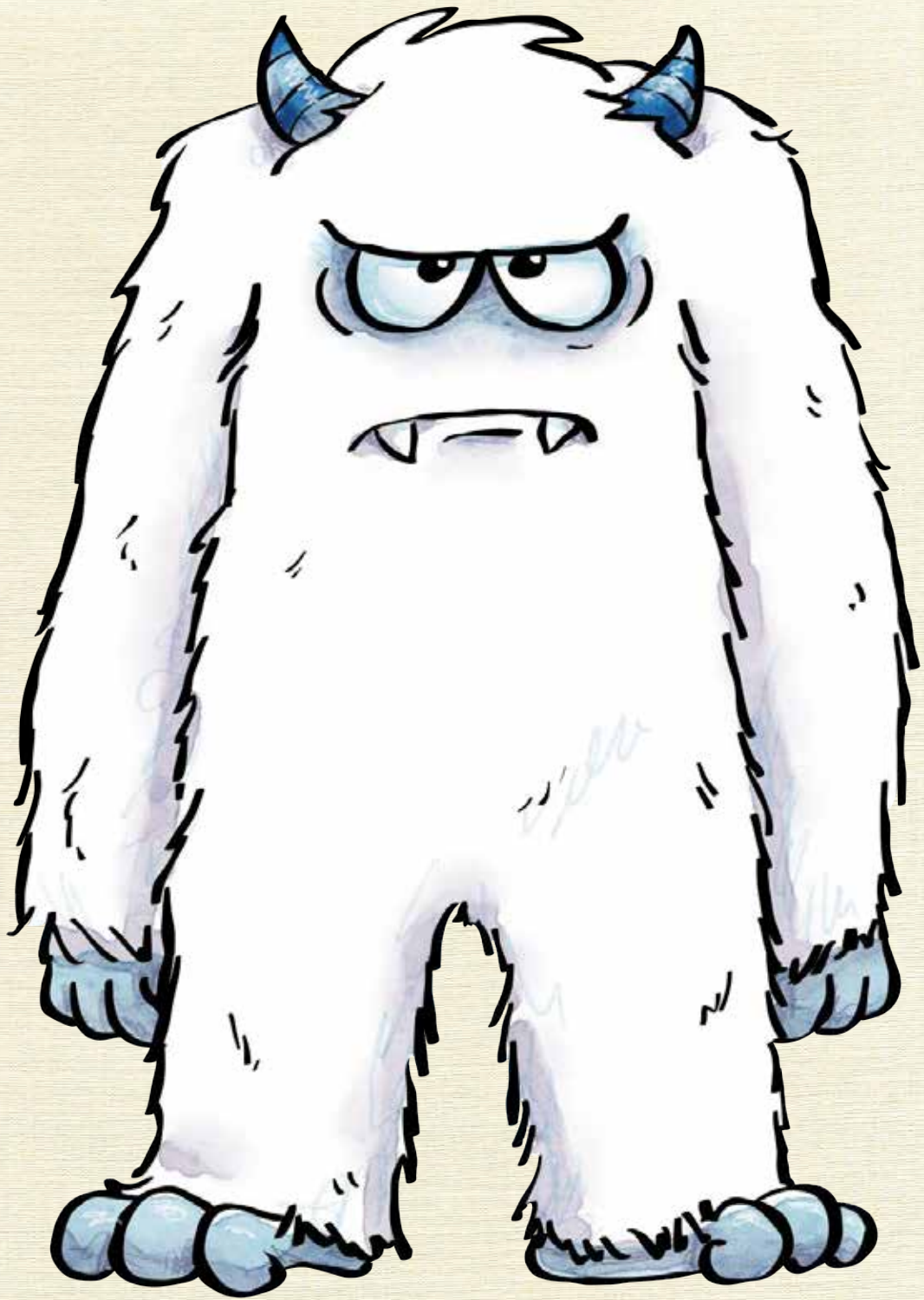
Angry





Amazed





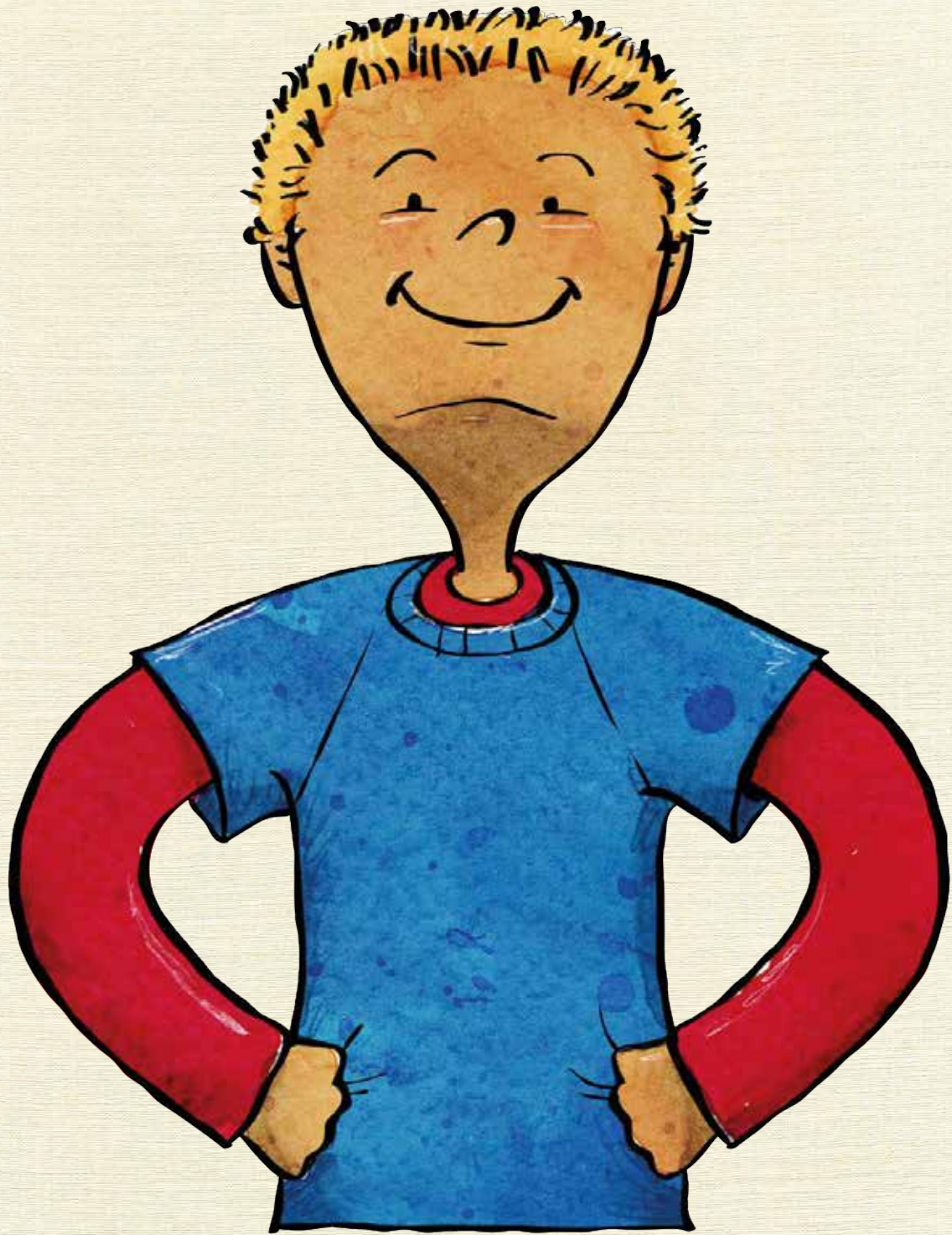
something
strange





Angry





Brave





Sad





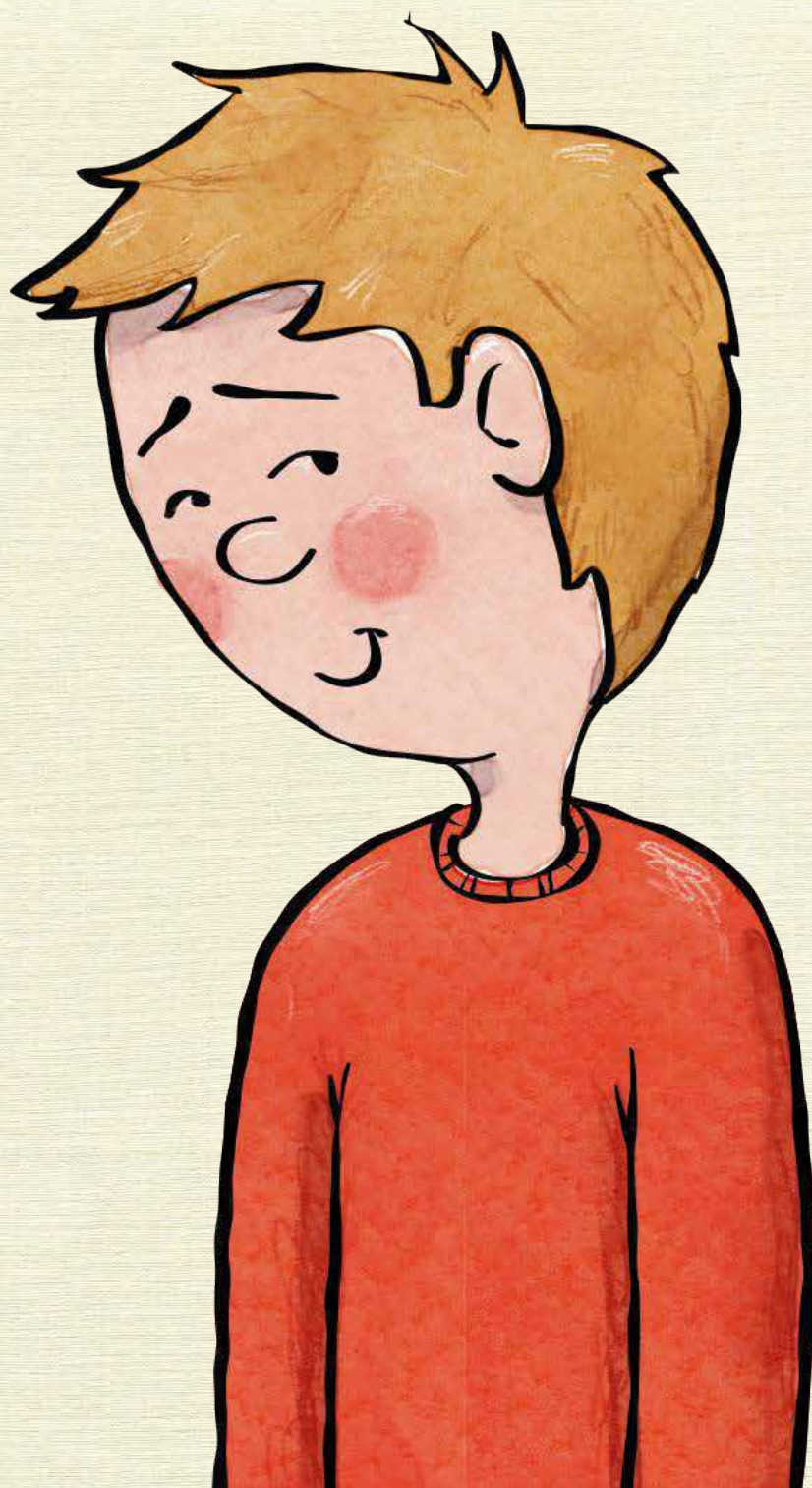
Fun (o playful)





Nervous





Shy





Disappointed





Curious





Thirsty





Printable Day 3 Activity 3: Question cards

How can I notice if a friend is worried or nervous?

What can I do if I see that someone feels lonely?

How can I show that I care without invading their space?

What can I say to cheer up someone who is discouraged?

How can I help if someone doesn't know how to ask for help?

What can I do if someone feels angry or frustrated?

How can I truly listen to someone telling me about their problems?

What can I do if someone asks for help but I don't know how to help them?

How can I be a good friend when someone is scared or worried?

What signs can I look for to know that someone needs support?

What can I do if I see a friend feeling rejected or excluded?

How can I help someone who is afraid of making a mistake?

What can I say if a classmate looks worried but doesn't speak?

How can I show support without making the other person feel bad?

What can I do so that someone feels safe and heard?

Printable Day 3 Activity 4: Role-play cards

Two friends are arguing and both feel offended. What do you do to help them resolve the conflict?

A friend seems happy in public, but you notice they are worried and sad in secret. What can you do to support them?

A classmate says "I don't care about anything" and withdraws from the group. What can you do?

A classmate is sad and doesn't want to play. What do you do?

A friend is very worried about something. What do you say to them?

Someone is crying after breaktime. How can you help?

A child gets angry and withdraws from the group. What would you do?

You see a friend is alone during breaktime. What do you do?

Someone trips and hurts their knee. How do you react?

A classmate feels insecure before an exam. What do you say to them?

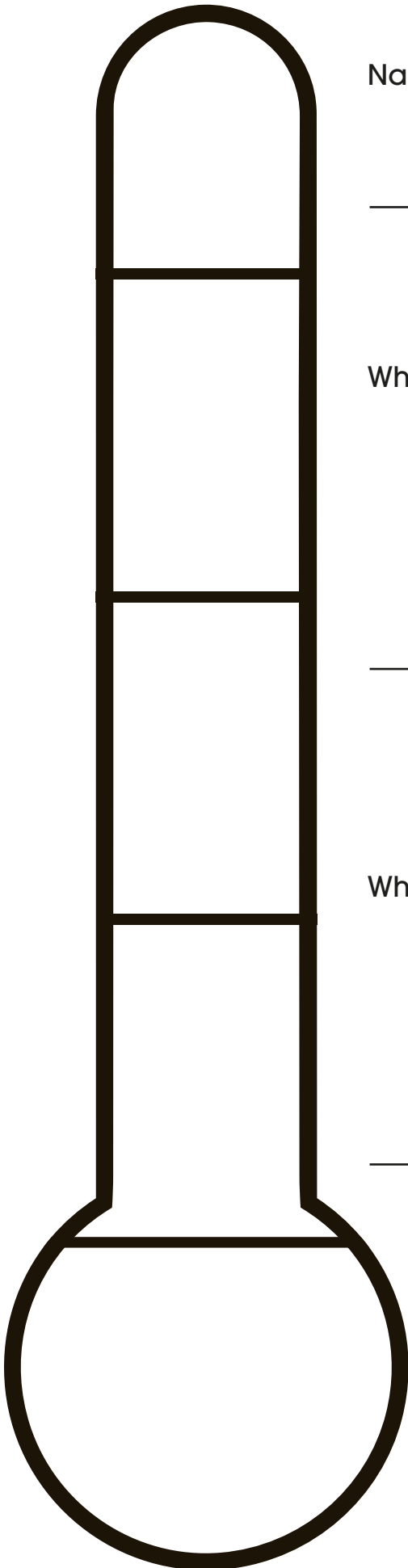
A friend is nervous about a class presentation. How do you encourage them?

A classmate feels rejected in a team game. How do you help them?

A friend feels lonely because they don't know who to play with. How do you support them?

Someone is annoyed and shouts for no apparent reason. How do you react?

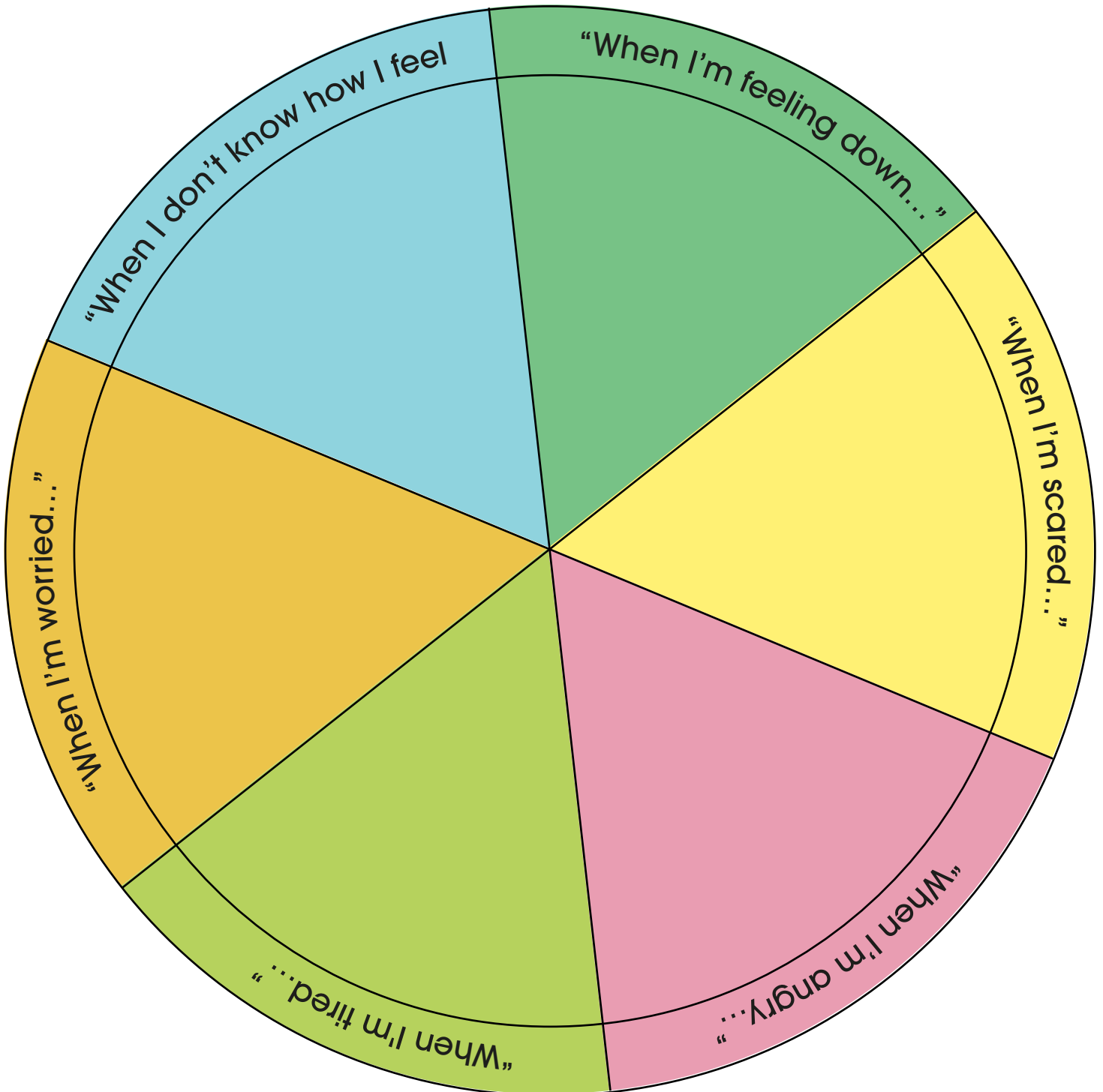
You see a friend is sad because they lost something important. What do you say?



Name of the emotion

Who can you turn to for help?

What helped you lower or raise your temperature?



Workshop “Bullying”

Teacher's Guide



Primary School

INTRODUCTION

Bullying and cyberbullying significantly affect the school and emotional lives of children. This module is designed to **raise awareness, identify roles, and generate collective strategies** that allow students to understand what bullying is, how it manifests, and what they can do to prevent or address it.

Throughout the sessions, **students will engage in games, group dynamics, stories, and debates that help them recognize the impact of words and actions** both in the classroom and in digital environments. **The module seeks to strengthen empathy, shared responsibility, and group cohesion**, while offering a safe space to talk about their experiences and reflections.

Objectives

- **Understand what bullying is through a clear scientific definition** (Olweus) and distinguish it from isolated conflicts.
- **Identify the roles in bullying** (victim, perpetrator, followers, bystanders, defenders, and the role of the group/class).
- **Recognize the emotions and consequences experienced** by people involved in bullying situations.
- **Reflect on the impact of cyberbullying**, its specific characteristics (anonymity, availability, reach, and simplicity), and its emotional and legal consequences.
- **Develop prevention and response strategies**, both individually and collectively, by creating a class pact.
- **Promote a climate of respect and trust**, where positive messages and mutual recognition strengthen group cohesion.



The ideas we share in this workshop are simply suggestions on how you might use the material. **Feel free to adapt it to your needs:** you can divide the workshop into two parts, spread it over several days, or complete it all in one session — whatever works best for you. You know your students and what suits them best.

Likewise, the materials can be used either in printed or digital format, depending on what is most convenient for you.

Key words

- Basic emotions
- Empathy
- Friendship
- Coexistence
- Respect
- Diversity
- Caring words
- Listening
- Mutual aid
- Conflict resolution
- Feeling safe
- Strengthening the group
- Kindness (Buen trato)
- Self-care
- Co-operative games

Expected results module 5

By the end of this module, it is expected that **students will recognise the importance of kindness** in school coexistence, develop skills to **interact based on respect and empathy**, and feel like an active part in the creation of a **safe and welcoming classroom**.

Key Guidelines for Teachers

- **Create a safe environment:** remember that **talking about bullying** may bring up personal experiences. Avoid putting a student in the role of victim or aggressor; always use symbolic resources (doll, cards, stories).
- **Use fictional or anonymous examples:** this helps to foster understanding without pointing to real cases in the class.
- **Observe the group carefully:** pay attention to silences, nervous laughter, or reactions that may reveal hidden experiences.
- **Manage time and energy:** alternate reflective activities with movement-based ones to maintain attention.
- **Involve families:** through the letter home or by sharing conclusions, encourage discussions about bullying to continue in the family environment.
- **Positive reinforcement:** close activities with recognition and support dynamics so that students leave with a constructive group experience.
- **Important: emphasize that cyberbullying is not a trivial matter;** it has serious consequences and can be a criminal offense. It is essential to teach students that they are not alone, that **they must speak to a trusted adult, and that it is useful to save evidence (screenshots, messages, photos) in case of a report.**

A1

Day 1. Bullying in General (2h total duration)

Activity 1: Introduction and Presentation

(Approximately 5 minutes) Adapt it to the pace and needs of your group.

1.1.1 Objective

1. Welcome the group and explain the procedure of the workshop.
2. Create an atmosphere of trust and openness.
3. Introduce the topic of school bullying.

Materials

- ☐ Classroom with chairs arranged in a circle.
- ☐ Blackboard/flipchart (optional).

1.1.2 Steps to facilitate the activity:

1. Arrange all the chairs in a circle.
2. Explain how the workshop will be conducted:
 - It indicates that there will be activities, debates, breaks and a space for questions or comments.
 - Reinforce that the space is safe to share ideas and opinions, always with respect.
3. Introduce the topic:
 - *"Today we are going to work on how we want to treat each other in the class and what school bullying means."*
4. Ask the key question and present the definition:
 - "What is bullying?" and share Dan Olweus' definition (repetition, duration, and imbalance of power).
5. Launch a brief reflection:
 - "Can bullying make someone sick?"

Note for the teacher:

- Keep the explanation short and clear to quickly move on to the activities.
- Validate all initial answers and use a friendly tone that encourages participation (without adding new content at this stage).
- If you detect confusion about the definition, remember that it will be expanded in the later input activity. (The full definition will be worked on later).



A2

Activity 2: Introduction Round – Positive Qualities

(Approximately 10 minutes) **Adapt it according to the number of students.**

1.2.1 Objective

1. Encourage integration and participation from the beginning.
2. Recognize and value positive personal qualities.
3. Create an atmosphere of trust that makes it easier to talk about sensitive topics such as bullying.

Materials

- ☐ Space to maintain the circle of chairs.

1.2.2 Steps to facilitate the activity:

1. **Explain the instruction:**
 - “Now we are going to introduce ourselves in a special way. Each person will say their name and one positive quality they think they have. It can be something they are good at, a characteristic of their personality, or something they like about themselves.”
 - Examples: “*I am Marta and I am a good friend,*” “*I am Alex and I am good at drawing.*”
2. **Model the dynamic:** start yourself as the teacher to set the example, sharing your name and a real positive quality.
3. **Carry out the complete round:** the turn goes around the circle until everyone has introduced themselves.
4. **Optional – Reinforcement variation:** after each student says their quality, the group can respond with a simple gesture of recognition (a short applause, a thumbs-up, a smile).

Note for the teacher:

- Encourage students to be specific and genuine in their qualities.
- If a child feels uncomfortable or doesn’t know what to say, suggest simple examples or allow them time to think.
- Emphasize the importance of respecting and listening to each intervention, without mockery or interruptions.

“I’m Alan”

“I’m a good friend”,

“I deserve respect”

“I’m enough, just as I’m”



A3

Activity 3: Movement Game – “All Those Who...”

(Approximately 10 to 15 minutes) Adapt it according to the group's energy level.

1.3.1 Objectives

1. Energize the group and create a playful atmosphere.
2. Encourage interaction and recognition of similarities among classmates.
3. Strengthen group cohesion before addressing the topic of bullying.

Materials

- ☐ Chairs for all participants (one fewer than the number of students).
- ☐ Spacious area to move chairs and form a circle.

1.3.2 Steps to facilitate the activity:

1. **Prepare the space:** arrange all chairs in a circle, facing inward. Leave the center empty. There should be one fewer chair than the number of participants.
2. **Explain the instruction:** one student stands in the center and says out loud a phrase that begins with “All those who...”.
 - Examples:
 - “All those who have an older brother.”
 - “All those who drink milk for breakfast.”
 - “All those who are wearing sneakers today.”
3. **Movement:** all the students for whom the statement applies must stand up and change seats.
4. **New round:** the student who is left without a chair goes to the center and starts a new phrase.
5. **Continue the dynamic:** repeat several rounds until everyone has had the chance to be in the center.

Note for the teacher:

- Avoid statements that may generate teasing or discomfort (e.g., physical traits, grades, etc.).
- If necessary, suggest neutral and positive phrases to maintain the playful climate.
- **Observe participation:** this type of dynamic shows affinities within the group and helps detect possible exclusions.



A4

Activity 4: Movement Game – “Yes / No”

(Approximately 10 to 15 minutes) Adapt it according to the group.

1.4.1 Objectives

1. Physically activate the group in a playful environment.
2. Observe similarities and differences of opinion among students.
3. Briefly reflect on attitudes and beliefs related to bullying

Materials

- ☐ Large sign with “YES.”
- ☐ Large sign with “NO.”
- ☐ Spacious area in the classroom to move around.

1.4.2 Steps to facilitate the activity:

1. **Prepare the space**
 - Place the “YES” sign at one end of the classroom and the “NO” sign at the opposite end.
2. **Explain the instruction**
 - “I am going to read a series of statements. If you agree, move to the YES side; if you do not, go to the NO side. If you are unsure, you may stay in the center and explain your position.”
3. **Present statements to the group:**

01 *“If I see another child being made fun of, I’d rather walk away.”*

- Why do you prefer to walk away?
- Because you might be teased too?
- How could you protect yourself?

02 *“I am afraid I might also be picked on if I help another child.”*

- Briefly explain this idea if necessary, reinforcing that it is a common fear.

03 *“If you are a leader, you have the right to disturb others.”*

- What is the true job of a leader?
- “Who is your leader? Your teacher?”).

04 *“If someone is always being teased and goes to an adult for help, then they are a tattletale.”*

Explain the difference between tattling and asking for help:

- **Asking for help:** when someone feels bad and needs support.
- **Chivarse:** when no one is being harmed (e.g., someone cheats on homework or chews gum in class).

05 *“I would talk to my parents or my teacher if I felt uncomfortable or mistreated in class.”*

- Who could you turn to if you don’t want to talk to your parents? (e.g., teachers, school support system).

Emphasize how important it is to talk about concerns so they do not turn into a “knot in the stomach” and affect health. Also ask:

- **Optional question:** *"I have seen someone in my class being constantly teased or excluded."*
 - Normalize the answer: most will say yes, which shows that the problem affects all of us.

4. Brief dialogue

- After each statement, invite 2-3 volunteers to explain why they chose YES or NO.
- Keep the exchanges short so several statements can be covered.

5. Closing the activity

- Summarize with a key idea:
 - *"Opinions may differ, but the important thing is to reflect on which attitudes help us take care of each other as a group and prevent bullying."*

Note for the teacher:

- Observe how students position themselves and pay attention to laughter or comments; these may reveal the group's climate.
- Do not force responses: the option of staying in the center allows hesitant students to participate as well.
- Use the statements related to bullying as opportunities to clarify misunderstandings and reinforce key learning points.

A5

Activity 5: Input – What is Bullying?

(Approximately 5 minutes) Adapt it according to the group's attention span.

1.5.1 Objective

1. Explain briefly and clearly what bullying means.
2. Identify who participates and what roles they play.
3. Reflect on the emotional and collective consequences of bullying

Materials

- ☐ Blackboard or flipchart.
- ☐ Markers or chalk.

1.5.2 Steps to facilitate the activity:

1. **Opening question;**
 - "What is bullying? What do you think it means?"
 - Listen to a few quick answers.
2. **Clear definition**
 - Present Dan Olweus' definition:
 - "A student is bullied when someone bothers or harms them repeatedly and over a long period of time."
 - Highlight the two key ideas: repetition and duration.
3. **Participants in bullying:**
 - Explain that several figures are involved in bullying:
 - Perpetrator or aggressor.
 - Victim.
 - Followers or helpers of the aggressor.
 - Bystanders.
 - **Emphasize the key message:**
 - "In reality there are no passive bystanders: everyone who watches has an influence on the situation, whether by supporting, laughing, or staying silent."



4. Effects on the class

- Ask: *"What effect does a case of bullying have on the class?"*
- Explain: it generates stress, worsens the class climate, and in fact affects everyone, not only the victim.

5. Possible reasons for bullying

- Ask: *"Why does someone bully others?"*
- Explain some reasons:
 - Boredom.
 - Attempt to humiliate others in order to feel stronger.
 - Personal problems that are taken out on others.
 - A false sense of temporary relief.

6. Feelings involved

- Reflect out loud and ask the group:
 - *"How does the victim feel?"*
 - *"How does the aggressor really feel?"*
 - *"And those who are watching?"*

7. Transition to the next activity

- *"Now that we know what bullying is and how the people involved feel, we are going to hear it through a story."*

Note for the teacher

- Keep the tone simple and brief; **this activity is only meant to give an initial framework.**
- **Reinforce that bullying is not a game or a problem between just two people, but rather affects the entire class.**
- Do not bring up personal examples of the students: use this activity only as preparation for the following story.

A6

Activity 6: Story “I Don’t Want to Go on the Field Trip” – Identifying Roles in Bullying (Approximately 30 to 40 minutes) You may extend it if valuable contributions emerge.

1.6.1 Objectives

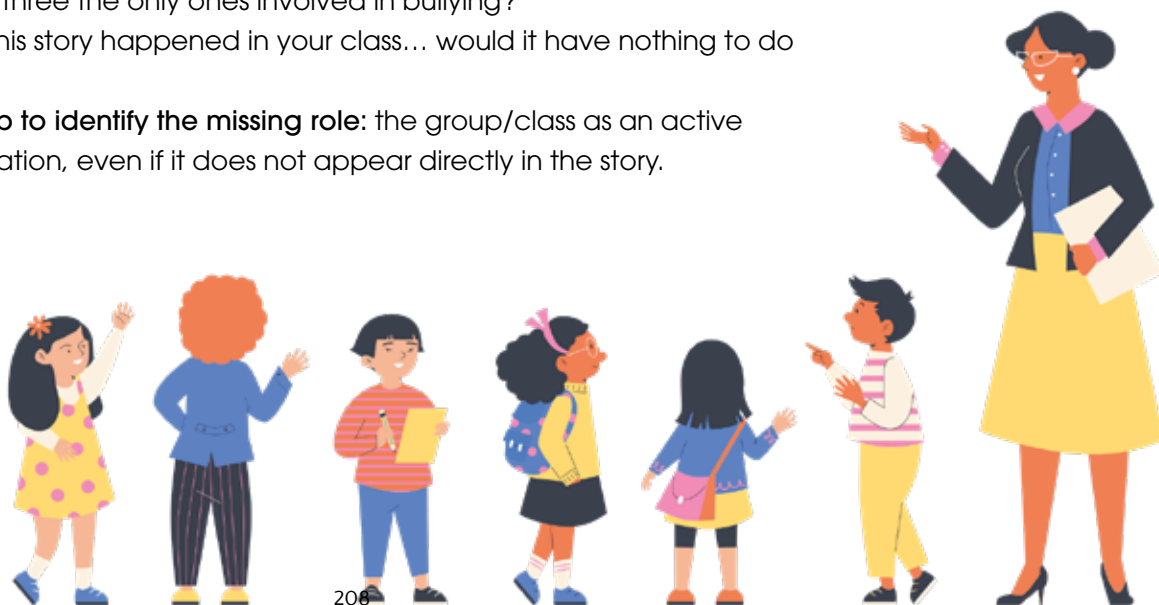
1. Understand how bullying arises in everyday situations.
2. **Identify the different roles involved** (victim, perpetrator, follower, group/class).
3. Reflect on the emotions of each character and possible alternatives for action.

Materials

- ☐ Printed copies of the story “I Don’t Want to Go on the Field Trip”.
- ☐ Blackboard or flipchart to collect ideas.
- ☐ Paper and pens for the groups.

1.6.2 Steps to facilitate the activity:

1. **Presentation of the story**
 - Explain that you are going to read a story that shows how a child feels when they start to experience bullying.
 - Adapt the story to the characteristics of your class if you consider it necessary.
 - Read the story “I Don’t Want to Go on the Field Trip” (printed or from the module presentation).
2. **Initial reflection in plenary**
 - Ask: “What happened in this story? Which characters appear and what did they do?”
 - Write down students’ ideas on the board.
3. **Explicit identification of roles**
 - Ask: “Who appeared in the story and what role did each one have?”
 - Kim → Affected person (victim).
 - Malik → Perpetrator.
 - Samu → Follower.
 - Then ask:
 - “Are these three the only ones involved in bullying?”
 - “Imagine this story happened in your class... would it have nothing to do with you?”
 - **Lead the group to identify the missing role:** the group/class as an active part of the situation, even if it does not appear directly in the story.



4. Work in small groups

- Divide the class into teams of 4–5 students.
- Each group reflects and answers:
 - *How does Kim feel?*
 - *What is Malik looking for with his actions?*
 - *What does Samu do and why does he follow Malik?*
 - *What could the rest of the class do to change the situation?*

5. Sharing in plenary

- Each group shares their conclusions.
- The teacher completes a diagram on the board with the basic roles in bullying:
 - Victim – Perpetrator – Followers – Bystanders – Defenders – Class as a group.

6. Closing the activity

- Reinforce the idea:
 - *“In bullying there is not only a victim and an aggressor. There are also followers, bystanders, and the entire class. Everyone has a role and everyone can do something to change the situation.”*

Teacher's Note

- Use the story as a starting point to work on group awareness: **bullying cannot exist without an environment that either allows it or stops it.**
- Avoid personalizing too much: talk in terms of roles, not individual blame.
- Reinforce the idea that students, as a group, have an active role in creating a respectful climate.

A7 Activity 7: Body Silhouettes – Emotions and Consequences of Bullying

(Approximately 30 minutes) Adapt it to the age and number of students.

1.7.1 Objectives

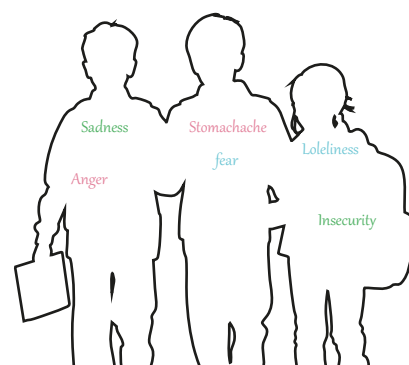
1. Express emotions related to bullying in a visual and creative way.
2. Understand the emotional and physical consequences for the people involved.
3. Promote empathy by recognizing how the different roles feel.

Materials

- ☐ Large paper rolls or poster boards.
- ☐ Colored markers.
- ☐ Adhesive tape to stick the silhouettes on the wall.

1.7.2 Steps to facilitate the activity:

1. **Form small groups**
 - Divide the class into teams of 4–5 students.
 - Each group receives a poster board or a large sheet of paper.
2. **Draw the body silhouette**
 - Ask one student to lie down on the paper so classmates can trace the outline of their body.
 - This creates a life-size body silhouette.
3. **Assign one role per silhouette**
 - Each group is assigned one of the roles from the story:
 - Victim (Kim).
 - Perpetrator (Malik).
 - Follower (Samu).
 - The class/group.
4. **Express emotions in the silhouette:**
 - Inside the silhouette, **students draw or write words that represent what that person feels in the bullying situation.**
 - Outside the silhouette, **they draw or write what consequences that role may have in their daily life (emotions, body, relationships).**
 - Examples:
 - Inside Kim's silhouette: sadness, fear, stomachache, loneliness.
 - Inside Malik's silhouette; power, anger, desire to bother others.
 - Samu's silhouette: insecurity, peer pressure, fear of rejection.
 - Class silhouette: indifference, fear of intervening, shared responsibility.



5. Sharing in plenary:

- Each group presents their body silhouette to the rest of the class, explaining what they drew inside and outside.
- The teacher moderates with questions:
 - *"What did you discover by putting yourself in this role's shoes?"*
 - *"What emotions are repeated across all the characters?"*
 - *"What consequences can not acting against bullying have?"*

6. Reinforce the idea that everyone involved feels something.

- Ask: "What can you do?"
- Use this example:
 - "Draw on the board: one little fish is afraid of being eaten by the shark, but if many little fish join forces, the shark has no chance. This is how many animals living in groups protect each other."
- Encourage keeping the silhouettes to hang them in the classroom as a visual reminder of the work done.

Key points for the teacher

- Prevent insults or humiliating drawings; guide them toward an empathetic reflection.
- Give each group enough time to complete their silhouette, but manage time so all can present..
- **Remember: the goal is not only to identify negative feelings but also to reflect on what could be done differently to change those roles.**

A8

Activity 8: Letter to Parents – Sharing What We Learned (Approximately 15 to 20 minutes). Adapt it to your group's pace.

1.8.1 Objectives

1. Connect what was worked on in class with the home environment.
2. Encourage personal reflection on what was learned.
3. Involve families in the prevention and detection of bullying.

Materials

- ☐ Sheets of paper or letter templates.
- ☐ Pencils or pens.
- ☐ (Optional) Envelopes to take the letter home.

1.8.2 Steps to facilitate the activity

1. Explain the dynamic

- *"Now we are going to write a letter to our parents or guardians. We want to tell them what we worked on today about bullying, what we learned, and why it is important."*

2. Offer a simple structure (write it on the board as a guide):

- Opening greeting.
- One sentence about what bullying is.
- Something I learned today.
- Why I think it's important to talk about this topic in class.
- Closing.
 - Example:
 - Dear Mom and Dad,

Today in class we learned what bullying is: when someone repeatedly bothers and excludes another person and there is an imbalance of power.

We read a story and talked about how the victim feels and also how others feel.

I think it is important that we talk about this at home so that we can all help ensure that no one feels bad at school.

With love, (name).

3. Time to write

- Allow each student to write their own letter.

4. Optional – Sharing in group

- Those who wish may read part of their letter out loud.

5. Delivery

- Each student takes the letter home in an envelope, or the school organizes its delivery.



Teacher's note

- Encourage writing the letter in a simple and personal tone, without focusing on spelling perfection.
- Reinforce the idea that bullying is not just a school issue; families are also involved.
- If the group is small or trusting, students may read letters aloud, but never force it: it must be voluntary.
- This activity helps open dialogue at home, not evaluate students' writing skills.

A1

Day 2. Cyberbullying and Support System (2h 30m total duration)

Activity 1: Review Circle – Remembering the Previous Day (Approximately 10 to 15 minutes). Adapt it according to the group's participation.

2.1.1 Objectives

1. Recall what was learned in the first session about bullying.
2. Reinforce the memory of the roles discussed (victim, perpetrator, follower, class).
3. Activate students' emotional memory to connect with the theme of Day 2: cyberbullying and support strategies.

Materials

- ☐ Chairs arranged in a circle.
- ☐ Blackboard or flipchart (optional) to note down key words.

2.1.2 Steps to facilitate the activity

1. **Form the circle:** organize the group seated in a circle with chairs.
2. **Introduce the dynamic:**
 - *"Before we continue, let's remember together what we did yesterday. What do you recall from the stories, games, or reflections?"*
3. **Open the dialogue with guiding questions:**
 - *"What is bullying?"*
 - *"What roles did we discover exist in a bullying situation?"*
 - *"How did Kim feel in the field trip story?"*
 - *"What did we learn about the role of the class in a bullying situation?"*
4. **Collect key words:** write down on the board the ideas that students share (e.g., fear, respect, support, group, exclusion, bystanders...).
5. **Brief closing:**
 - *"Today we are going to look at another type of bullying, the one that happens through cell phones and the internet. And we will also think about what we can do to support each other."*

Teacher's note

- Allow everyone to participate, but without dragging it out. **The goal is to activate collective memory**, not to repeat the entire previous session.
- **Especially reinforce the idea that the class as a group always has a role**, because this will be fundamental for addressing the strategies in Day 2.



A2

Activity 2: Activation Game – The Imaginary Ball (Approximately 10 minutes).

Adapt it according to the group's energy.

2.2.1 Objectives

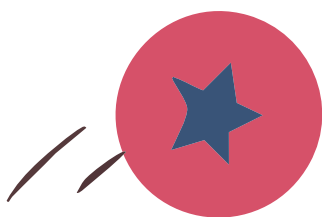
1. Activate the group's attention and movement in a playful way.
2. Encourage concentration and cooperation.
3. Prepare students for the more reflective work of the day.

Materials

- ☐ Free space in the circle to play.
- ☐ No physical material is needed (the ball is symbolic/imaginary).

2.2.2 Steps to facilitate the activity

1. **Explain the dynamic:**
 - *"We are going to play by passing an imaginary ball. The ball does not really exist, but we are all going to imagine it together."*
 - *"Each time you pass the ball, you must look at the person you are throwing it to and call them by their name."*
2. **Start the game:**
 - Make the first pass yourself, naming a student and pretending to throw the ball with your hands.
 - That student receives the imaginary ball, makes a catching gesture, and then throws it to another classmate, always saying their name.
3. **Variations:**
 - Change the size or weight of the ball with imagination: a very heavy ball, a very small one, a rubber ball that bounces, etc.
 - You can introduce several balls at the same time to increase difficulty and attention.
4. **Group observation:**
 - Emphasize how attention and respecting turns are key for the game to work.
5. **Brief closing:**
 - *"This game reminds us that when we pay attention to others and collaborate, everything flows better. Just like in daily life and in the classroom."*



Teacher's note

- Encourage students to exaggerate the gestures of throwing and catching to make it more fun.
- Reinforce the importance of naming the classmate: it helps with attention and inclusion.
- If a student feels insecure, start by throwing them the ball yourself to integrate them naturally.

A3

Activity 3: Debate on Family Questionnaires (Approximately 10 to 15 minutes). Adapt it according to the level of group participation.

2.3.1 Objectives

1. Connect the families' perspective with that of the students.
2. Reflect on how adults perceive bullying and what they expect as a response.
3. Give students a voice regarding the differences or similarities with their own experience.

Materials

- ☐ Results or examples of responses from the questionnaires previously completed by families (if available).
- ☐ Blackboard or flipchart to note down key ideas

2.3.2 Steps to facilitate the activity

1. Introduction to the debate

- Explain that families have answered a questionnaire about bullying and coexistence.
 - "Let's think together about what our parents believe about bullying and how they see it from outside the school."

2. Presentation of key points

- Share some examples of general responses (without names, anonymously).
 - Example: "Some families believe bullying is easy to detect, while others say it often goes unnoticed."

3. Guided debate

- Ask open-ended questions to invite reflection:
 - "Do you agree with what families think?"
 - "What things do adults see that we don't?"
 - "What things do we as students know that adults don't always understand?"
 - "How can we encourage more dialogue between families and students about this issue?"

4. Collect conclusions

- Write the main ideas from the debate on the board.
- Highlight common points and differences in perception.

5. Closing

- Reinforce the idea:
 - "To prevent and stop bullying, it is important that both families and students talk about it and share how they see it."

Teacher's note

- Ensure a climate of respect towards the opinions of both families and students.
- If no previous questionnaires are available, you can simulate: ask students to imagine how they think their parents would respond to certain questions.
- Use this debate as a bridge to introduce the next topic: cyberbullying, which adults often perceive differently than young people.

A4

Activity 4: Short Input – What is Cyberbullying? (Approximately 10 minutes).

Adapt it according to the group's attention.

2.4.1 Objectives

1. Explain in a simple and clear way what cyberbullying is.
2. Show why it is so dangerous.
3. Raise awareness about the importance of asking for help and keeping evidence.

Materials

- ☐ Slide presentation with the key ideas.
- ☐ Blackboard or flipchart to note down a final conclusion.

2.4.2 Steps to facilitate the activity

1. **Opening question (1 min):**
 - Ask: "Does anyone know what the word cyberbullying means?"
 - Collect 2 or 3 quick ideas.
2. **Presentation of key ideas (6–7 min):**
 - Use the slides to briefly show:
 - Simple definition:
 - Cyberbullying is a type of bullying that happens through cell phones, the internet, online games, or social media.
 - Just like traditional bullying, it is repeated, lasts over time, and there is a power imbalance.

Legal importance:

- Cyberbullying is not a trivial offense; it can have serious consequences.
- **It is also a criminal offense.**
- Therefore, **it is always important to talk to someone you trust.**
- In addition, **it is useful to take screenshots or save files** (messages, photos, videos) to use in case of a report

Main characteristics:

- It can happen at any time.
- It spreads quickly and reaches many people.
- It can be anonymous.
- It leaves traces (messages, photos, videos).
- It even invades the home.

The most dangerous aspects are (in simple words):

- **Anonymity** → you don't always know who is behind it.
- **Availability** → it can happen at any time of the day.
- **Reach** → many people see it very quickly.
- **Simplicity** → it is easy to cause harm with just one click.

3. Closing reflection (2 min):

- Ask: *"Why do you think it is important to talk about cyberbullying?"*
 - Write 2–3 student sentences on the board and close with the idea:
 - *"Cyberbullying is just as harmful as in-person bullying, and sometimes even more dangerous. That's why we need to recognize it, talk about it, keep evidence, and ask for help to stop it."*

Teacher's note

- **Emphasize the legal dimension in a simple way:** not to frighten, but to show that it is serious.
- Use slides with short and clear sentences; avoid overcrowding with text.
- **Always reinforce: they are not alone:** talking to a trusted adult is the first step.



A5

Activity 5: Game – “Common Messages” (Approximately 20 to 25 minutes).
Adapt it according to the size and participation of the group.

2.5.1 Objectives

1. Experience how messages circulating in a group affect someone.
2. Reflect on the difference between receiving negative and positive messages.
3. Show that cyberbullying leaves a mark and that the group has the power to harm or to care.

Materials

- ☐ A doll or stuffed animal representing the person receiving the messages.
- ☐ Mobile phone cards with messages (preferably laminated).
 - Some messages are negative (e.g., insults, mockery, exclusion).
 - Others are positive (e.g., support, encouragement, recognition).

2.5.2 Steps to facilitate the activity

1. **Preparation of the circle**
 - Arrange the chairs in a circle and place the doll or stuffed animal in the center.
 - Explain that the doll represents a real person who is receiving messages on their phone.
 - Key note: never put a student in the center. Always use the doll to avoid exposing anyone.
2. **Narrative context**
 - Tell a short situation to activate empathy:
 - *“Let’s imagine this doll had a bad day, is alone in their room, and picks up the phone. Suddenly, they start receiving messages... some unpleasant and others that may help.”*
3. **Reading negative messages**
 - Distribute the message cards to students (one each or several if the group is small).
 - In turns, students read their message out loud to the doll in the center.
 - After several rounds, stop the exercise and ask:
 - “How do you think the doll feels now?”
 - “Is it different when the messages seem anonymous or when they come from someone known?”

**Everyone
laughs at
you!**

**You deserve peace
and happiness**

4. Brief reflection on impact

- Explain:
 - *"On the internet, negative messages are not easily erased: they are saved, can be forwarded, and reach many people. Even if it seems like a game, they have real consequences."*

5. Final round of repair (positive messages)

- Now ask each student to think of and say a positive message to the doll.
- Examples: *"You are a good friend", "I like playing with you", "You can count on me."*
- Reinforce the idea that positive messages can also be shared and make a person feel better.

6. Closing the activity

- Guide a brief reflection in plenary:
 - *"What did you notice in yourself when saying negative messages? And when saying positive ones?"*
 - *"What do we learn from this about how we use our phones or social networks?"*
- Summarize with the key idea:
 - *"Just like in this game, on the internet messages are repeated and spread quickly. They can hurt or they can help. Each of us decides what kind of message we want to share."*

Teacher's Note

- Avoid improvising real student messages: always use the prepared cards.
- **Remember that the goal is not to dramatize excessively, but to highlight the effect of messages.**
- **Reinforce that positive messages also circulate** and have a powerful impact on self-esteem and the group's atmosphere.
- This activity connects with the next one: **the "golden rules on the internet" (STOP – BLOCK – TELL).**

A6

Activity 6: Debate – Golden Rules on the Internet (STOP – BLOCK – TELL)

(Approximately 15 to 20 minutes). Adapt it according to the group's participation.

2.6.1 Objectives

1. Reflect on how to react to cyberbullying.
2. Identify simple and practical strategies to protect oneself.
3. Give students clear resources to stop digital bullying.

Materials

- ☐ Blackboard or flipchart to write down the rules.
- ☐ Cards or slides with the three key words: STOP – BLOCK – TELL.
- ☐ (Optional) Examples of fictional screenshots of chats or social networks.

2.6.2 Steps to facilitate the activity

1. Introduction

- Connect with the previous activity:
 - *"We already saw how messages can cause harm on the internet. Now let's think: what can we do if we receive unpleasant messages or see that someone else receives them?"*

2. Present the three golden rules

- Write them in large letters on the board or show them on the presentation:

STOP:

Don't reply, don't play along.

BLOQUEA:

Cut contact with the person bothering you (block on social media, WhatsApp, games).

CUENTA:

Talk to a trusted adult (parents, teachers, school counselor).

3. Practical examples

- Present short situations and ask: "What would you do?"
- Example 1: Someone creates a group and adds you only to insult you.
- Example 2: They share a photo of you without permission.
- Example 3: A stranger sends you strange messages in an online game.
- The group responds by applying the three rules.

4. Closing the debate

- Summarize out loud with the group:
 - *"None of us has to endure cyberbullying. There is always something we can do: stop, block, and tell. The faster we act, the less harm it can cause."*

Teacher's Note

- Reinforce the idea that not reacting (STOP) doesn't mean being weak, but being smart: it cuts the bully's game.
- Clarify that blocking is not disrespectful, but a right to protect oneself.
- Highlight that telling is not "snitching," but asking for help to solve a problem.
- You may ask students to invent an additional rule to feel even safer online.

A7

Activity 7: Anti-Bullying Strategies – Class Agreement

(Approximately 20 to 25 minutes). Adapt it according to the group size and available time.

2.7.1 Objectives

1. Identify collective strategies to prevent and stop bullying and cyberbullying.
2. Involve the group in creating a shared commitment.
3. Encourage shared responsibility and the sense of belonging to the class.

Materials

- ☐ Blackboard or flipchart.
- ☐ Large poster board or mural.
- ☐ Colored markers.
- ☐ (Optional) Small cards so each student can write a proposal.

2.7.2 Steps to facilitate the activity

1. Introduction

- Say: *"We have already seen what bullying and cyberbullying are, and how they affect people. Now let's think together: what can we do as a class to make sure this doesn't happen or to stop it if it does?"*

2. Brainstorming

- Ask students to share concrete strategies and write them on the board.
 - Examples:
 - Defend someone who is being bothered.
 - Don't share harmful messages.
 - Tell a trusted adult.
 - Use supportive words.
 - Include someone who is alone.

3. Group synthesis

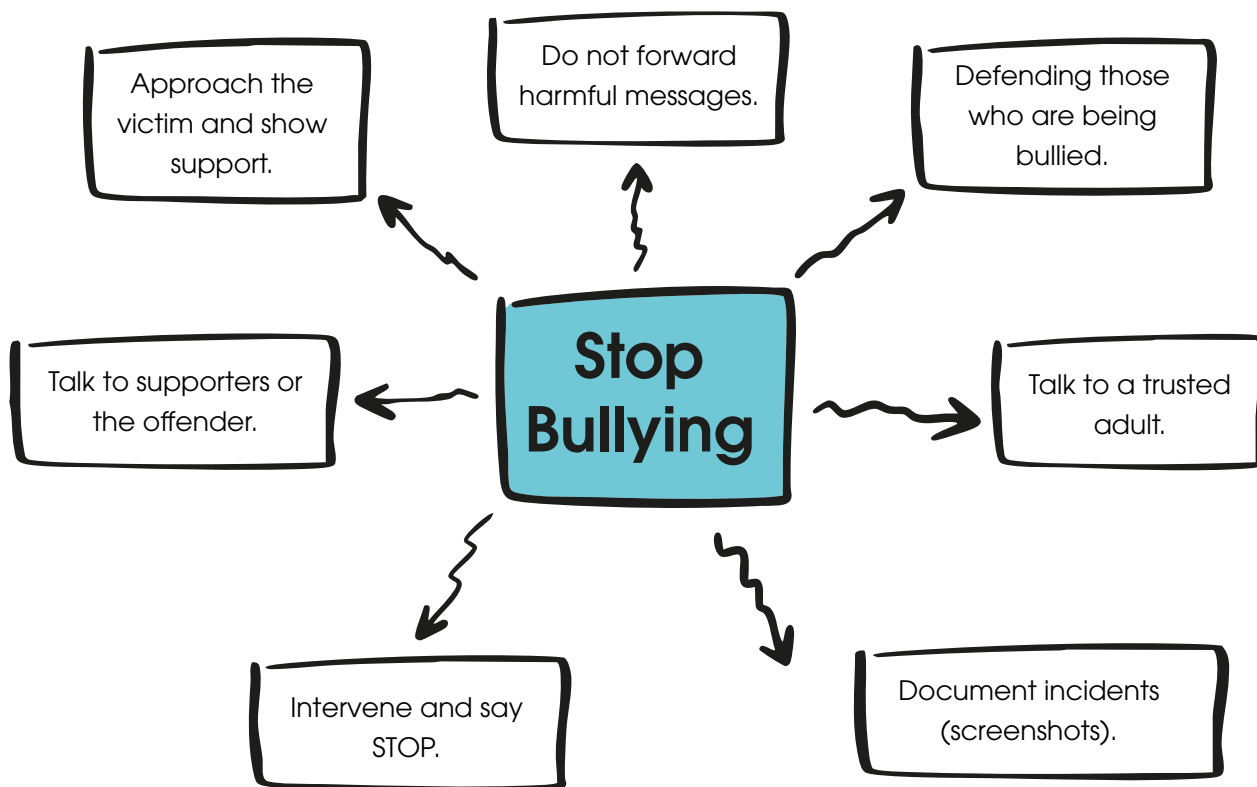
- Classify the ideas into categories with the help of students:
 - **What to do as an individual.**
 - **What to do as a group/class.**
 - **What to do if it happens online.**

4. Creation of the agreement

- **Write a common anti-bullying agreement with the class** on poster board or a mural.
- Each student can sign it, draw a symbol, or leave their handprint (e.g., with painted fingers).

5. Closing

- Hang the agreement in a visible place in the classroom as a reminder.
- Reinforce with a commitment phrase:
 - *"Bullying is not just one person's problem, it is everyone's challenge. As a class, we commit to taking care of each other and offering support."*



Teacher's Note

- Avoid making the agreement look like an external list of rules: encourage it to be the group's real creation, in their own words.
- Reinforce that the commitment is not symbolic, but a tool the class can remember and apply throughout the school year.
- You may revisit the agreement later (after a few weeks) to check if it is being followed or needs updating.

A8

Activity 8: Closing Circle – “The Compliments Plate”

(Approximately 15 to 20 minutes). Adapt it according to the available time.

3.2.1 Objectives

1. Conclude the module with a positive experience of mutual recognition.
2. Reinforce the climate of trust, care, and support in the group.
3. Foster self-esteem and empathy through compliments.

Materials

- ☐ One paper plate or large circle-shaped piece of card per student.
- ☐ Colored markers.
- ☐ Adhesive tape (optional) to stick the plates on the wall at the end.

3.2.2 Steps to facilitate the activity

1. **Preparation**
 - Give each student a paper “plate” (or card in the shape of a circle).
 - Ask them to write their name in the center.
2. **Explanation of the dynamic**
 - Say: “Now we are going to give each other compliments and positive messages. Each of you will write a positive message on your classmates’ plates.”
 - Examples: “Thanks for your smile”, “I like how you play with me”, “You are a good friend.”
3. **Compliment round**
 - Students move around the classroom, passing plates from hand to hand, and each one writes something positive on each classmate’s plate.
 - Make sure that everyone receives at least one message from each classmate.
4. **Personal reading**
 - At the end, each student gets their plate back and silently reads the messages they received.
 - Give a few minutes for students to enjoy the moment.
5. **Group closing**
 - Invite some volunteers to share out loud a compliment that made them especially happy.
 - End with a reinforcing phrase:
 - “Just as words can hurt, they also have the power to make us feel good and unite us as a group. Let’s remember to use our words to build and support.”

Teacher's Note

- Reinforce that the messages must be sincere, respectful, and positive.
- Avoid students writing generic phrases like “you are nice”; encourage them to be specific.
- This activity not only serves as the closure of the module but can also be repeated during the school year as a reminder of mutual support.

AC1

Complementary activity (40m total duration)

Activity 1: The Anonymous Message Box (Approximately 10 to 15 minutes). Plus periodic review.

3.1.1 Objectives

1. Provide a safe space to express emotions and experiences without fear of being judged.
2. Promote empathy and respect for classmates' privacy.
3. Identify common concerns within the group.

Materials

- ☐ A decorated box or mailbox (can be physical or virtual).
- ☐ Small pieces of paper.
- Pencils or pens.

3.1.2 Steps to facilitate the activity

1. **Preparation of the box**
 - Place a decorated mailbox in a visible and accessible place in the classroom.
 - **Explain to students that they can use it anonymously to leave messages about how they feel, if they have seen something unfair, or if they need help.**
2. **First writing**
 - A. Dedicate class time for each student to write a message (real or invented) and place it in the box.
3. **Periodic review**
 - Once a week or at the end of the module, open some messages (keeping anonymity) and read them to the group.
 - Reflect together on what they express: concerns, fears, joys, needs.
4. **Closing**
 - Reinforce the value of confidentiality and respect.
 - Remind them: **the content of the box is not used to point fingers at anyone**, but to think about how to improve the classroom climate.

Teacher's note

- This box can become a tool for continuous tutoring.
- If serious messages appear (violence, exclusion, explicit bullying), handle them with due seriousness and privately.
- Always reinforce the idea that asking for help is not tattling, but seeking solutions.



AC2

Activity 2: The Web of Trust (Approximately 20 to 25 minutes).

3.2.1 Objectives

1. Strengthen trust and group cohesion.
2. Visualize that everyone is connected and that mutual support strengthens the group.
3. Promote respect and active listening.

Materials

- ☐ A ball of yarn or string.
- ☐ Enough space to form a large circle.

3.2.2 Steps to facilitate the activity

1. **Form the circle**
 - Have all students sit or stand in a circle.
2. **Start the web**
 - One student holds the yarn ball, says the name of a classmate, and shares a positive quality or a message of support with them.
 - Then they throw the yarn ball while holding onto one part of the string.
3. **Continue the web**
 - The student who receives the yarn repeats the process: names another classmate, says something positive, and throws the yarn while holding their part.
 - **The game continues until everyone is connected and a web of yarn is formed in the center of the circle.**
4. **Group reflection**
 - Observe the web together.
 - Ask:
 - *“What does it mean that we are all connected?”*
 - *“How does it feel to know that others see positive things in you?”*
 - *“What happens if someone lets go of the string? And if everyone holds it tightly”*
5. **Symbolic closing**
 - Reinforce the idea: “Each of us is important. If we support each other, the class is stronger. If someone is left out, the web becomes weaker.”

Teacher's note

- Choose positive and concrete messages, avoid turning it into jokes.
- Save the yarn to repeat the activity later and compare if the group has grown in trust.
- This activity is ideal to close the module, reinforcing the positive climate and the group's commitment.

Checklist material by Day

Day 1. – Bullying in General

Introduction and Presentation

- ☐ Chairs in a circle.
- ☐ Blackboard/flipchart (optional).

Introduction Round – Positive Qualities

- ☐ Chairs in a circle.

Movement Game – “All Those Who...”

- ☐ Chairs in a circle.
(one fewer than the number of students).
- ☐ Free space to move around.

Movement Game – “Yes / No”

- ☐ Large sign with “YES.”
Large sign with “NO.”
- ☐ Spacious area to move.

Input – Definition of Bullying (Olweus) + Debate

- ☐ Blackboard/flipchart.
- ☐ Markers or chalk.

Story “I Don’t Want to Go on the Field Trip”

- ☐ Printed copies of the story
(full and simplified versions).
- ☐ Blackboard/flipchart.
- ☐ Paper and pens for the groups.

Body Silhouettes – Emotions and Consequences

- ☐ Large sheets of paper or poster boards.
- ☐ Colored markers.
- ☐ Adhesive tape.

Letter to Parents

- ☐ Blank sheets or letter templates.
- ☐ Pencils or pens.
- ☐ (Optional) Envelopes to take home.

Day 2. Cyberbullying and Support Strategies

Review Circle

- ☐ Chairs in a circle.
- ☐ Blackboard/flipchart (optional).

Activation Game – Imaginary Ball

- ☐ Free space in the circle.
- ☐ (No physical materials required).

Debate on Family Questionnaires

- ☐ Questionnaire results/responses (if available).
- ☐ Blackboard/flipchart.

Input – Cyberbullying (Explanation and Debate)

- ☐ Slide presentation or visual cards.
- ☐ Blackboard/flipchart.
- ☐ (Optional) Projector.

Game – Common Messages

- ☐ Doll or stuffed toy.
- ☐ Phone cards with messages
(negative and positive, preferably laminated).

Debate – Golden Rules on the Internet (STOP – BLOCK – TELL)

- ☐ Blackboard/flipchart.
- ☐ Posters or slides with the 3 key words.
(Optional) Fictitious examples of chats
or social media.

Strategies Against Bullying – Class Pact

- ☐ Blackboard/flipchart.
- ☐ Large poster board or mural.
- ☐ Colored markers.
- ☐ (Optional) Small cards.

Closing Circle – Compliment Plate

- ☐ Paper plates or circular cards (one per student).
- ☐ Colored markers.
- ☐ (Optional) Adhesive tape to hang them
in the classroom.

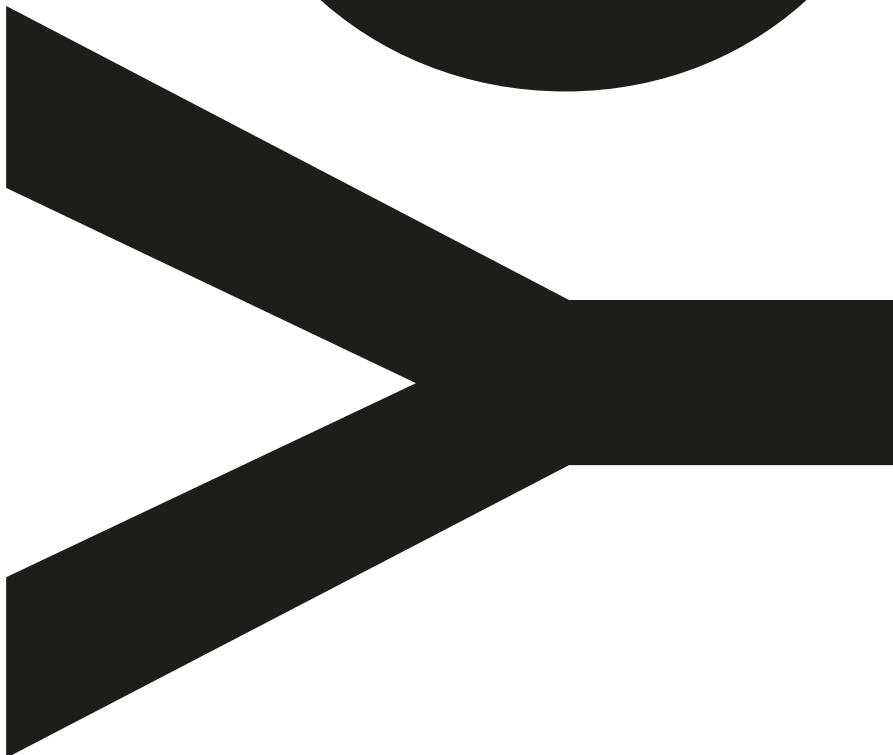
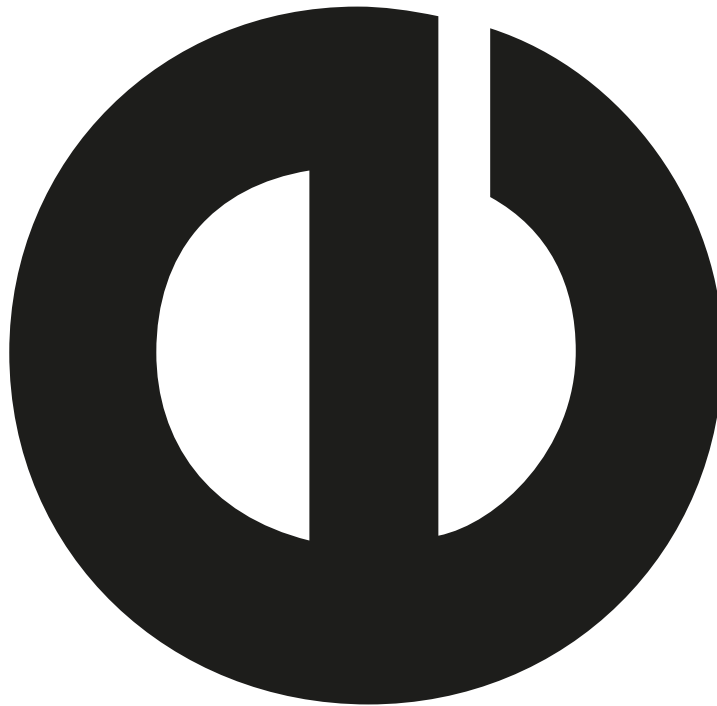
Complementary Activities

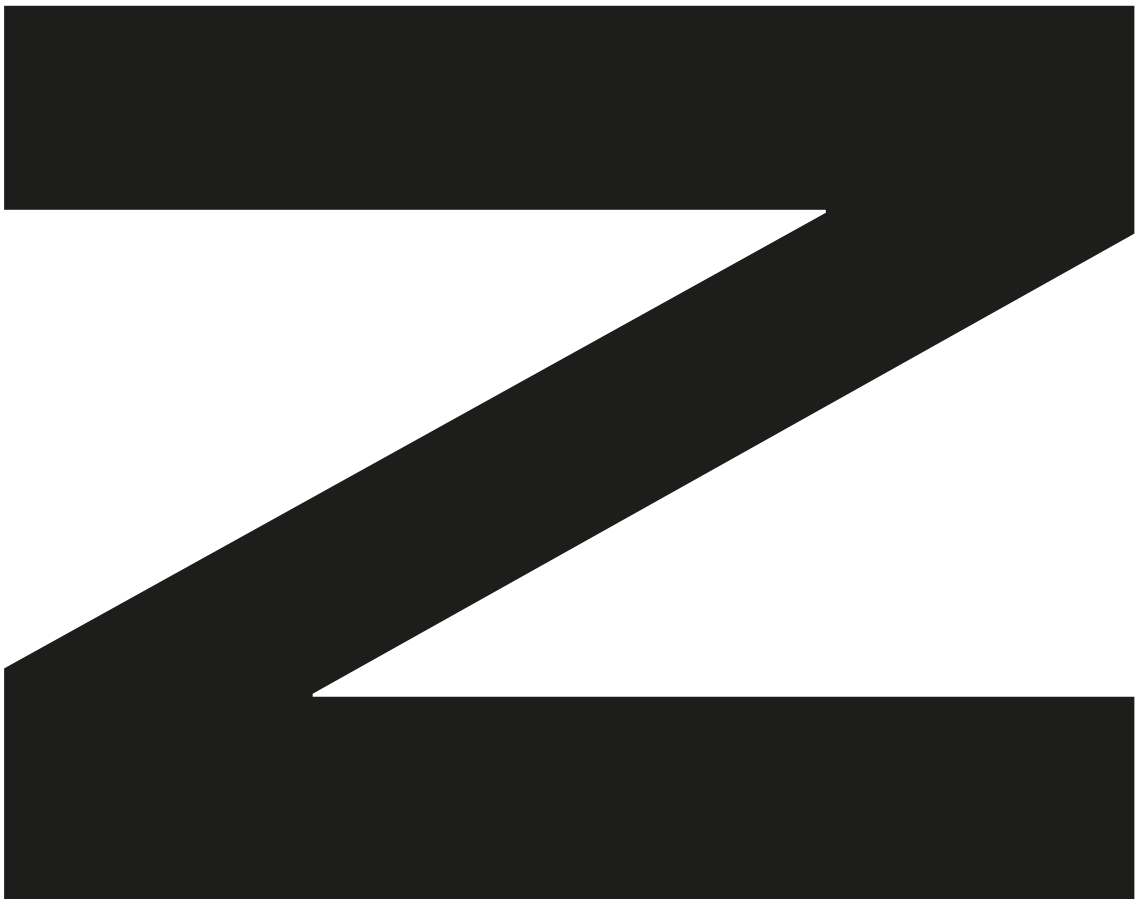
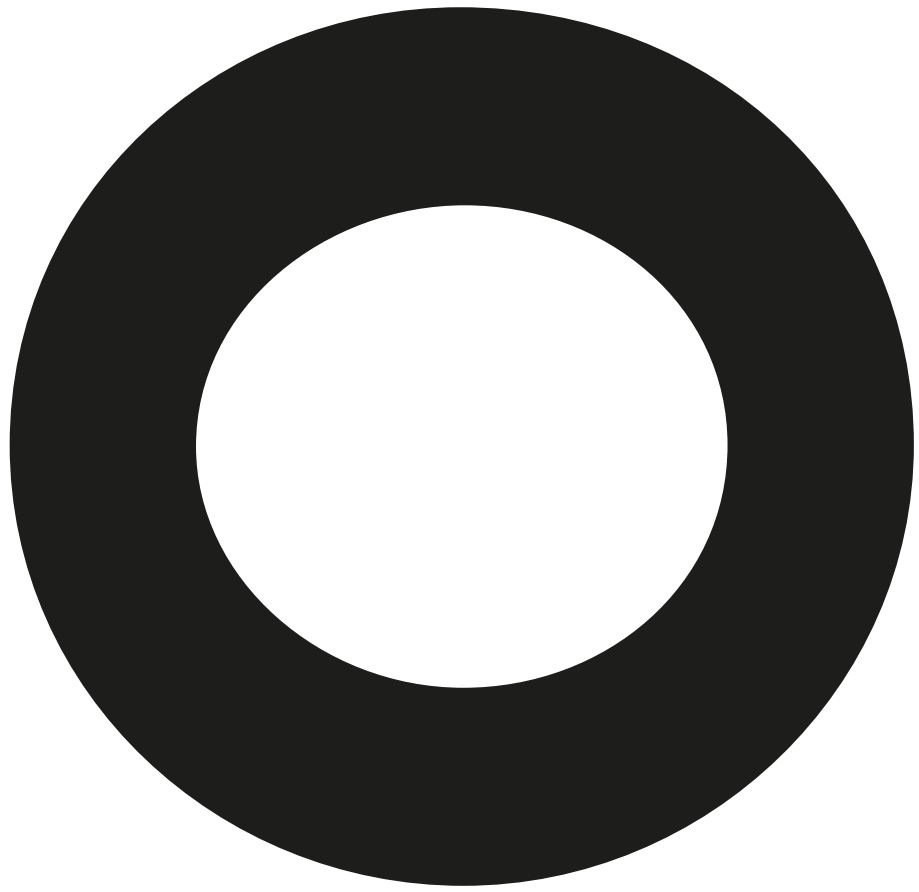
The Anonymous Message Box

- ☐ A decorated box or mailbox (physical or virtual).
- ☐ Small pieces of paper.
- ☐ Pencils or pens.

The Web of Trust

- ☐ A ball of yarn or string.
- ☐ Spacious area for the circle.





History "I don't want to go on the excursion".

-You're finally here!" Kim's aunt Amina shouts happily. Kim gets to spend the weekend with his favourite aunt, Amina, and normally he is always very happy when he goes to see her. This time, however, he does not hug Aunt Amina as enthusiastically as usual. Kim looks very sad when he approaches his aunt.

-Well, what's wrong with you," asks Aunt Amina.

-"Oh, nothing..." says Kim, but her favourite aunt knows something is wrong.

-No one can help me anyway. I only have problems at school. I used to get on well with everyone. I used to play with Samu and Malik in particular, but they haven't been my friends for a few weeks now. Malik always pushes me and calls me "stinky Kim". I don't even like going to school anymore".

Aunt Amina takes pity on Kim.

-That's so mean! Have you tried talking to Samu about how Malik treats you?

-No," says Kim, even sadder, "It's no use. Samu is next to Malik. Maybe he's happy because now he has Malik all to himself now...". Now Kim even starts to cry. Aunt Amina takes him in her arms and comforts him.

Kim sobs: "And everyone else in the class already has friends. I'll try to make myself as invisible as possible and hope that Malik forgets about me and doesn't make fun of me again. But you know what the worst thing is? Next week we're going on a class trip. I was really looking forward to it, but now I don't want to go. Maybe I'll get lucky and I'll get sick".

-It can't be because of Malik and Samu that you won't go on the trip," replies Aunt Amina.

-A trip like this is great! We should tell your parents and your teacher. If you want, I can go with you to school. If they always make fun of someone and exclude them, that's bullying. It's not your fault. And you shouldn't tolerate it under any circumstances.

I hope
you're not
coming
on a trip!

I know
where you
live!

You are so
stupid!

Everyone
in the
class
hates you!

We don't
want you
here!

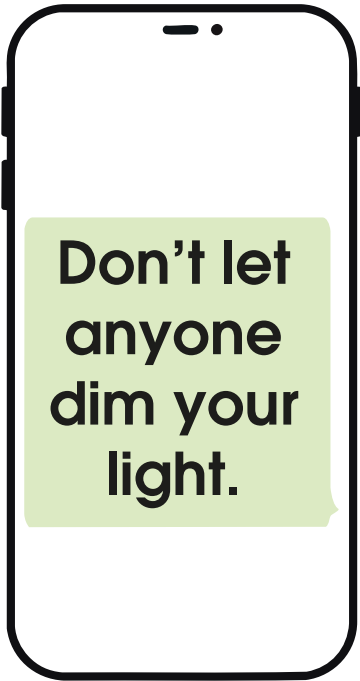
I hope
you
change
schools!

Everyone
laughs at
you!

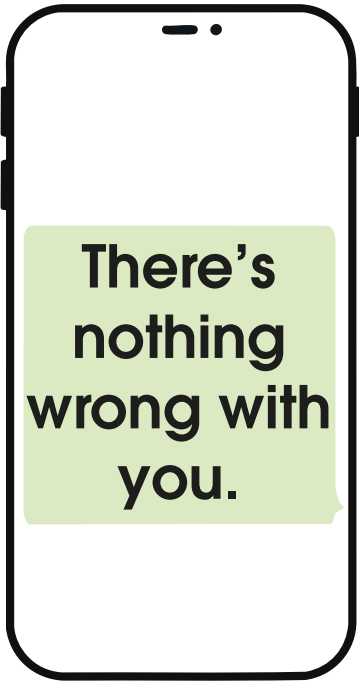
You'll
never
have
friends
here!

You're no
good at
all!

Tomorrow
we'll kick
your ass!



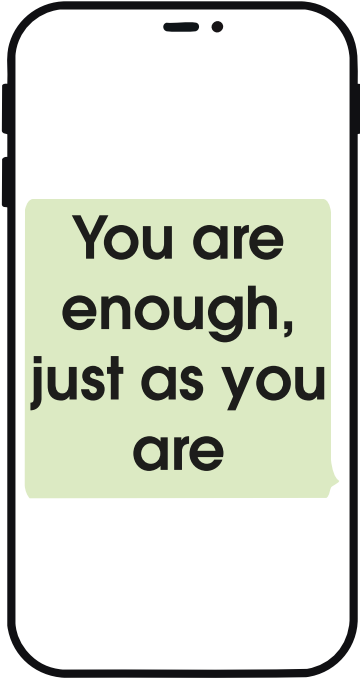
Don't let
anybody
dim your
light.



There's
nothing
wrong with
you.



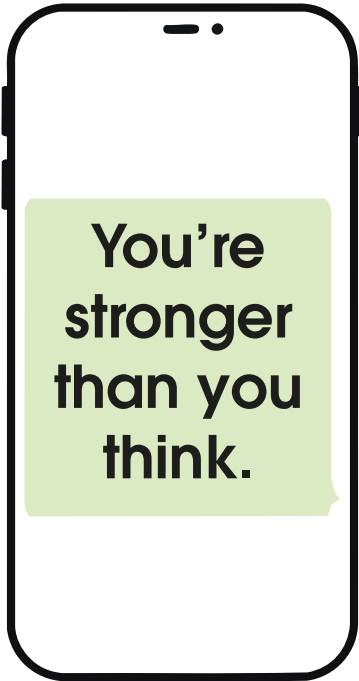
You have
incredible
strength.



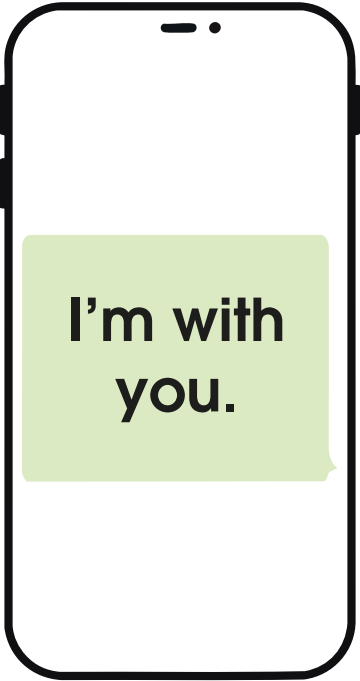
You are
enough,
just as you
are



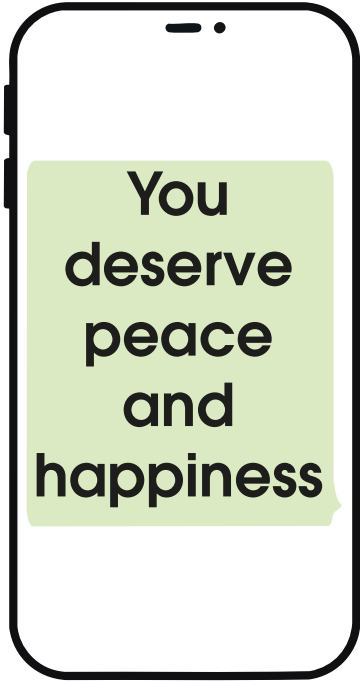
I'm proud
of you.



You're
stronger
than you
think.



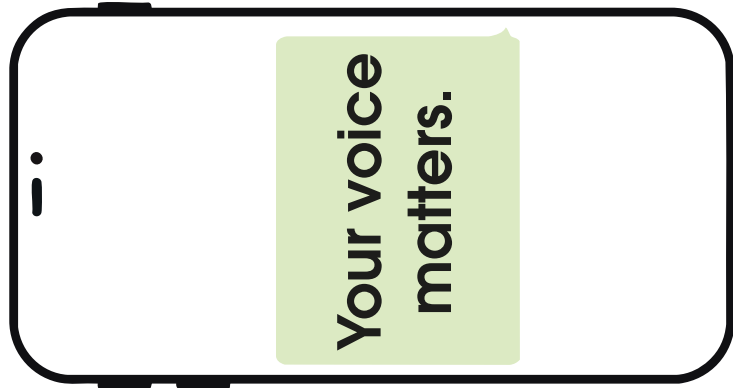
I'm with
you.



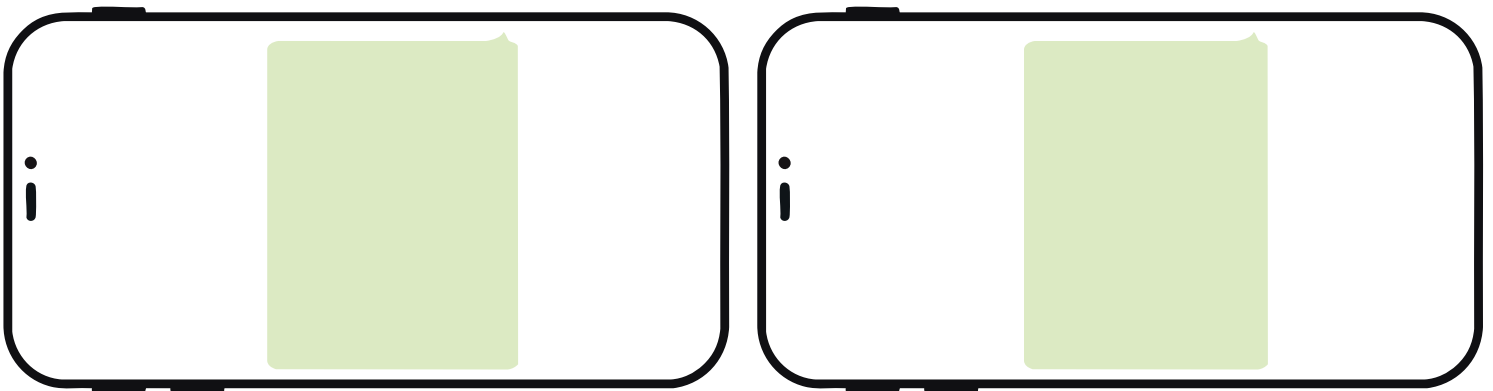
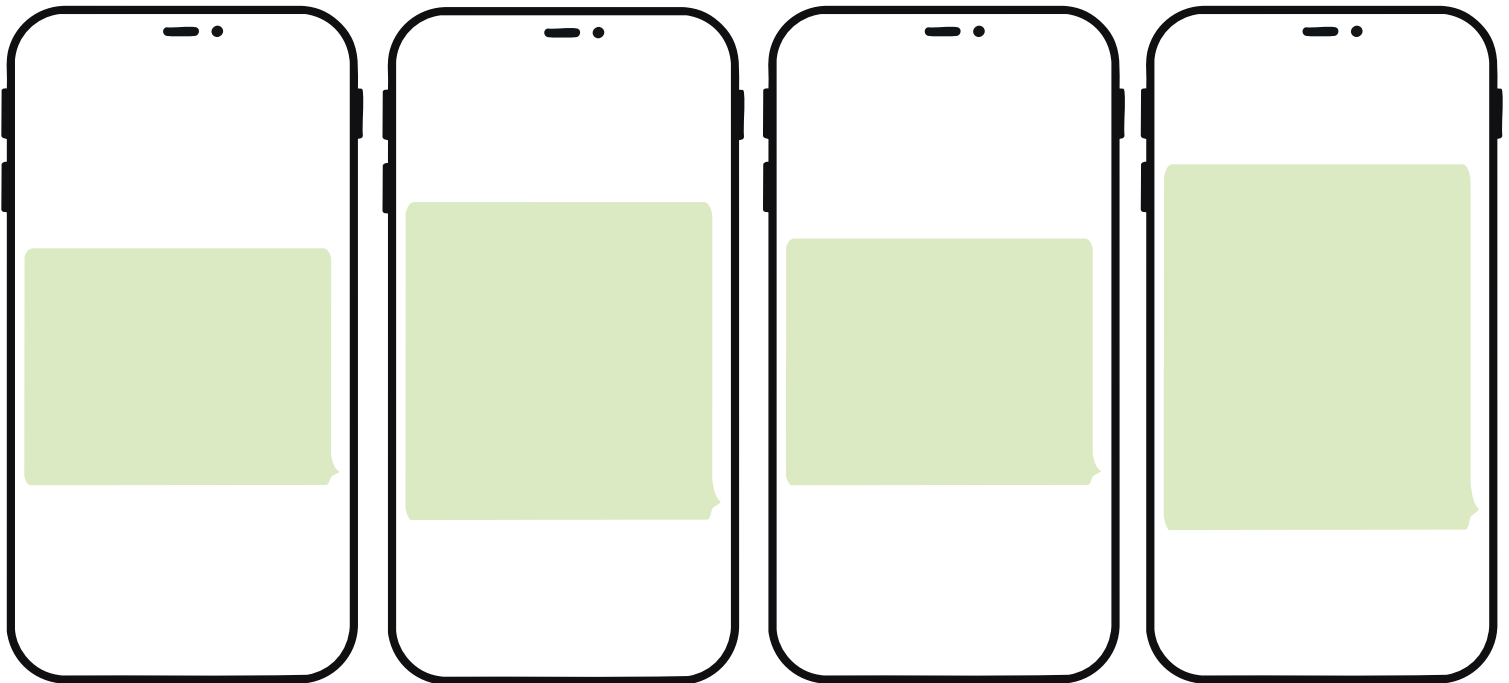
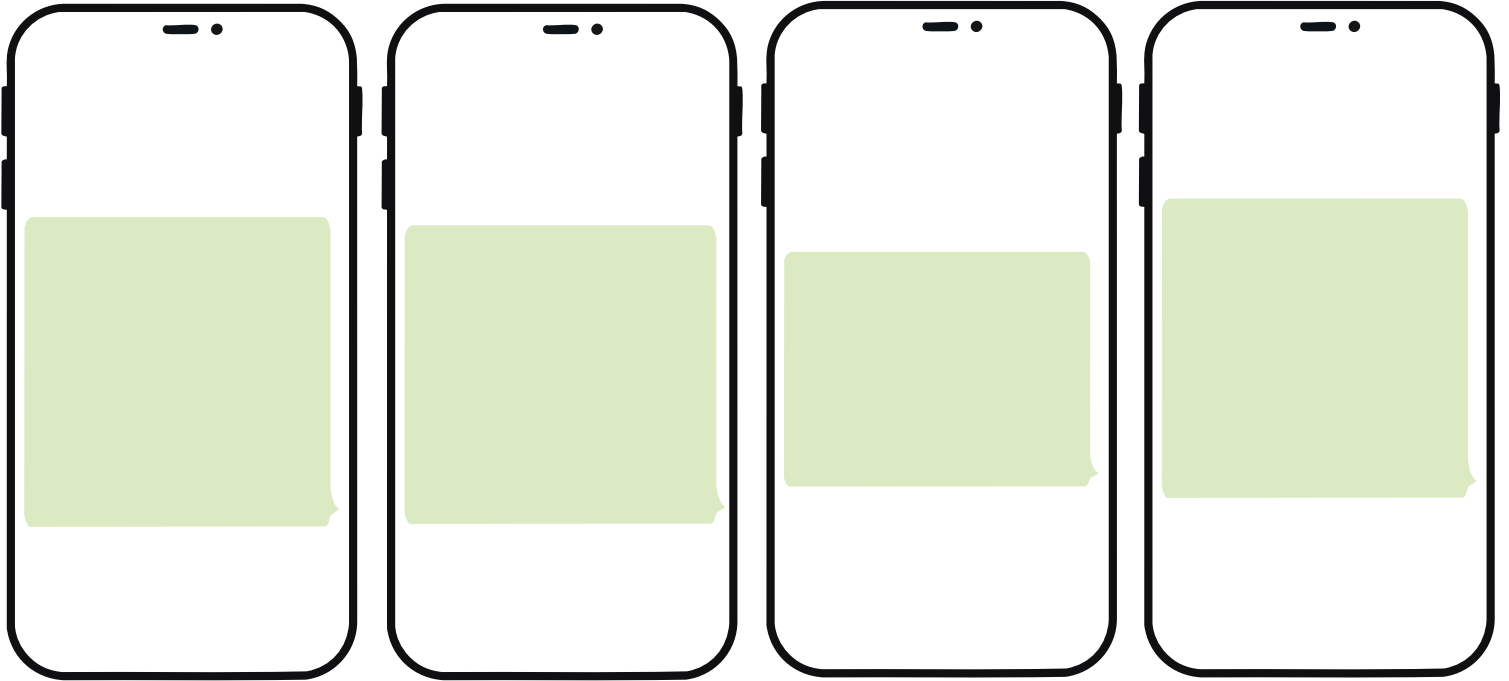
You
deserve
peace
and
happiness



You can
count on
me

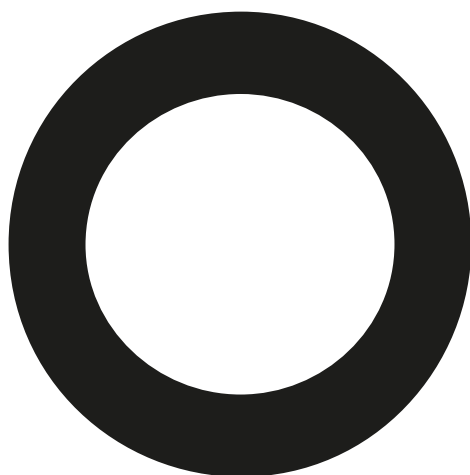


Your voice
matters.



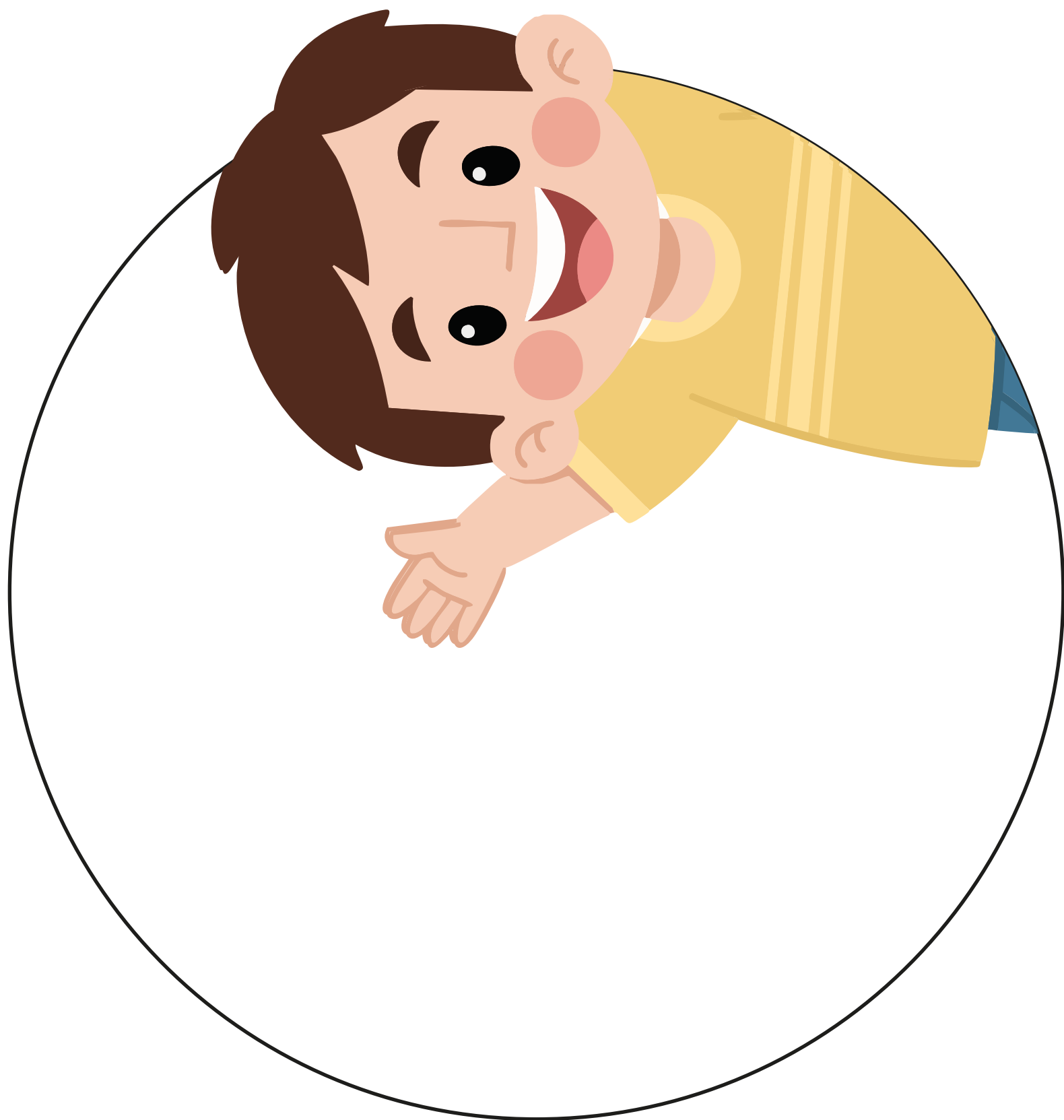


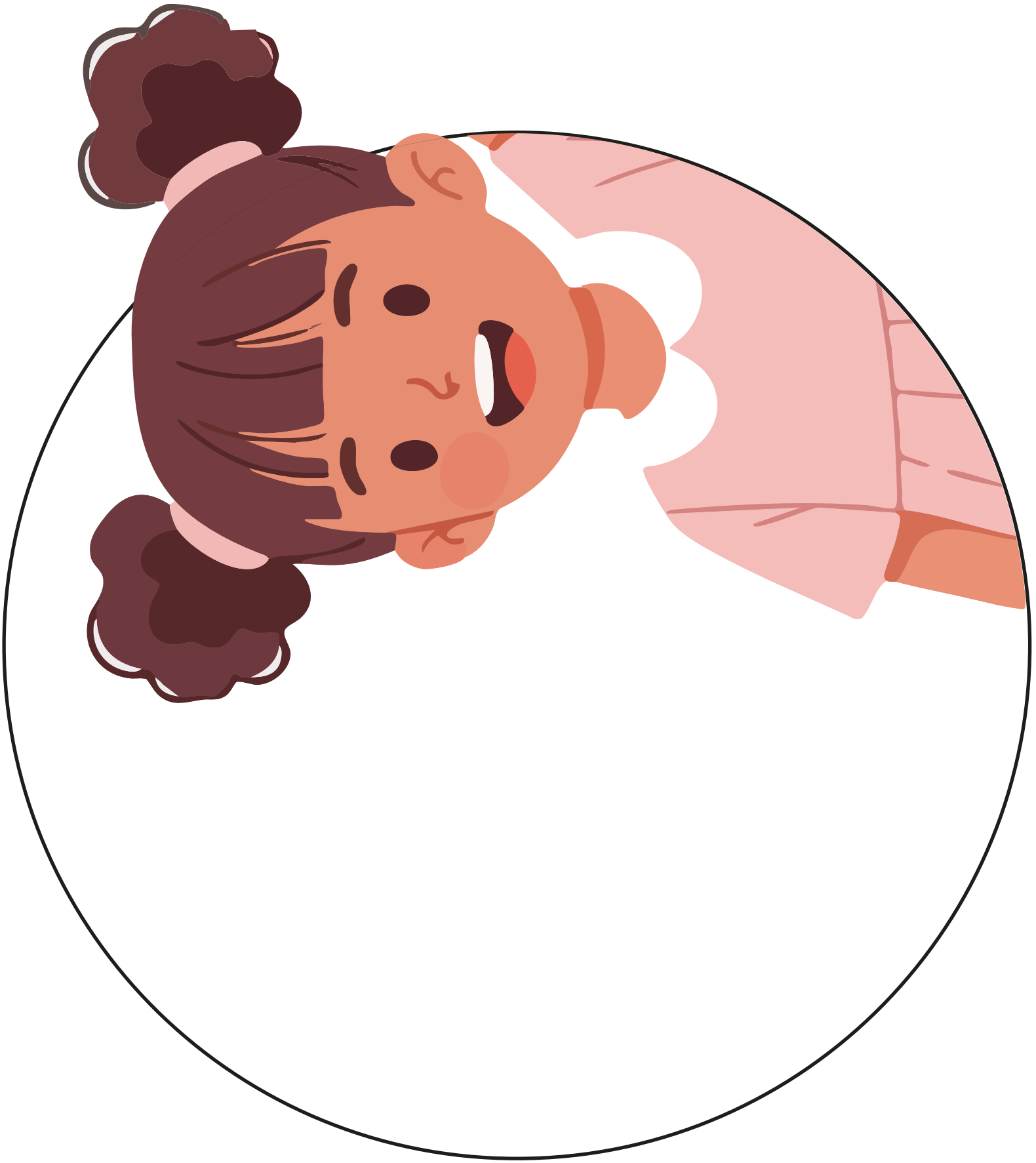
STOP











Shame

A Guide for Teachers



Primary Education

GENERAL INTRODUCTION

Shame is a **universal and profoundly human emotion** that plays an essential role in how children perceive themselves and relate to others. It often appears when we feel **exposed, excluded, or judged** and, although it can be painful, it also serves as an internal signal that helps us recognise our limits and our **need to belong**.

In the school context, shame can arise in very common situations: **making a mistake** in front of classmates, not being chosen for a team, receiving a correction, or being mocked by others. If not addressed properly, this emotion can lead children to **hide, shut down, or react defensively**. Over time, repeated experiences of shame can affect their **confidence, participation, and their sense of emotional safety** within the classroom.

This module offers a safe and structured space to **give voice to this emotion**, helping students to recognise it, **normalise it**, and learn to manage it in a healthy way. Through **playful activities, body dynamics**, and moments of group reflection, children discover that feeling shame is not a weakness, but a shared human experience. Furthermore, they learn to identify how it manifests in the body, how it is expressed in behaviour, and what can trigger it, thus developing **empathy and emotional self-regulation strategies**.

Main objectives:

- **Recognise and understand** the emotion of shame in different everyday contexts.
- Identify how **shame manifests in the body** and how it manifests in behaviour and thoughts.
- Explore the **triggers** that often cause shame (such as exclusion, exposure, or lack of recognition).
- **Normalise the experience of shame** as part of human development.
- Promote **empathy, respect, and mutual** support within the classroom.
- Develop strategies to **transform shame into understanding** and connection with others.

Keywords

- Shame
- Social emotions
- Self-regulation
- Self-esteem
- The gaze of others
- Belonging
- Acceptance
- Rejection
- Respect
- Emotional expressiveness
- Empathy
- Personal boundaries
- Safe classroom climate
- Emotional support
- Body awareness and shame

Expected Results Module 6

By the end of this module, students should **recognise how shame shows up in everyday life**, reflect on its effects on **self-esteem and communication**, and develop strategies to handle it more **consciously, empathetically, and freely**.

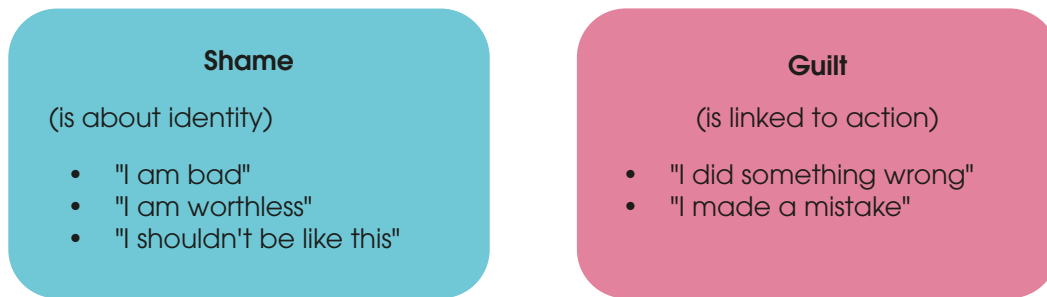


The proposals in this module are indicative. You can adapt them based on the characteristics of the group or your class dynamics. If you consider it necessary, divide it into two shorter sessions or integrate it into cross-curricular emotional education projects.

The material can be used in both paper and digital format, depending on what is more practical.

Why is it important to work on shame?

Although they are often confused, **shame and guilt are not the same thing.**



Talking about shame naturally helps children develop a **healthier relationship with their emotions.** They learn that everyone can feel vulnerable and that **mistakes do not define them**, but are opportunities for growth.

Working on this emotion from an early age **prevents patterns of self-criticism, perfectionism, or avoidance.** Furthermore, it strengthens the **sense of belonging and emotional security**, essential pillars for learning and co-existence.

For the teacher, addressing shame is also an **observation tool**: it allows for understanding group dynamics, identifying moments of **exclusion or ridicule**, and promoting a **culture of respect, trust, and empathy.**

Key recommendations for teachers

- **Create a safe environment:** validate all emotions and ensure that no student feels under pressure to share personal experiences.
- **Normalise the emotion:** remember that we all feel shame at some point; it is not a weakness, but a shared experience.
- **Model empathy and respect:** the way the teacher responds to mistakes influences how students treat each other.
- **Use the activities as a starting point:** rather than looking for results, prioritise reflection and emotional awareness.
- **Observe emotional cues:** body language, tone of voice, or silence also communicate.
- **Promote peer support:** publicly recognise gestures of care, listening, or help.
- **Close each session emotionally:** conclude calmly, ensuring that no one leaves feeling exposed or uncomfortable.

Reflection questions for teachers

- When do I notice that shame emerges in my class?
- How do I react to my students' shame?
- In what way can I accompany a mistake without reinforcing humiliation?
- How can I lead by example in self-compassion and self-respect?
- What practices can I incorporate to create a classroom where everyone feels safe to be seen?

"When we manage to talk about
shame, it loses its power."

— Brené Brown

A1 Day 1: Shame – Recognising and understanding the emotion (40 minutes)

ACTIVITY: Voting with cards – "I would feel ashamed if...?"
(15 - 20 minutes) Adapt it to the pace and age of your group.

1.1.1 Objective

1. Recognise that shame is an emotion that we all feel, even if in different ways, and open a safe and fun space for reflection on different situations that can cause it.

Materials

- ☐ Coloured cards (red/green)
- ☐ Printed or projected list of phrases
- ☐ Whiteboard or flipchart and markers
- ☐ Classroom arranged in a circle or semi-circle
- ☐ (Optional) Soft music for the closing or reflection moment

1.1.2 Activity procedure:

1. Introduction and context:

- Explain to the group that today they will talk about an emotion we all know: shame.
- You could say something like:
 - *"Sometimes we feel shame when we think others are looking at us or when we do something that makes us uncomfortable. But we don't all feel shame for the same things. Today we will discover which situations make us feel this way and we will see that each person experiences it in their own way."*

2. Explanation of the dynamic

- Give the two cards to each student:

No, I wouldn't
feel ashamed

Yes, I would feel
ashamed.

- Explain that you will read different phrases and they must raise the card that best reflects how they would feel in that situation.

3. Reading of the phrases and voting

- Read the following phrases one by one, leaving a few seconds between each to observe the reactions:

- I would feel ashamed if I hadn't realised I didn't have enough money until I had to pay at the till.
- I would feel ashamed if I slipped and fell in front of my friends.
- I would feel ashamed if I accidentally put my t-shirt on inside out and went to school with it like that.
- I would feel ashamed if I realised I was the only one in the class who hadn't been invited to a party.
- I would feel ashamed if someone took my phone and read my messages.
- I would feel ashamed to get a bad mark in a subject I am usually good at.
- I would feel ashamed to have to sing alone in front of the whole class during a music lesson.
- I would feel ashamed to have said something mean about a friend.
- I would feel ashamed if a friend behaved very inappropriately at the cinema.

4. Guided reflection

- After several rounds, start a brief dialogue:
 - *"In which situations do we agree? In which ones do we think differently? Why?"*
- Write on the whiteboard the words or key phrases that emerge (for example: fear of being mocked, body shame, making mistakes, the gaze of others).

5. Conclusion and emotional connection

- Conclude by remembering three important ideas:
 - **We all feel shame sometimes.**
 - What makes us feel shame **can be different for each person.**
 - **Talking about what we feel** helps us to understand ourselves and respect others.

Note for the teacher:

- **Maintain a curious, non-judgemental tone.**
- **Observe the reactions:** nervous laughter, silences, avoidance, or spontaneous comments are clues as to how the group handles exposure.
- **Do not force anyone to justify their response;** the goal is not to "be right", but to open an emotional conversation.
- If a delicate situation emerges (for example, exclusion or mockery), take note of it to work on it later in the mural or in the Day 2 dynamics.

A2 Activity: Portrait Game - "Where does shame hide?" (20 Minutes)

Adapt it to the pace and age of your group..

1.1.1 Objective

1. Help students identify how **embarrassment** manifests on the face and body, distinguishing it from other emotions, and **promote empathy** towards those who experience it.

Materials

- ☐ Cards or images with faces expressing different emotions (joy, sadness, fear, surprise, shame, etc.)
- ☐ Blank sheets and pencils or colours
- ☐ Whiteboard or flipchart and markers
- ☐ Ample space for free movement

1.1.2 Activity procedure

1. Introduction to the topic

- Explain to them that they will observe different faces and try to **discover what each of them is feeling**.
 - *"Emotions can be seen in the body and the face. Today we will become emotion detectives."*

2. Observation and classification

- Show the images or distribute them among small groups.
- Ask them to **observe each face carefully** and say which emotion they think it expresses.
- **Record the answers** on the whiteboard.

3. Identification of shame

- When the corresponding image is shown, ask them:
 - *"What signals tell us that this person might be feeling shame?"*
- Guide the reflection:
 - Do they look downwards?
 - Do they blush?
 - Do they seem to want to hide?



4. Creative variant (optional)

- Invite students to **draw their own "shame face"** or how they feel when they experience shame.
- Afterwards, they can share it voluntarily (only if they wish to).

5. Group closing

- In a plenary session, write on the board the words or **sensations that are repeated**: heat in the face, looking at the ground, silence, wanting to disappear...
- Conclude with a simple idea:
 - *"When we recognise what we feel, it is easier for us to understand others. We all feel shame, and this also unites us."*

Note for the teacher:

- **Reinforce respect**: do not allow mockery or imitations.
- If a student shares something personal, **thank them for their trust and normalise the emotion**.
- You can take the opportunity to **introduce vocabulary** related to emotions: **tension, blushing, shyness, nervousness, discomfort**.
- If the group is participative, **you can conclude with a mini game of body expression** (showing different emotions through gestures).

A1

Day 2: Triggers of embarrassment and mutual support (45 minutes)

Activity: Brainstorming – "When do I feel shame?" (20–25 Minutes)

Adjust the time based on the group's participation.

2.1.1 Objective

1. **Identify everyday situations** that can trigger shame in the school environment and understand that this feeling **occurs differently in each person**.

Materials

- ☐ Index cards or Post-it notes
- ☐ Felt-tip pens or pens
- ☐ Whiteboard, mural, or large display board
- ☐ (Optional) Soft background music to encourage concentration

2.1.2 Activity procedure:

1. **Introduction Start with a brief explanation:**
 - "Embarrassment can manifest in many moments. Sometimes it is due to something we do, other times to the way we think others see us. Let's think together about situations that make us feel embarrassed."
2. **Individual work or in small groups**
 - Distribute the cards or Post-it notes and ask them to write or draw situations that could cause shame (they do not need to be personal).
 - "You can write something that happened to you or something that you think could embarrass someone."
3. **Creating the mural**
 - Each student or group **attaches their cards to the mural**.
 - Read some of them and **group them into categories**, writing them on the board:



4. Joint dialogue and reflection

- Guide the conversation with questions:
 - *Are there situations that repeat?*
 - *Why do some things make us more embarrassed than others?*
 - *What could we do so that no one in class feels embarrassed?*

5. Emotional closing

- Thank the participants for their participation and summarise the main ideas in three messages:
 - We all feel shame, and **this unites us**.
 - We can **learn to recognise it** and take care of ourselves when it appears.
 - In class, we can all contribute to making sure **no one feels to blame** for making a mistake.

Note for the teacher:

- Let the activity proceed **without applying pressure** for participants to share their experiences.
- Pay attention to the **themes that emerge** (mockery, comparisons, exclusion). These are important indicators of group dynamics.
- If delicate situations arise, **validate the emotion** and suggest revisiting them in the next activity ("What helps us when we feel shame?").

A2 Activity: "What helps me when I feel shame" (10 - 20 minutes)

2.1.1 Objective

1. Explore with empathy which attitudes and gestures help us feel better when experiencing shame and **build a collective mural** of group support and care.

Materials

- ☐ Blank cards (one per student)
- ☐ Felt-tip pens or coloured pencils
- ☐ String, mural, or panel to hang the cards
- ☐ Pegs, paperclips, or adhesive tape to fix them
- ☐ Poster or visible title: "Our mural of support and understanding"

2.1.2 Activity procedure:

1. Introduction Link to the previous activity:
 - *"We have already seen what things can make us feel shame. Now let's think about what helps us when we experience this feeling. What words, gestures, or actions make us feel better?"*
2. Individual work
 - Ask each student to **write or draw one thing** that helps them when they feel shame.
 - They can think of examples such as:
 - Someone listening to me.
 - That they do not laugh at me.
 - That they say something kind to me.
 - That they give me time to calm down.
 - That they remind me it happens to everyone.
3. Sharing and mural
 - When they have finished, invite the students to **read (voluntarily)** their cards and attach them to the mural or the string with the pegs.
 - **Give the mural a title**, for example: *"Our mural of support and understanding"*.
4. Module closing
 - Gather the group in front of the mural and make a final brief reflection:
 - *"This mural reminds us that we can all feel shame, but also that we can all help each other. Every word here is a way to accompany, take care of, and make our class a safe place."*

Our wall of support and understanding



Note for the teacher:

- **Encourage voluntary participation.** Not everyone will want to share their cards, and that is fine.
- If very valuable ideas emerge (such as **empathy, respect, or humour**), highlight them with examples.
- You can **leave the mural visible** for a few weeks as a reminder of the group's emotional work.
- Conclude the session with a brief moment of breathing or a **collective round of applause** to close with positive energy.

AC1

Complementary Activity

Activity 1: Anonymous stories of shame (15 - 20 Minutes)

4.1.1 Objective

1. **Promote empathy and mutual understanding** through the recognition of experiences of shame, in a **safe and respectful environment**.

Materials

- ☐ Blank sheets or small slips of paper.
- ☐ Box, large envelope, or bag to keep the stories.
- ☐ Whiteboard or flipchart and markers.
- ☐ (Optional) Decorative label: "Things that unite us" (for the box).

4.1.2 Activity procedure:

1. Introduction

- Explain to the group that they will do an activity to better understand what it feels like to experience shame, **without talking about anyone in particular**.
 - *"Everyone has experienced something they felt ashamed of at least once. Sometimes it's a silly thing, other times it's something we remember for a long time. Let's write it down anonymously to see that we are not the only ones."*

2. Individual Writing

- Ask each student to **write (or draw) a situation** in which someone might feel shame.
- Clarify that **they must not write their name** and that they can make up the story if they prefer.

3. Collection and reading

- Collect the papers in a box and, at random, **read some stories aloud**.
- After each one, start a brief dialogue:
 - ***Why can this situation cause shame?***
 - ***What could we do if this happened to a classmate?***
 - ***What can be helpful in these moments?***

4. Conclusion and reflection

- Conclude by emphasising the **empathy of the group** and the normality of this emotion.
 - ***"Embarrassment is something we all feel. When we talk about it without fear, we understand each other better and take more care of one another."***



Note for the teacher:

- Maintain an **attentive and warm tone**, avoiding humorous interpretations or imitations.
- If delicate situations emerge (e.g., mockery, exclusion, or family issues), **validate the emotion** and take note to address it later during tutoring.
- You can keep the stories in a symbolic box called "**Things that unite us**" to reinforce the message of community.

AC2

Activity 2: The shame traffic light (10 - 15 Minutes)

4.1.1 Objective

1. Help students **recognise the intensity** with which they feel shame and understand that **each person can experience it differently**.

Materials

- ☐ Coloured card or circles in three colours: red, yellow, and green (one of each colour per student).
- ☐ List of situations prepared by the teacher.
- ☐ Free space to move or position the colours (cards can be attached to three walls or areas of the classroom).
- ☐ (Optional) Large posters with the colours and their meaning.

4.1.2 Activity procedure

1. Introduction

- Explain that they will use a traffic light to represent **how embarrassed they would feel** in various situations.
 - *"Just like traffic lights, each colour represents something: Red indicates a lot of shame, yellow indicates a little shame, and green indicates little or no shame."*

2. Reading situations and voting

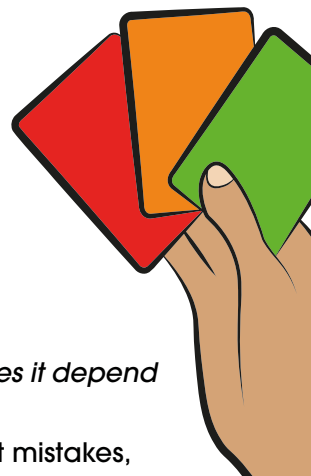
- Read different situations aloud, one by one, and ask them to **raise the corresponding card**.
- For example:
 - Forgetting the lyrics to a song during a music lesson.
 - Tripping and falling in the playground.
 - Getting a bad grade in a subject I am normally good at.
 - Someone reading aloud something I have written.
 - Arriving late when everyone is already seated.

3. Brief debate

- After several rounds, comment with the group:
 - *"Why do some of you feel more or less shame in the same situation? What does it depend on?"*
- Note on the board some ideas that emerge: **trust, fear of laughter, concern about mistakes, respect, self-confidence...**

4. Conclusion and collective reflection

- Conclude the activity by emphasising the **value of emotional diversity**:
 - *"Everyone feels shame in a different way, and that is okay. The important thing is learning to recognise it and knowing how to support each other when it appears."*



Note for the teacher:

- This activity works very well as a **review or introduction**.
- If the group is participative, you can carry it out with **movement** (e.g., positioning the three colours in different corners of the room).
- **Reinforce respect** and prevent anyone from laughing at others' responses.
- At the end, you can ask:

"What can we do so that no one feels 'in the red' in this class?"

Lista de control del material

DAY 1 – Recognising and understanding the emotion of shame

1.1 Voting with cards: "I would feel ashamed if...?"

- ☐ Coloured cards (red/green)
- ☐ Printed or projected list of phrases
- ☐ Whiteboard or flipchart and markers
- ☐ Classroom arranged in a circle or semi-circle
- ☐ (Optional) Soft music for the closing or reflection moment

1.2 The portrait game: "Where does shame hide?"

- ☐ Cards or images with faces expressing different emotions (joy, sadness, fear, surprise, shame, etc.)
- ☐ Blank sheets and pencils or colours
- ☐ Whiteboard or flipchart and markers
- ☐ Ample space for free movement

DAY 2 – Identifying triggers and support strategies

2.1 Brainstorming: "When do I feel shame?"

- ☐ Cards or post-it notes
- ☐ Markers or pens
- ☐ Whiteboard, mural, or large display board
- ☐ (Optional) Soft background music to encourage concentration

2.2 "What helps me when I feel shame"

- ☐ White cards (one per student)
- ☐ Markers or coloured pencils
- ☐ String, mural, or board to hang the cards
- ☐ Clothes pegs, paperclips, or adhesive tape to fix them
- ☐ Poster or visible title: "Our wall of support and understanding"

Supplementary activities (optional)

3.1 Anonymous stories of shame

- ☐ Blank sheets or small slips of paper
- ☐ Box, large envelope, or bag to keep the stories
- ☐ Whiteboard or flipchart and markers
- ☐ (Optional) Decorative label: "Things that unite us" (for the box)

3.2 The shame traffic light

- ☐ Cards or circles in three colours: red, yellow, and green (one of each colour per student)
- ☐ List of situations prepared by the teacher
- ☐ Free space to move or position the colours (it is possible to fix the cards on three walls or areas of the classroom)
- ☐ (Optional) Large posters with the colours and their meaning

Before starting the module, check that:

- The cards are **cut out and ready**.
- Materials are **accessible and organised** by activity.
- The classroom space **favours visual communication** (circle or semi-circle).
- You have soft music or elements to signal the start/end of the session at hand (for example, a bell, a candle, or a chime).

Yes, I would feel ashamed.

**No, I wouldn't be
ashamed of it.**

I'd feel a bit ashamed.



Shy





Disappointed





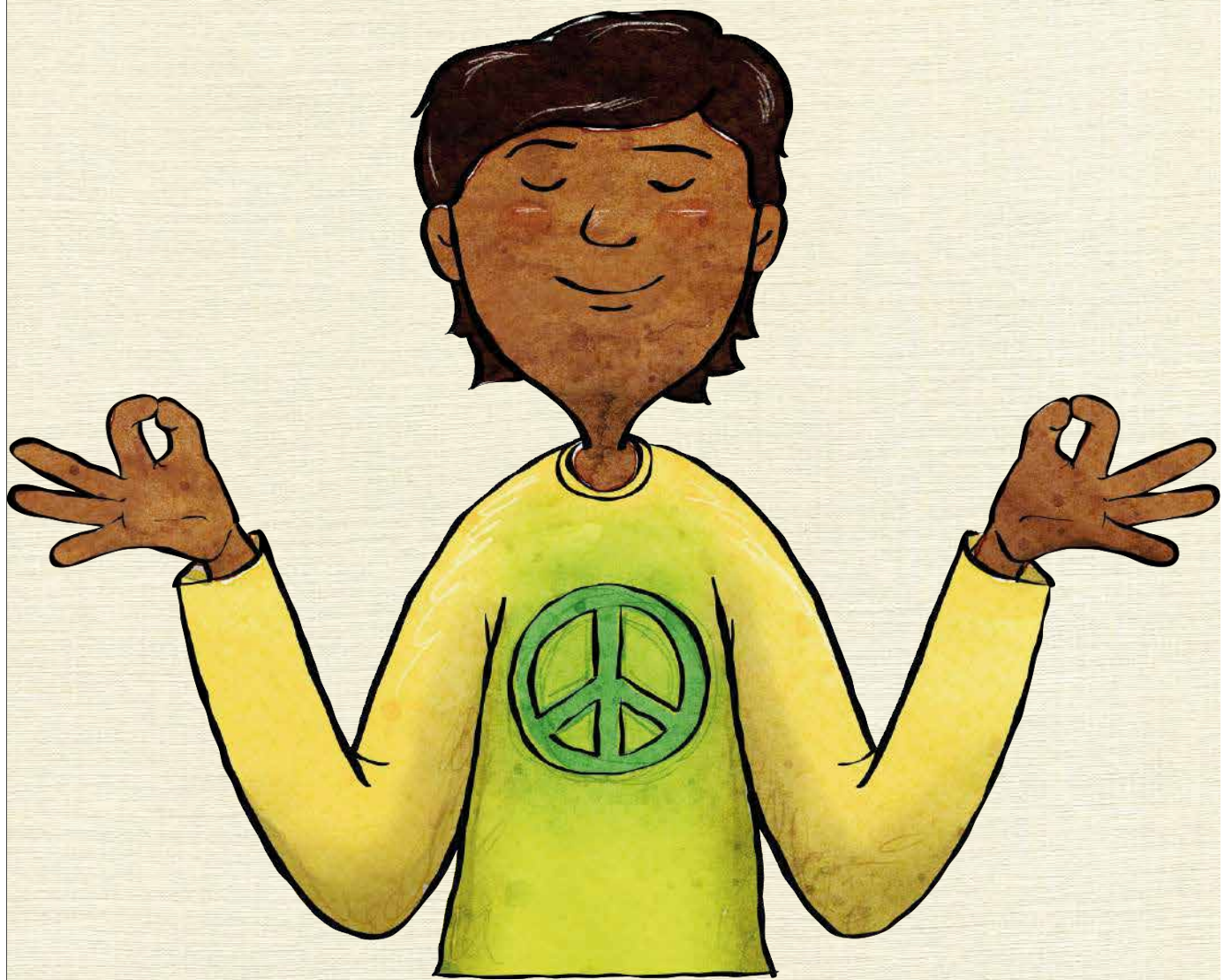
Curious





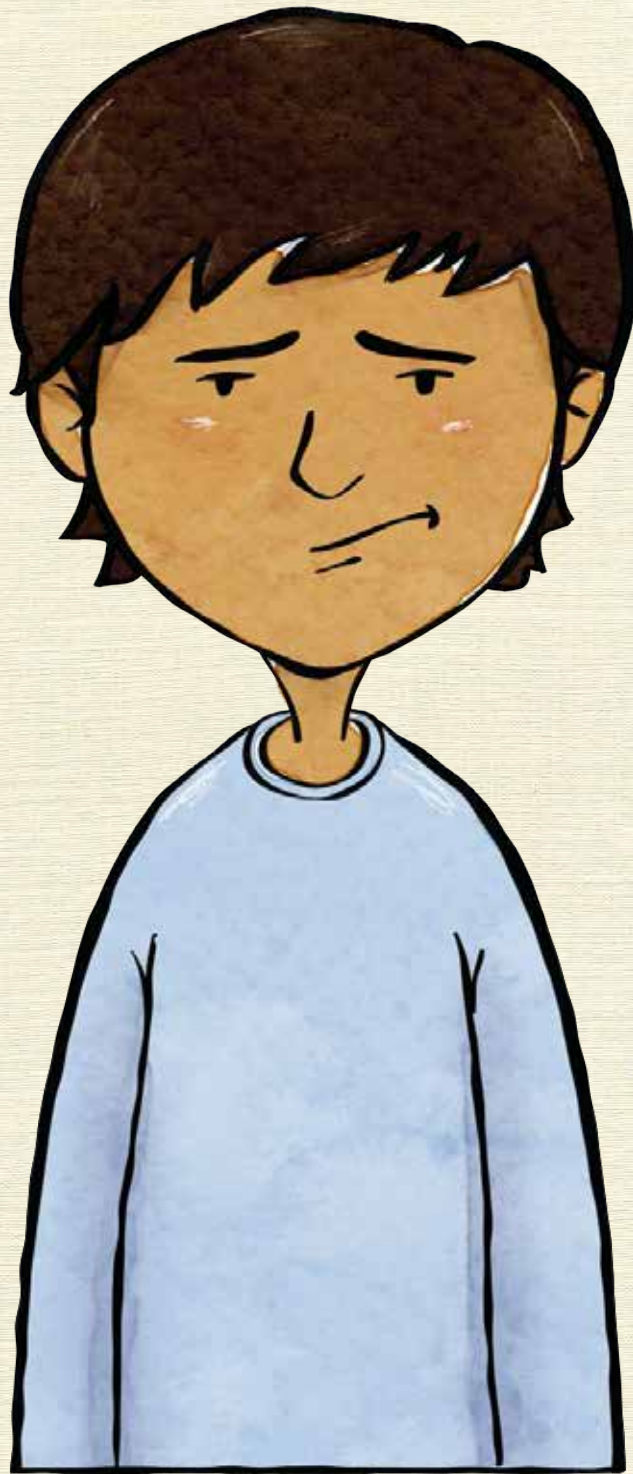
Thirsty





Relaxed





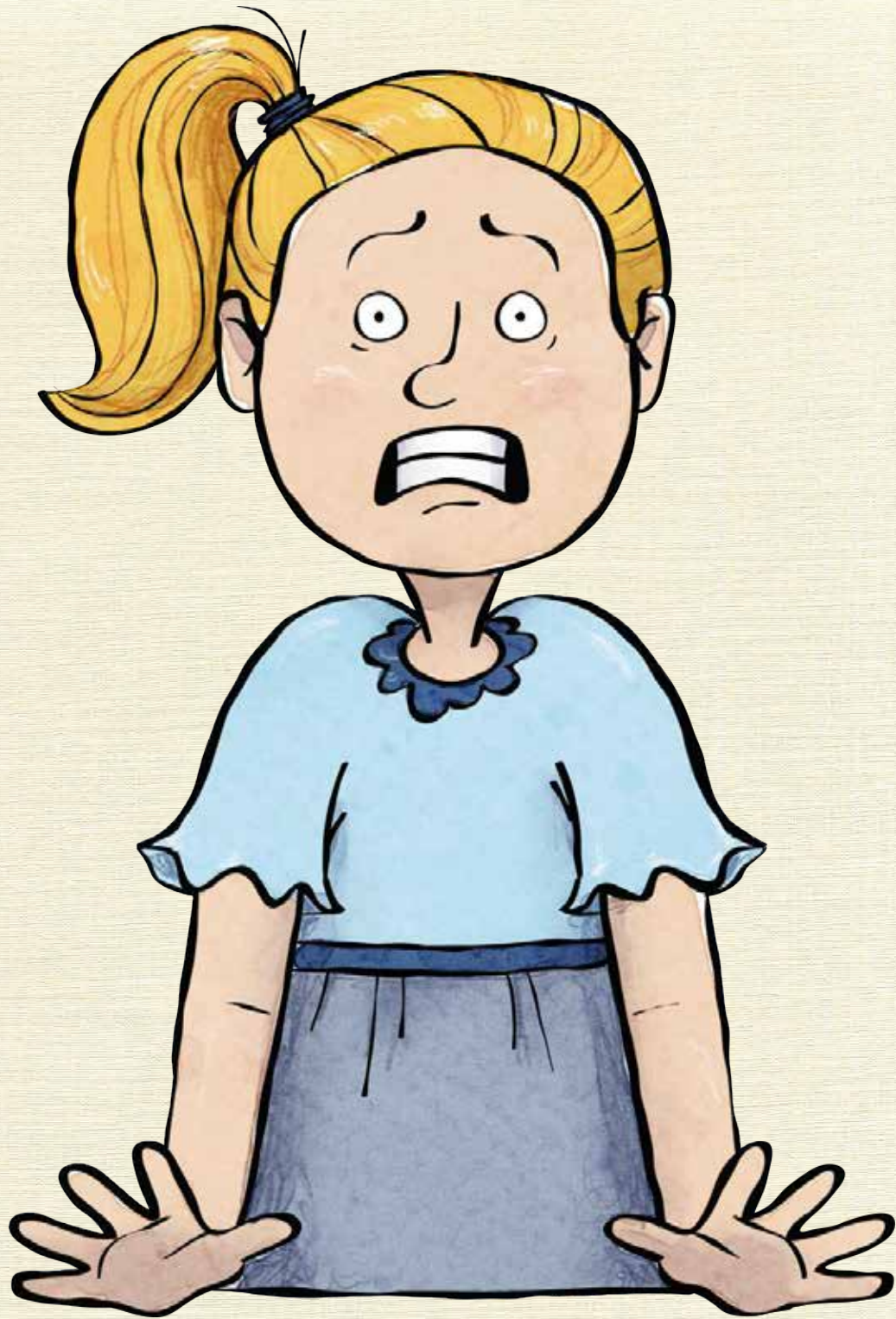
Bored





Strong





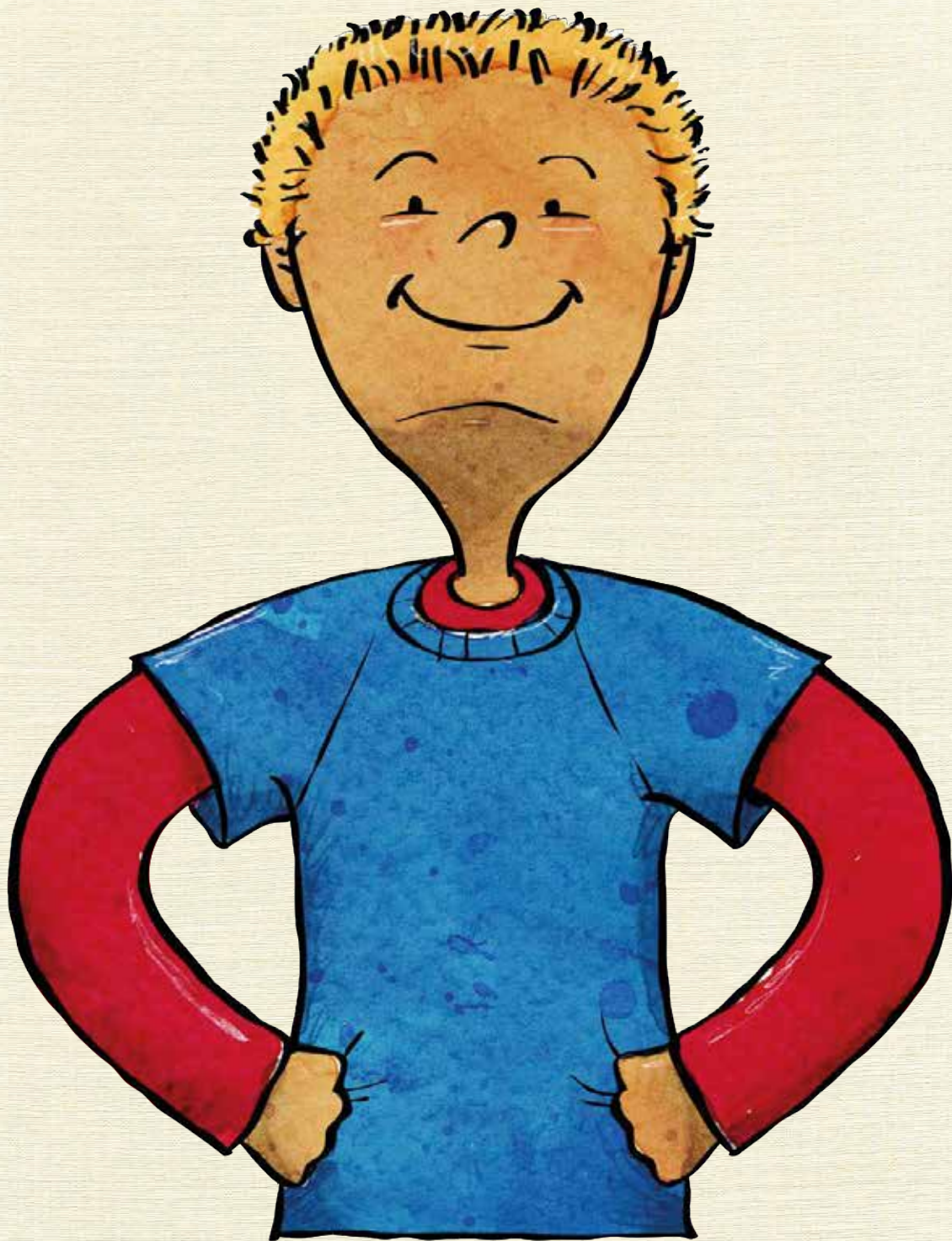
Scared





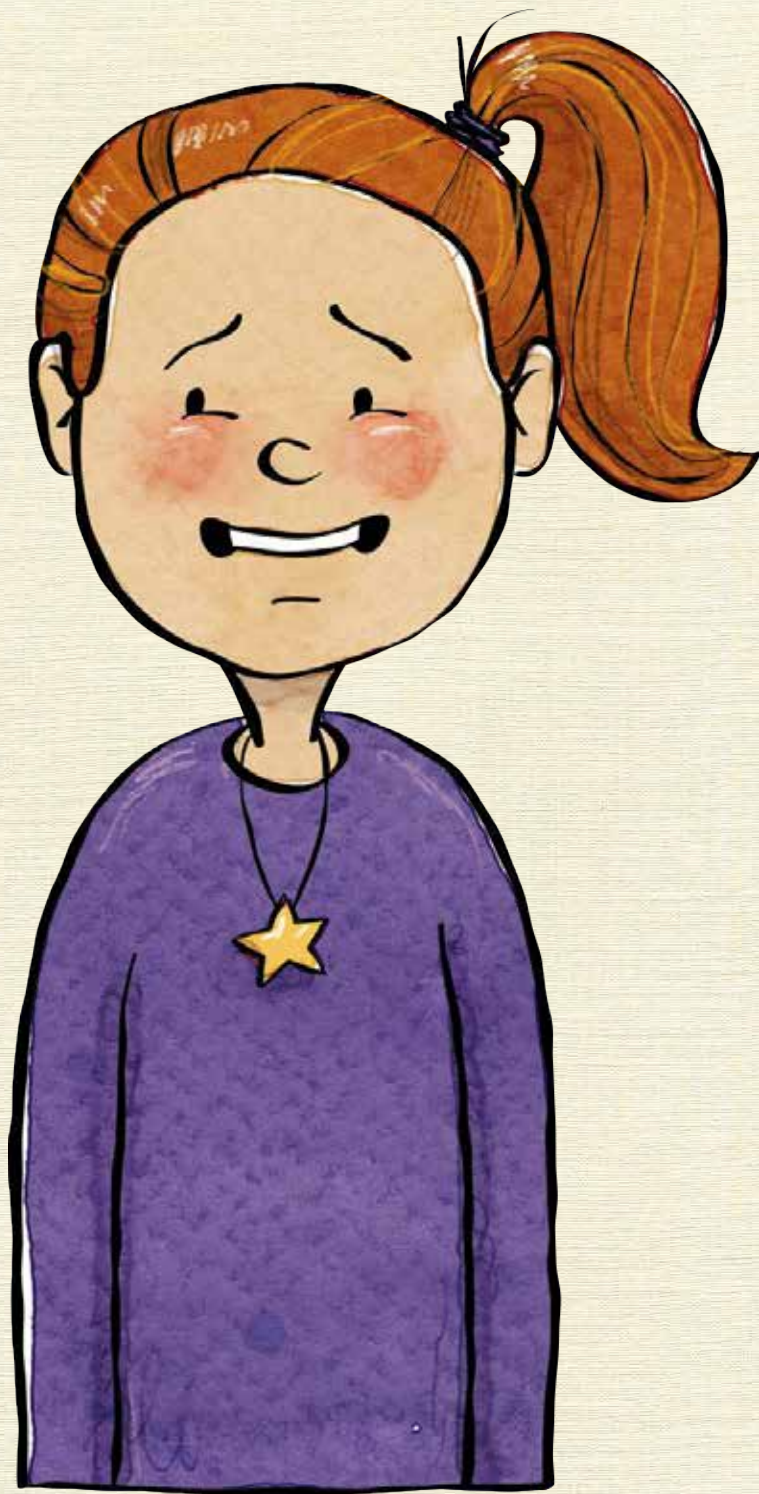
Active





Brave





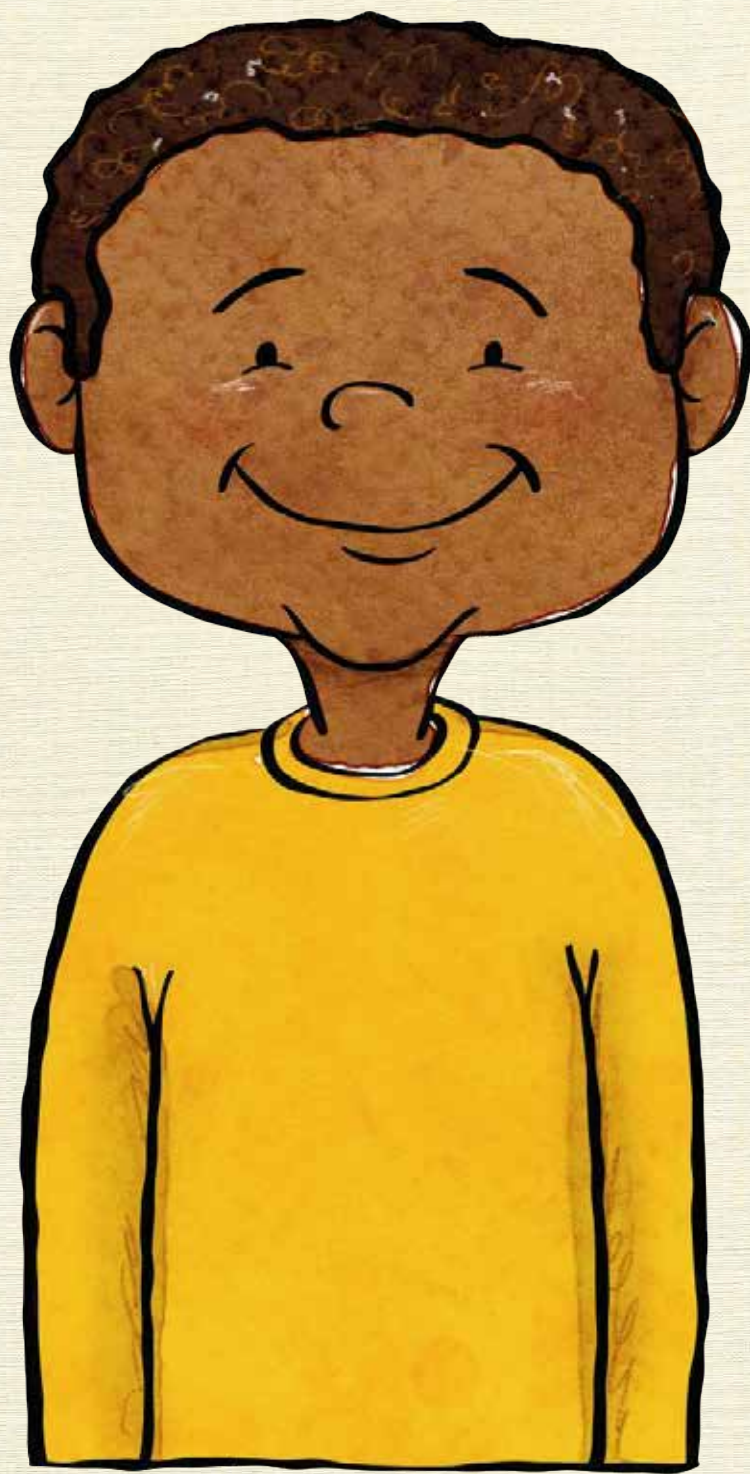
Ashamed





Offended





Happy





Hard-working /
Diligent





Confused





Awake





Motivated





Tired





Offended





Amused





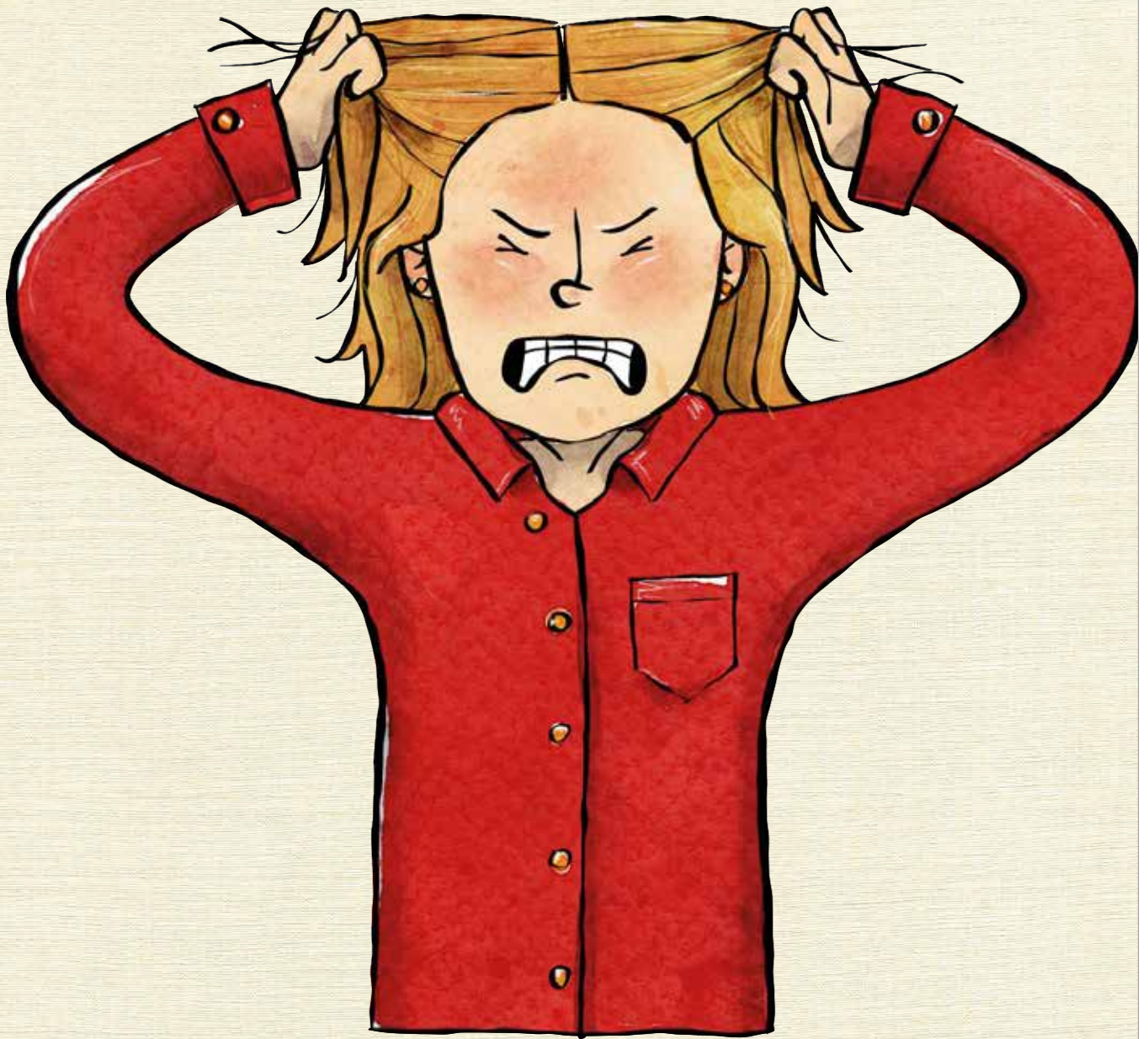
Proud





Enthusiastic





Frustrated





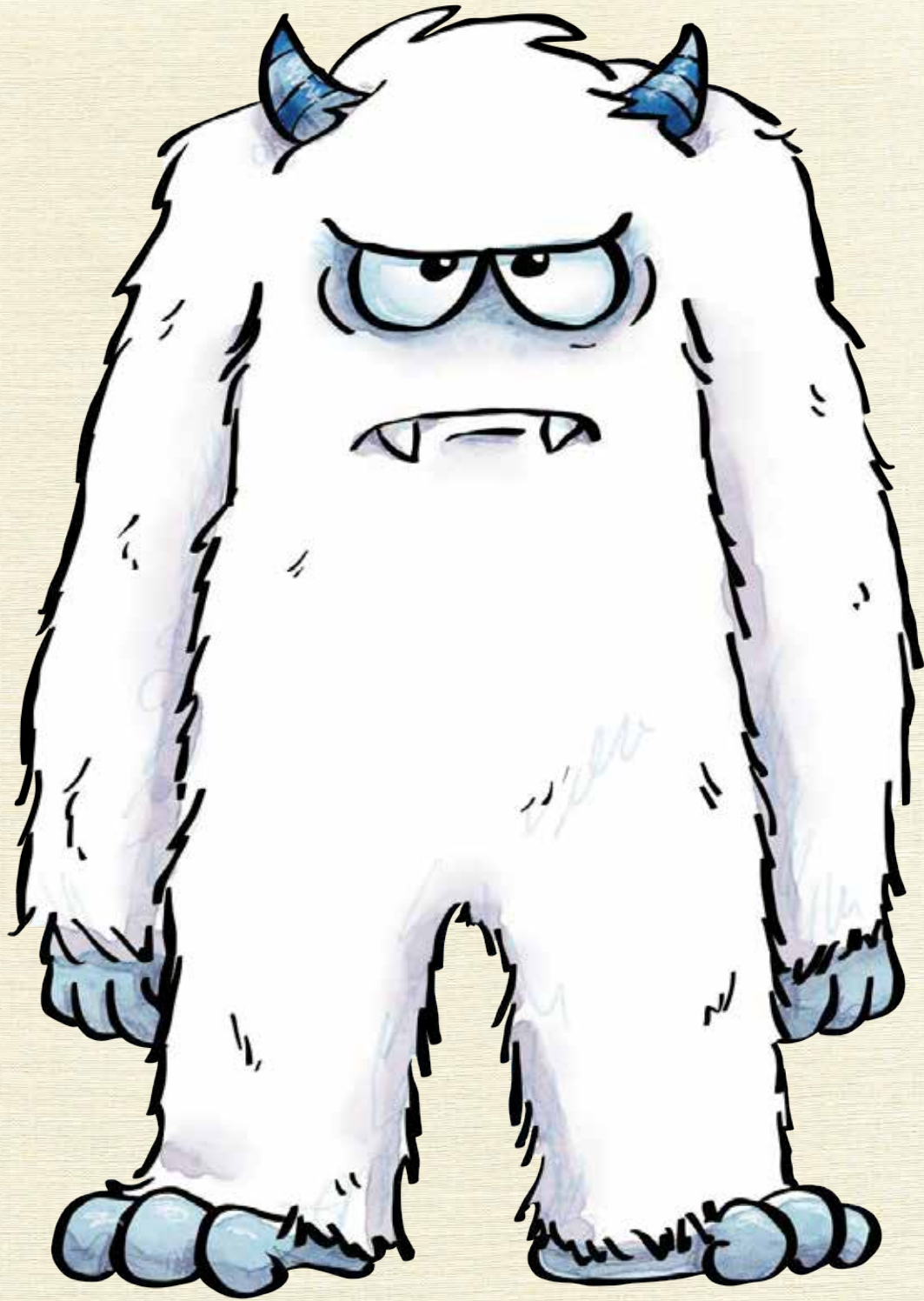
Excluded





Amazed /
Surprised





Strange / Funny





Angry





Nervous





Surprised





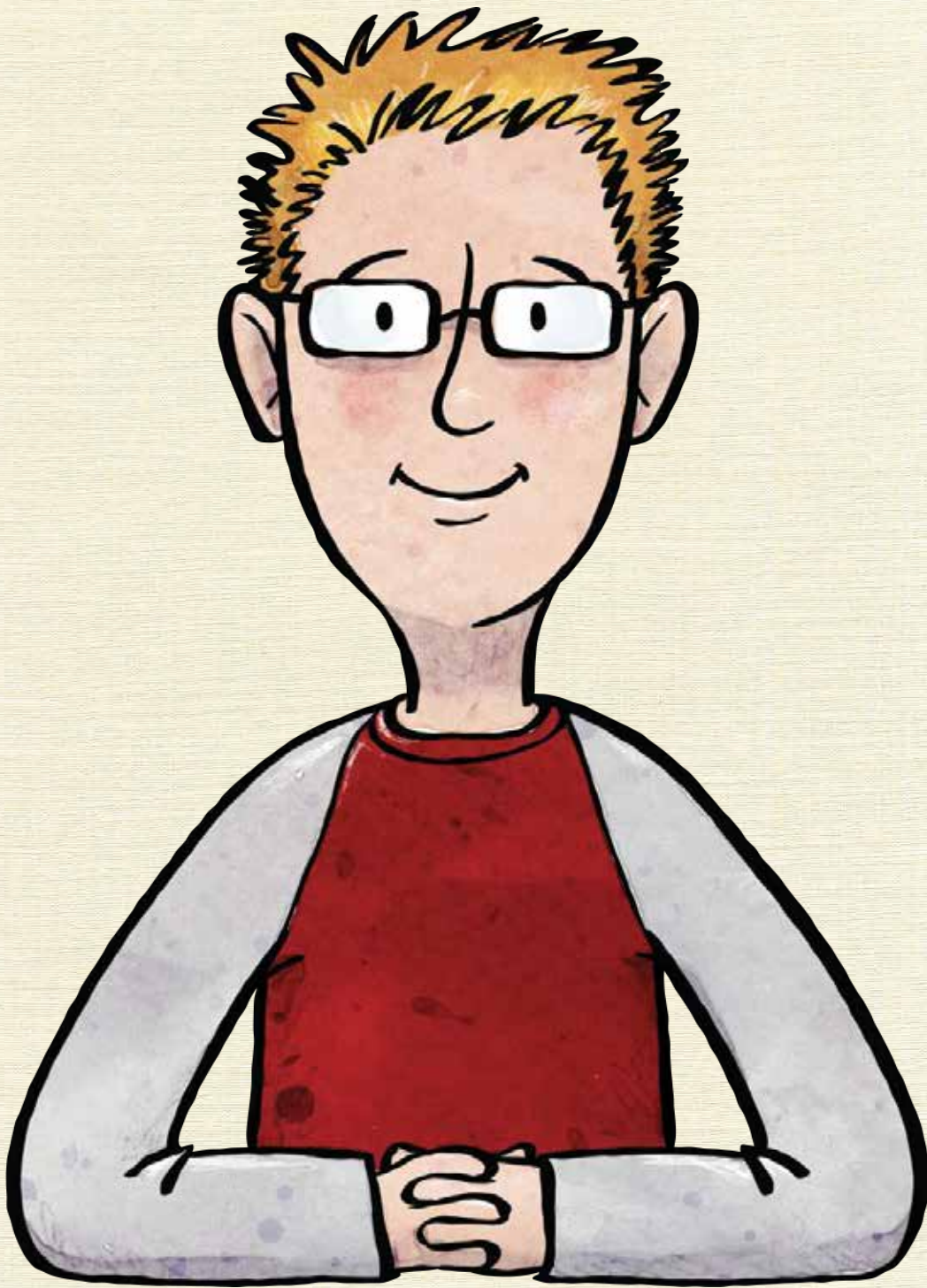
Sad





Amused





Aware



Young carers

A guide for teachers



Primary school activities

INTRODUCTION

Health is part of every child's daily life. From an early age, pupils understand that the body can become ill and that, when this happens, care and support are needed. However, it is not always as obvious that people can also feel unwell inside, in their **thoughts and emotions**.

Mental illnesses are part of social reality. They are neither rare nor exceptional and can affect anyone, adult or young person. In some cases, children live with adults experiencing a mental illness. This situation can lead to questions, confusion, or worry, especially when what is happening is not understood.

The aim of this module is not to explore personal experiences or turn the classroom into a therapeutic space. It is about offering **general understanding**, appropriate language, and **safety messages** that help all pupils to:

- Understand that mental illnesses exist.
- Comprehend that it is **not the children's fault**.
- Recognise that adults can **receive help**.
- Know that **support people** always exist.

The approach is **universal and preventive**. It is aimed at the whole group, not individual cases. Through clear explanation, a third-person story, and the construction of a **support network**, pupils will be able to develop empathy, reflective thinking, and a broader understanding of mental health.

This module promotes a **safe, respectful, and structured** environment, where learning focuses on **knowledge and normalisation**, avoiding personal exposure or dramatisation.

Key words

- Visible and invisible illnesses
- Mental illness
- General understanding
- Third-person story
- Non-blaming
- Support network
- Trusted adults
- Asking for help
- Emotional safety
- Respect and empathy
- Clear information
- School support

Expected results module 7

By the end of this module, pupils will have a general understanding of what a mental illness is, will recognise that it is **not the children's fault** when an adult is ill, and will be able to **identify which adults or supports** they can turn to if needed.



Before starting

- Review the complete **PowerPoint presentation**.
- Read the **third-person story** beforehand.
- Prepare the **projector and materials** (whiteboard, felt-tip pens).
- Have paper and a box/envelope ready for **anonymous questions**.
- Remember the module's focus: **general understanding, no personalisation**.

Throughout the module

- Maintain a **general focus** (no personal experiences).
- **Do not** perform family dramatisations.
- **Do not** ask "does this happen to anyone?".
- Contain and redirect if a personal experience arises.
- Maintain an **informative tone**, not an emotional one.

After the session

- Review **anonymous questions**.
- Refer individually if necessary.
- Inform the **pastoral/well-being** team if any relevant concern arises.

A1

Activity 1. Illnesses you can see and illnesses you cannot see (15 minutes)

1.1.1 Objectives

1. Understand that there are **visible and invisible illnesses**.
2. Introduce the concept of **mental illness** in a clear and non-stigmatising way.
3. Normalise that people may **need help** even when the distress is not visible.
4. Prepare the group for the subsequent **third-person story**.

Materials

- ☐ Show slides 2-8.
- ☐ Guide conversation on visible illnesses.
- ☐ Introduction of the concept of invisible illnesses.
- ☐ Briefly explain what a mental illness is.
- ☐ Reinforce message: it is no one's fault.

1.1.2 Development of the activity

1. Activation: visible illnesses (Slide 3)

- Show the images of physical illnesses and ask the group:
 - *"What do these situations have in common?"*
- Guide the reflection towards:
 - They can be seen.
 - They affect the body.
 - When someone has a fever or a broken leg, we know they need help.
- If you consider it useful, you can briefly note the key ideas on the whiteboard.
- Transition:
 - *"But not all illnesses are seen from the outside."*

2. Conceptual shift: invisible illnesses (Slide 7)

- Show the image of the person who appears well, but with intense thoughts or emotions.
- Ask:
 - *"Can someone appear to be well on the outside and not feel well on the inside?"*
- Allow 1-2 brief responses.
- Explain:
 - *"Sometimes a person can feel very sad for a long time, have constant fear, or be unable to concentrate. That is not seen like a plaster cast or a fever, but it is also an illness."*
- Avoid asking for personal examples.



3. Clear and simple explanation (Slide 8)

- Present the basic definition:
 - It affects **thoughts and emotions**.
 - It can last for quite a long time.
 - It needs **support**.
 - It can be treated.
- Underline the central message:
 - *"Mental illnesses exist and are **treatable**, just like other illnesses."*
- Maintain an informative tone, **not alarmist**.

4. Key message and normalisation (Slide 8)

- Read the phrases slowly:
 - **It is no one's fault.**
 - It is not a weakness.
 - **Help can be asked for.**
- Make a brief pause after each one.
- Close with a bridging phrase:
 - *"In the next part, we are going to meet the story of a child who lives in a situation like this, and we will think together about what can help them."*

Note for the teacher

- This activity must be kept at a **general and theoretical level**.
- **Personal experiences of the pupils should not be requested.**
- If a pupil shares something related to their family, respond with containment and redirect:
 - *"Thank you for sharing. Here we are going to talk in a general way to look after the whole group. If you need to talk more, we can do it later."*
- Avoid dramatising or going into emotional depth at this phase.
- The objective is to build **basic understanding and safety** before moving forward.

A2

Activity 2. Leo's story (20 minutes)

1.2.1 Objectives

1. Understand how a child can feel when a close adult is **ill on the inside**.
2. Identify common thoughts (**guilt, confusion, worry**) from a **fictional story**.
3. Reinforce the message that it is **not the child's responsibility** to resolve the situation.

Materials

- ☐ PowerPoint presentation (slides 9-12).
- ☐ Projector.
- ☐ Classroom in frontal or semi-circle layout.



Read the story beforehand to maintain a calm and neutral tone.

1.2.2 Activity procedure:

1. Introduction to the story (Slide 9)

- Explain:
 - *"Now we are going to meet Leo's story. It is a fictional story that will help us to better understand how a child can feel when an adult does not feel well on the inside."*
- Underline that it is an **invented story**.

2. Slow reading of the story (Slides 10)

- Read in a quiet voice. **Avoid dramatising**.
- Make small pauses after important phrases.
- After slide 9, you can ask:
 - *"What questions is Leo asking himself?"*
- Allow brief answers.
- If the group starts to go towards personal experiences, redirect
 - *"Let's focus on Leo and on his story."*

3. Informative clarification (Slide 11)

- Explain:
 - *"Leo's dad has depression. Depression is an illness that affects thoughts and emotions. It is **not Leo's fault**. And it can be treated."*
- Maintain an informative tone.
- Avoid going into clinical details.



4. General guided reflection (Slide 11)

- Raise the questions:
 - *"How do you think Leo feels?"*
 - *"What might he be thinking?"*
 - *"What could help him?"*
- Write key words on the whiteboard if you consider it useful: worry, sadness, confusion, tiredness, fear.
- Avoid asking:
 - *"Has it happened to you?"*

5. Key safety messages (Slide 11)

- Read the phrases slowly:
 - **It is not the child's fault.**
 - Children **do not have to resolve** adults' problems.
 - **Talking with a trusted person** can help.
- Make a brief final pause.

Note for the teacher

- Always maintain the focus on the fictional story.
- If a pupil shares something personal, respond with containment and limits:
 - *"Thank you for the confidence. Here we are working on Leo's story. If you want to talk more about what you have said, we can find a suitable time and space later."*
- Do not go into **intense emotions** in the group.
- The objective is understanding, **not emotional intervention**.

A3

Activity 3. What can help? — Building a support network

(20 minutes)

1.3.1 Objectives

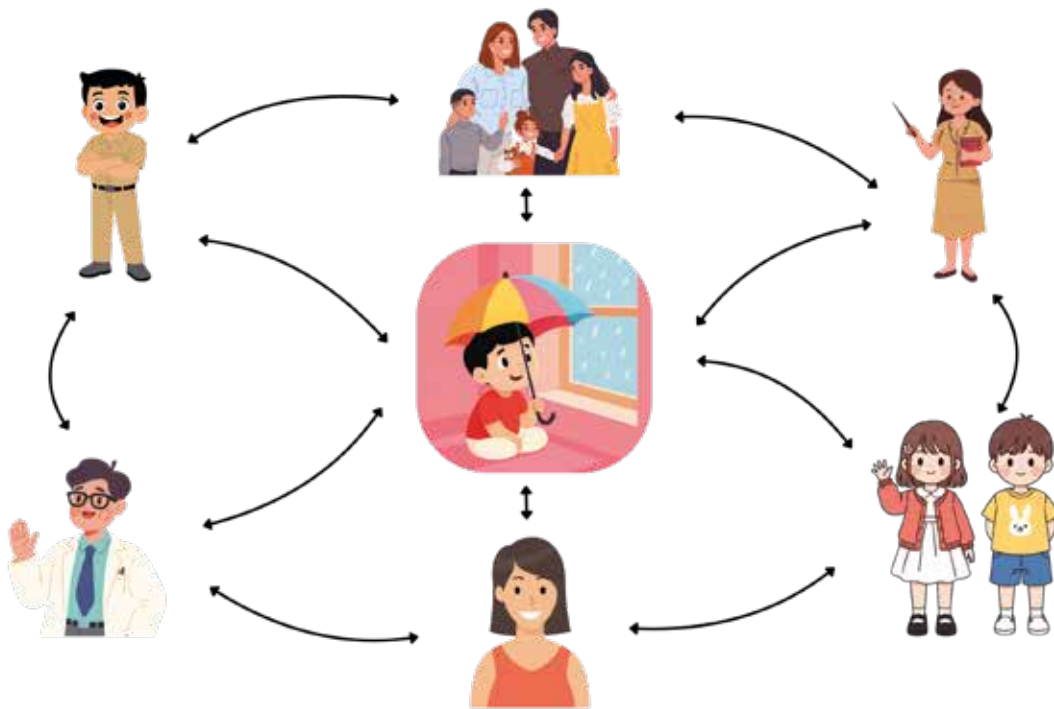
1. **Identify available supports** for children in difficult situations.
2. Understand that there are **adults and resources** that help.
3. Reinforce the message that **children are not alone**.
4. Promote **safety** without personalisation.

Materials

- ☐ PowerPoint presentation (slides 13-17)
- ☐ Projector
- ☐ Whiteboard or flip chart
- ☐ Felt-tip pens
- ☐ Classroom organised for a plenary session.

1.3.2 Activity procedure

1. **Activation (Slide 13)**
 - Introduce:
 - *"Now we are going to think together about what can help Leo in this situation."*
 - Always maintain the **third-person perspective**.
2. **Guided brainstorming (Slide 14)**
 - Question:
 - *"If you were Leo's friend, what things could help him?"*
 - Write the responses on the whiteboard.
 - Guide if necessary towards:
 - Talking to someone.
 - Having moments of **rest or play**.
 - Knowing what is happening to his dad.
 - **Feeling heard**.
 - Knowing it is **not his fault**.
 - **Keep interventions brief**.
3. **Visible support network (Slide 16)**
 - Present the visual list of adults and resources.
 - Explain:
 - *"In real life, children can have a support network. A network is like a group of people who help when something is difficult."*
 - You can draw a simple network on the whiteboard and place the mentioned people in it.
 - **Do not ask** who is in their personal network.



4. Safety messages (Slide 17)

- Read the phrases slowly.
- Underline:
 - *"Asking for help does not mean something is wrong with you. It means you are looking for support."*
- Make a brief pause after each phrase.

Note for the teacher

- Keep the conversation at a general level.
- Avoid:
 - Asking directly if anyone is living through something similar.
 - Asking for family examples.
 - Going into personal details.
- If a personal comment arises:
 - *"Thank you for sharing. We are going to continue talking in a general way to **look after the group.**"*

A4

Activity 4. What is important to remember (15-20 minutes)

1.4.1 Objectives

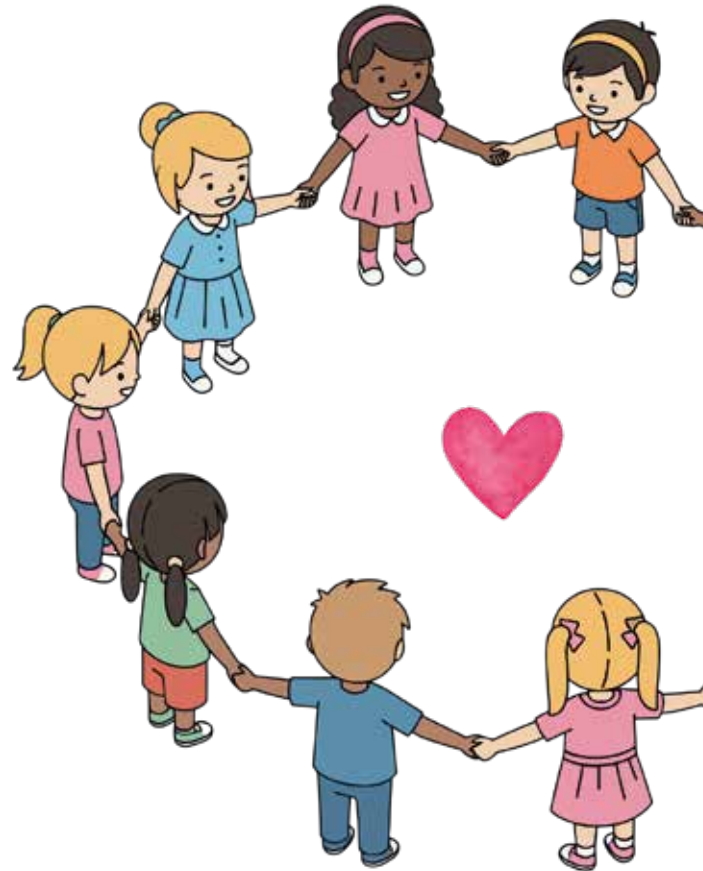
1. Consolidate the **main messages** of the module.
2. Reinforce **safety and non-blaming**.
3. Remember the **existence of supports**.
4. Close the session without emotional exposure.

Materials

- ☐ PowerPoint presentation (slides 18-21)
- ☐ Projector
- ☐ Small slips of paper or cards
- ☐ Box or envelope for anonymous questions
- ☐ Pens
- ☐ Classroom in frontal layout.

1.4.2 Activity procedure:

1. **Structured recapitulation (Slide 19)**
 - Read each phrase slowly.
 - After each one, you can ask:
 - *"Why do you think this is important?"*
 - Keep responses brief.
 - **Do not open an emotional debate.**
2. **Safety reinforcement (Slide 20)**
 - Explain:
 - *"Sometimes people need time and help to feel better. And **children are never responsible** for curing adults."*
 - Maintain a firm but **calm tone**.
3. **Space for anonymous questions (Slide 21)**
 - Hand out small slips of paper. Explain:
 - *"If anyone wants to ask a question, they can write it down **without putting their name**."*
 - Collect the questions in a box or envelope.
 - Read only those that are **suitable for the group**.
 - If any require individual follow-up, you can say:
 - *"That is a good question. I will answer it at another time more calmly."*



4. Final closing phrase

- Close with something **stable and clear**:
 - *"Today we have learned that the **mind can also become ill**, that it is **no one's fault**, and that there are **always adults who help**."*
- Thank them for their participation.

Note for the teacher:

- **Do not finish** with an emotional circle dynamic.
- Avoid open questions such as:
 - *"Who lives like this?"*
- The closure must convey safety and stability.
- If a sensitive question arises:
 - Respond in a **general way** and offer a later individual space.

AC1

Complementary activity

Activity 1. Myths and Truths (10-15 minutes)

2.1.1 Objectives

1. Identify **erroneous ideas** regarding mental illness.
2. Reinforce **correct understanding**.
3. Reduce stigma from an **early age**.
4. Maintain a **general and cognitive** focus.

Materials

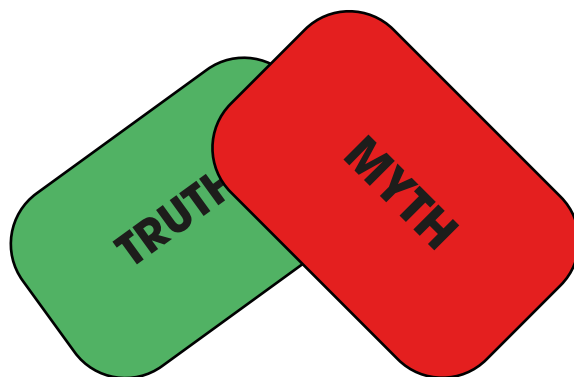
- ☐ PowerPoint presentation (slides 21-24)
- ☐ Green/red cards or signs saying "MYTH" / "TRUTH"
- ☐ Classroom in plenary.

2.1.2 Activity procedure:

1. Explanation of the dynamic
 - Introduce:
 - *"We are going to listen to some phrases. You will have to think if you believe they are a myth or a truth."*
 - Clarify that it is **not an exam**, but a reflection.
2. Presentation of phrases
 - Examples:
 - *"Mental illnesses are rare."*
 - *"A child is to blame if their father or mother is sad."*
 - *"People with depression can receive help."*
 - *"If something is not seen, it is not an illness."*
 - *"Asking for help is a sign of weakness."*
 - After each phrase:
 - Pupils raise their card or respond verbally.
 - The **teacher briefly explains** the correct answer.
3. Final reinforcement
 - Conclude:
 - *"Many times what we do not understand can cause fear. That is why it is important to **learn and talk about it**."*

Note for the teacher

- Avoid prolonged debate.
- Keep responses **clear and brief**.
- Do not ask for personal examples.



2.2.1 Objectives

1. Identify **supportive language**.
2. Differentiate between phrases that help and **phrases that do not help**.
3. Foster empathy without personalisation.

Materials

- ☐ PowerPoint presentation (slides 25-28)
- ☐ Whiteboard
- ☐ Felt-tip pens
- ☐ Small group work (optional)

2.2.2 Activity procedure

1. **Presentation of general situations**
 - Show a sample phrase:
 - *"Leo is worried because his dad has no energy."*
 - Question:
 - *"What could a friend say to him that would help?"*
2. **Construction of supportive phrases**
 - Write suggestions on the whiteboard such as:
 - ***"It is not your fault."***
 - *"I am here if you want to talk."*
 - ***"We can ask for help together."***
 - *"You don't have to do it all alone."*
3. **Differentiating phrases that do not help**
 - Pose examples:
 - *"Nothing is happening."*
 - *"I'm sure it will just pass."*
 - *"Don't think about that."*
 - Question:
 - *"Do you think these phrases help? Why?"*
4. **Closing**
 - Conclude:
 - *"Sometimes we cannot change the situation, but we can **accompany**."*

Activity procedure:

- Do not turn the activity into an exchange of personal experiences.
- Maintain the focus on the **fictional character** or general situations.
- Supervise **respectful language**.

Material checklist for all activities

Main activities

1.1 Visible and invisible illnesses

- ☐ Show slides 2-8.
- ☐ Guide conversation on visible illnesses.
- ☐ Introduction of the concept of invisible illnesses.
- ☐ Briefly explain what a mental illness is.
- ☐ Reinforce message: it is no one's fault.

1.2 Third-person story

- ☐ Present the story as fictional.
- ☐ Read slides 9-12 in a neutral tone.
- ☐ Guide reflection focused on the character.
- ☐ Explain what depression is in a simple way.
- ☐ Reinforce: children are not responsible for solving adult problems.

1.3 What can help?

- ☐ Show slides 13-17.
- ☐ Facilitate brainstorming in the third person.
- ☐ Build a support network on the whiteboard.
- ☐ Present adults and help resources.
- ☐ Reinforce message: asking for help is brave.

1.4 Closing and integration

- ☐ Show slides 18-20.
- ☐ Review key messages.
- ☐ Reinforce safety and non-blaming.
- ☐ Offer space for anonymous questions.
- ☐ Close with a clear and structured phrase.

Complementary activities

AC1. What is important to remember

- ☐ PowerPoint 21-24 with example phrases.
- ☐ Whiteboard.
- ☐ Felt-tip pens.
- ☐ Small group work (optional).

AC2. Phrases that help us

- ☐ PowerPoint 25-28 with example phrases.
- ☐ Whiteboard.
- ☐ Felt-tip pens.
- ☐ Small group work (optional).

TRUTH

MYTH

Digital Media Use and Mental Health

Teacher's Guide



Primary Activities

INTRODUCTION

The use of **digital media** is part of the daily life of primary school pupils. Smartphones, tablets, video games and online platforms influence their way of relating, their free time habits and even their **rest and emotional state**. For this reason, it is essential that children develop a **critical awareness** from an early age about how, when and how much they use these resources, as well as the impact they have on their well-being.

This module aims to accompany pupils in a process of **reflection and active learning** regarding their own media habits. Through participatory dynamics, debates and games, **awareness of the benefits and risks** of digital media is encouraged, along with the importance of establishing **healthy breaks** and the ability to create personal self-regulation strategies.

The teacher's role is fundamental to guide conversations, moderate shared experiences and propose tools that allow each child to find a **balance between digital use and screen-free activities**. With this workshop, the aim is to ensure that pupils not only understand the effects of digital media in their daily lives, but also develop **responsible habits and personal goals** that promote their overall well-being.

Key ideas

- **Digital media** are part of the daily life of primary school pupils.
- Smartphones, tablets, video games and platforms influence relationships, free time, **rest and emotions**.
- It is necessary for them to develop critical awareness about the use of media and its impact on well-being.
- The module proposes active reflection, debates and games to **foster learning**.
- The teacher has a **central role** as a guide and moderator.

Workshop objectives

- **Reflect on the personal use** of digital media.
- **Identify benefits and risks** of digital consumption.
- Understand the importance of establishing healthy breaks.
- Develop personal **self-regulation** strategies.
- Encourage **responsible habits** and personal well-being goals.

Note for the teacher

- Create a **safe space** for dialogue and reflection.
- Use participatory dynamics (**debates, games, group activities**).
- Highlight the importance of the **balance between screens and screen-free activities**.
- Accompany each child in recognising their own habits and **proposing alternatives**.
- Support the formulation of **achievable personal goals**.

Key words

- Digital media
- Social networks
- Online emotions
- Digital self-esteem
- Social comparison
- Digital identity
- Healthy limits
- Cyberbullying
- External validation
- Conscious disconnection
- Emotional regulation
- Social pressure
- Responsible screen use
- Emotional impact of "likes"
- Mindfulness

Expected results for module 8

At the end of this module, the pupil is expected to develop a **more conscious and critical perspective** on the emotional impact of digital media, as well as tools to relate to them with **greater balance, respect and self-care**.

A1 Day 1. Digital media and well-being (45 minutes)

Activity 1: Round table - Digital media and well-being (15 a 20 minutes) Adapt it to the pace and participation of your group.

Materials

- ☐ Everyday objects (real or images)
- ☐ Classroom with seating arranged in a circle
- ☐ Whiteboard and markers
- ☐ Images or illustrations of media use situations

1.1.1 Objectives

1. Invite pupils to reflect on their own **media habits** and how these influence their physical, emotional and social well-being, creating a space for **participatory and conscious dialogue**.

1.1.2 Activity procedure:

1. **Arrange the chairs in a circle** with the whole class and give a brief visual introduction to the topic; you can use the module presentation for support.
2. Show various images (printed or projected) related to the use of digital media.
 - Guiding questions:
 - *"What do you see in these images?"*
 - *"Which activities seem healthy or unhealthy to you?"*
 - *"Which digital media do you use every day?"*
3. Place the symbolic objects in the centre.
4. Explain to the pupils that each object represents an aspect of their media habits. Give a brief presentation of each to contextualise.
5. Open the debate with questions such as:
 - *How do digital media influence your rest time?*
 - *Which activities do you like most when you are not using screens?*
 - *Do you have set times to use your mobile? How do you stick to them?*
 - *What happens when you spend too much time in front of a screen?*

Guide to symbolic objects



Encourages reflection on the times and usage habits of the device.



Symbolises time management and breaks in media use.



Encourages debate on screen-free activities.



Refers to healthy sleep and moments away from screens.



Represents offline activities.

6. Invite pupils to share personal experiences of digital media use and how they feel about it.
7. Collect on the whiteboard the main ideas that emerged from the debate (e.g. benefits, risks, related emotions).
8. Close the activity by thanking them for their participation and linking it to the theme of the module:
 - *"Digital media are part of our lives, but we can also learn to use them in a way that takes care of our well-being."*

Nota for Teachers

- Symbolic objects act as **visual activators** and help to make the debate more dynamic.
- It is not necessary for everyone to speak; **respect the silences** and encourage active listening.
- If you feel it is necessary, limit the time of each contribution so that everyone can participate.
- You can keep the list of ideas collected on the whiteboard in the classroom to revisit them in subsequent activities.

A2

Activity 2: Dice game - Media emotions (20 minutes)

Adapt it to the pace and participation of your group..

- 10 minutes of play
- 10 minutes of debate and final reflection

Materials

- ☐ Templates to build the dice (media and emotions)
- ☐ Heavy paper/card (min. 120 g/m²)
- ☐ Scissors
- ☐ Glue
- ☐ Ready-made dice (1 for media + 1 for emotions per group of 6 pupils)
- ☐ Whiteboard and markers

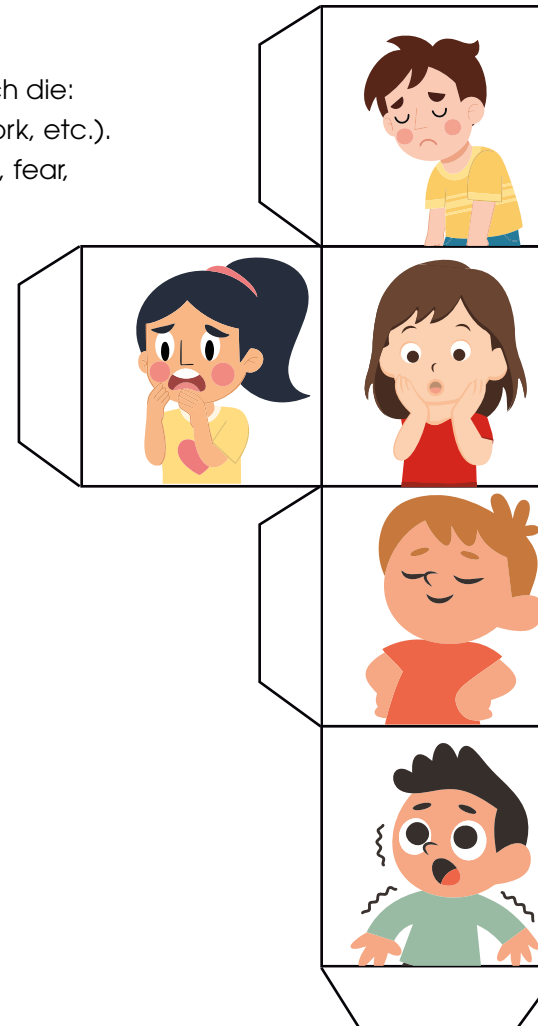


1.2.1 Objectives

To help pupils identify and express how different digital media trigger **different emotions**, encouraging reflection on **positive and negative experiences** in their daily use.

1.2.1 Activity procedure:

- The teacher explains the rules of the game and the meaning of each die:
 - **Media die:** indicates the type of media (e.g. video, social network, etc.).
 - **Emotions die:** shows the associated emotion (e.g. joy, frustration, fear, surprise, serenity, etc.).
- Divide the class into small groups (maximum 6 people per group).
- In turns, each pupil rolls both dice.
 - The combination obtained (**media + emotion**) will be the starting point to tell a related personal experience.
 - Example: "social network + joy" -> share what causes joy on social networks.
- Continue until all pupils have participated.
- Close the activity in plenary:
 - Reflect together on shared emotions.
 - Identify positive and negative experiences.
 - Record the most important ideas on the whiteboard



Teacher's Note

- Ensure that all pupils have the opportunity to participate, even if some do so briefly.
- Observe if **positive or negative emotions** prevail and use this data as an indicator for future discussions.
- If you wish, you can add a **third die with concrete situations** (e.g. "at school", "at home", "with friends") to enrich the dynamic.

A1

Day 2. Healthy use of digital media (45 minutes)

Activity 1: Guided debate - Media screen time (20 minutes)

Device	Healthy time	Real time	Time of day		
			Morning	Afternoon	Evening
Console					
Television					
Computer and laptop					
Smartphone					
Tablet					
Total time	Total time	Total time			

Materials

- ☐ Chairs arranged in a circle.
- ☐ Whiteboard and markers/chalk.
- ☐ Slide or printable, or write "Media screen time" on the whiteboard (1 for a large class).

2.1.1 Objectives

1. Encourage students to **reflect on their own habits** of digital media use, recognise patterns and compare different usage times within the group.

2.1.2 Activity procedure:

1. **Prepare the space:** organise the chairs in a circle to create an environment of open and safe dialogue.
2. **Introduce the topic:** explain that the activity aims to discover when and for how long they use digital media during the day. Clarify that **there are no right or wrong answers**.
3. **Pose the main question:**
 - *"When and for how long do you use your tablet or smartphone every day?"*
 - Give examples: *"Some people use it in the morning before coming to school, others mainly in the evening before going to sleep."*
 - Write down the different times and exposure durations to digital media that emerge from the debate.
4. **Use the Think-Share-Present technique:**
 - **Think:** one minute of individual reflection.
 - **Share:** in pairs; students talk with their partner.
 - **Present:** each pair shares their ideas with the group.
5. **Collect the answers:** write on the whiteboard or on the printable the most mentioned times (morning, afternoon, evening, before bed) and **highlight similarities or differences**.

6. **Group reflection:** open a dialogue with questions such as:
 - *What similarities do we observe?*
 - *Which differences draw our attention?*
 - *Do you think the time you use your smartphone influences sleep, concentration or mood?*
7. **Closing:** summarise the main ideas and link to the next activity:
 - *"Now that we know when we use media the most, we will reflect on which habits are healthy and which are not."*

Teacher's note

- Give space to all students, encouraging the quieter ones in particular.
- Remind them to **listen without judging**.
- Use the information obtained as a starting point to work on **healthy habits** in the next activity.

A2 Activity 2: Healthy or unhealthy use? (20 minutes)

2.1.1 Objectives

1. Help students to **analyse different digital media use situations**, distinguishing between healthy and unhealthy practices, and to co-create a shared list of **positive habits**.

Materials

- ☐ Cards with situations (e.g.: "using media just before sleeping", "taking breaks while playing video games", "looking at your smartphone during meals").
- ☐ Whiteboard and markers/chalk.
- ☐ (Optional) Draw two columns on the whiteboard or use the printable or presentation slide, with the titles: Healthy and Unhealthy. 1 per large class.

2.2.1 Activity procedure:

1. **Form small groups** of 4 to 6 students.
2. **Hand out the cards:** each group receives a set of daily situations related to media use.
3. **Group classification:**
 - They discuss each situation.
 - They decide if it is **Healthy or Unhealthy** (or if it depends on the context).
 - They justify their decision.
4. **Presentation of results:** each group shares 2-3 examples with the rest of the class, explaining their reasoning.
5. **Plenary discussion:** collect the conclusions on the whiteboard, creating two columns:
 - Healthy and Unhealthy, or use the printable.
 - Highlight cases where there was disagreement to encourage reflection.
6. **Collective synthesis:** work together to create a list of healthy habits to keep as a reference for the rest of the module.
7. **Closing and final reflection:** ask questions such as:
 - *Which habits surprised you?*
 - *Which unhealthy behaviours are the most common?*
 - *What small changes could you apply starting today?*

Unhealthy



Healthy



Healthy and unhealthy use of digital media

Healthy

Unhealthy

Teacher's note

- There will be situations with **mixed interpretations** (e.g. playing video games can be positive if done with friends, or negative if it takes away hours of sleep). Take advantage of this to **deepen the reflection**.
- Emphasise that it is not about judging, but about learning to **distinguish between habits** that favour or harm well-being.
- Keep the list of healthy habits **visible in the classroom** as a reminder.

A1

Day 3. Reflection and healthy media habits (45 minutes)

Activity 1: Media experiences (15 minutes)

Adapt it according to the needs and pace of your group.

Materials

- ☐ Chairs arranged in a circle or semi-circle.
- ☐ Whiteboard and markers/chalk.

3.1.1 Objectives

1. Encourage the **free expression** of experiences and emotions related to digital media use, promoting active listening and shared reflection.

3.1.2 Activity procedure:

1. **Prepare the space** in a circle or semi-circle to favour eye contact.
2. **Pose the main question:**
 - *"When and how do you use communication media and how do you feel about it?"*
3. **Give students their turn** to share experiences, feelings and concrete examples.
4. **Collect on the whiteboard** the most significant contributions, grouping ideas by emotions, contexts or habits.
5. **Close the activity** by thanking them for their participation and highlighting the importance of recognising how media use influences our **well-being**.

Teacher's note:

- There may be students who prefer not to speak; **respect the silences** and value attentive listening.
- Summarise the most repeated or relevant themes to link to the next activity.
- Regulate the time based on the number of contributions.

A2

Activity 2: Media-free zones and times (20 minutes)

Adapt it according to the needs and pace of your group.

Materials

- ☐ Large card or sheets of paper.
- ☐ Coloured markers.
- ☐ Adhesive tape or material to display posters.
- ☐ Whiteboard or Printable: *"Media-free zones and times"*.

3.2.1 Objectives

1. Promote collective reflection on **moments and spaces free from screens**, identifying healthy practices and agreeing on applicable proposals for daily life.

3.2.2 Activity procedure:

1. **Divide the class** into small groups (4-6 students).
2. **Explain the task:** each group must reflect on which zones and moments can be media-free (e.g. during meals, before sleep, in the playground, during sports or family activities).
3. **Hand out the materials** and ask them to represent their ideas on a poster in a **visual and creative** way.
4. **Presentation of results:** each group shares their poster with the class.
5. **Plenary discussion:** the teacher collects the contributions on the whiteboard and a common list of *"media-free zones and times"* is created for reference.
6. **Closing:** highlight the importance of setting aside screen-free time to favour **coexistence, rest and health**.

Teacher's note:

- Encourage groups to include **real and achievable examples**.
- You can leave the final list displayed in the classroom as a **permanent reminder**.

Media-free zones and times

Zone	Time	Comments

A3

Activity 3: Final reflection and personal commitment (15-20 minutes)

Adapt it according to the needs and pace of your group..

Materials

- ☐ (Optional) Printable "My personal goal".
- ☐ Whiteboard and markers.
- ☐ Coloured pencils or markers.

3.3.1 Objectives

1. Encourage **self-reflection** and personal commitment towards a healthier use of media, strengthening individual responsibility and group support.

3.3.2 Activity procedure:

1. **Explain the dynamic:** each student must formulate a "**personal media goal**" to improve their own well-being.
 - They can express it through a drawing, a phrase or a short text.
2. **Individual creation time:** a few minutes to reflect and write/draw their own goal.
3. **Voluntary sharing:** invite some students to share their goal with the group.
4. **Group advice and support:** note down suggestions or supportive phrases on the whiteboard that classmates offer to help achieve the goals.
5. **Homework:** each student shares their personal goal at home with their parents and discusses how to put it into practice in daily life.
6. **Closing:** thank the group for their commitment and emphasise that **every small change counts** on the journey towards a healthier use of media.

Teacher's note:

- Not all students will be comfortable sharing in public; **participation must be voluntary**.
- Reinforce **realistic goals** and celebrate the diversity of proposals.
- Remind them that they can adapt their goal in the future if necessary

4.1.1 Objectives

1. To develop awareness of the **frequency and time** spent on digital media.
2. To relate media use to one's own **emotional state**.

Materials

- ☐ "Media Diary" worksheet.
- ☐ Pencils or pens.

4.1.2 Activity procedure:

1. **Hand out the diary worksheet** to each student and explain how to complete it.
2. **Explain the process:** over the course of a week, each student must note down:
 - Which media they used.
 - How long they used it for.
 - **How they felt** (e.g. relaxed, tired, happy, frustrated).
3. **Clarify any doubts** and emphasise the importance of honesty in the personal log.
4. **Classroom follow-up:** the following week, set aside time for students to **share their observations** in small groups.
5. **Plenary discussion:** collect common conclusions on the whiteboard, identifying positive habits and areas for improvement.
6. **Closing:** reinforce the idea that observing and recording habits is the **first step towards being able to change them**.

Teacher's note:

- Encourage students to be honest and not to worry about "right or wrong"; the diary is a **tool for self-awareness**, not for assessment.
- You can ask students to keep the diary as a **reference for future activities**.
- Adjust the level of detail based on the **age of the group**.

AC2

Activity 2: Digital situations theatre (30 minutes)

Adapt it according to the needs and pace of your group.

4.1.1 Objectives

1. To reflect on **daily digital behaviours** in a playful and creative way.
2. To identify **healthy alternatives** to situations of excessive media use.

Materials

- ☐ Printable cards with situations related to digital media use (e.g.: "staying up late watching videos", "using your smartphone while eating", "playing online games with a friend and losing track of time", "reading a book instead of looking at your tablet").
- ☐ Clear space in the classroom to act out the scenes.

4.1.2 Activity procedure:

1. **Form small groups** (4-6 students).
2. **Hand out a card** to each group with a specific situation.
3. **Preparation:** students develop a **short theatrical performance** showing the situation.
4. **Performances:** each group acts out their situation in front of the class.
5. **Healthy alternatives:** after each performance, the rest of the group proposes **more balanced and positive ways** to handle the situation.
6. **Teacher moderation:** lead the debate, reinforce the proposals, and summarise the **key learning points** on the whiteboard.
7. **Closing:** emphasise how humour and creativity help to **reflect on media use** in an engaging way



Teacher's note:

- Performances do not have to be perfect; the aim is to **reflect and have fun**.
- If time is limited, select only a **few situations to dramatise**.
- You can keep the cards to **reuse them with other classes** or adapt them to new themes

Materials checklist for all activities

Day 1. Digital media and well-being

1.1 Debate round - Digital media and well-being

- ☐ Everyday objects (real or images)
- ☐ Classroom with seating arranged in a circle
- ☐ Whiteboard and markers
- ☐ Images or illustrations of situations

1.2 Dice game - Media emotions

- ☐ Templates to build the dice (media and emotions)
- ☐ Heavy paper/card (min. 120 g/m²)
- ☐ Printer
- ☐ Scissors
- ☐ Glue
- ☐ Printed emojis
- ☐ Ready-made dice (1 for media + 1 for emotions per group of 6 pupils)
- ☐ Whiteboard and markers

Day 2. Healthy use of digital media

2.1 Guided debate - Media screen time

- ☐ Classroom with seats in a circuit/circle
- ☐ Printable to record screen time

2.2 Classification - Healthy or unhealthy?

- ☐ Cards with situations (e.g.: "using media just before sleeping", "taking breaks while playing video games", "looking at mobile phone during meals").
- ☐ Whiteboard and markers/chalk.
- ☐ (Optional) Two columns on the whiteboard with the titles: Healthy and Unhealthy.

Day 3. Reflection and healthy media habits

3.1 Round table - Media experiences

- ☐ Classroom with a circle of chairs
- ☐ Whiteboard and markers

3.2 Group work - Media-free zones and times

- ☐ Large card or sheets of paper
- ☐ Markers or material for drawing/writing
- ☐ Adhesive tape or material to display posters
- ☐ Printable: "Media-free zones and times"

3.3 Final reflection and personal commitment

- ☐ (Optional) Printable "My personal goal"
- ☐ Whiteboard and markers
- ☐ Coloured pencils or markers

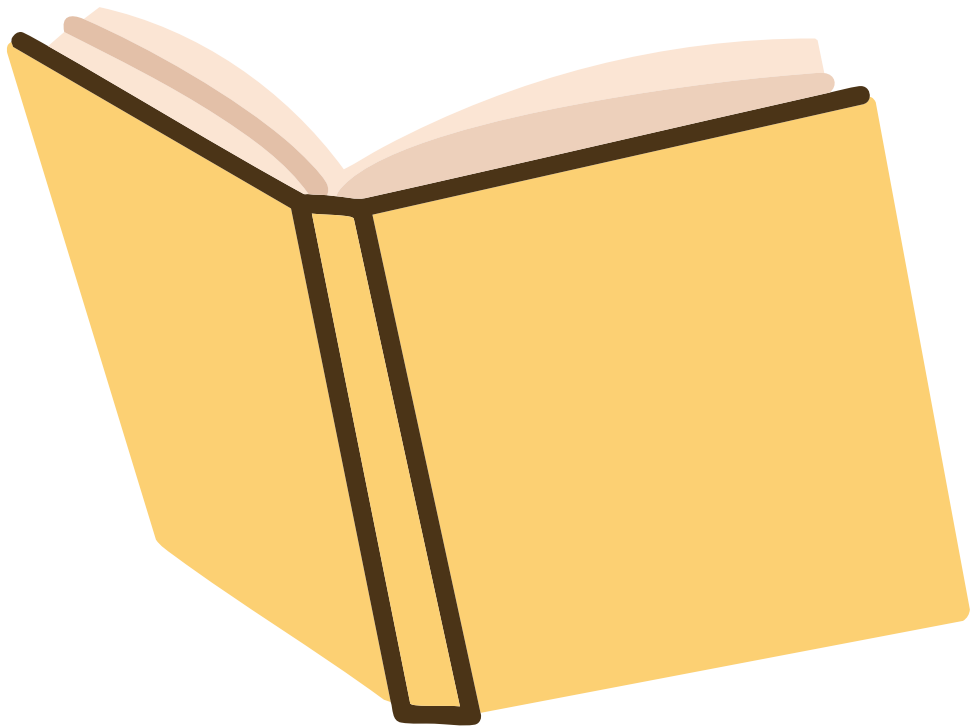
Complementary activities

- ☐ Printables: Cards with situations related to digital media
- ☐ "Media Diary" template

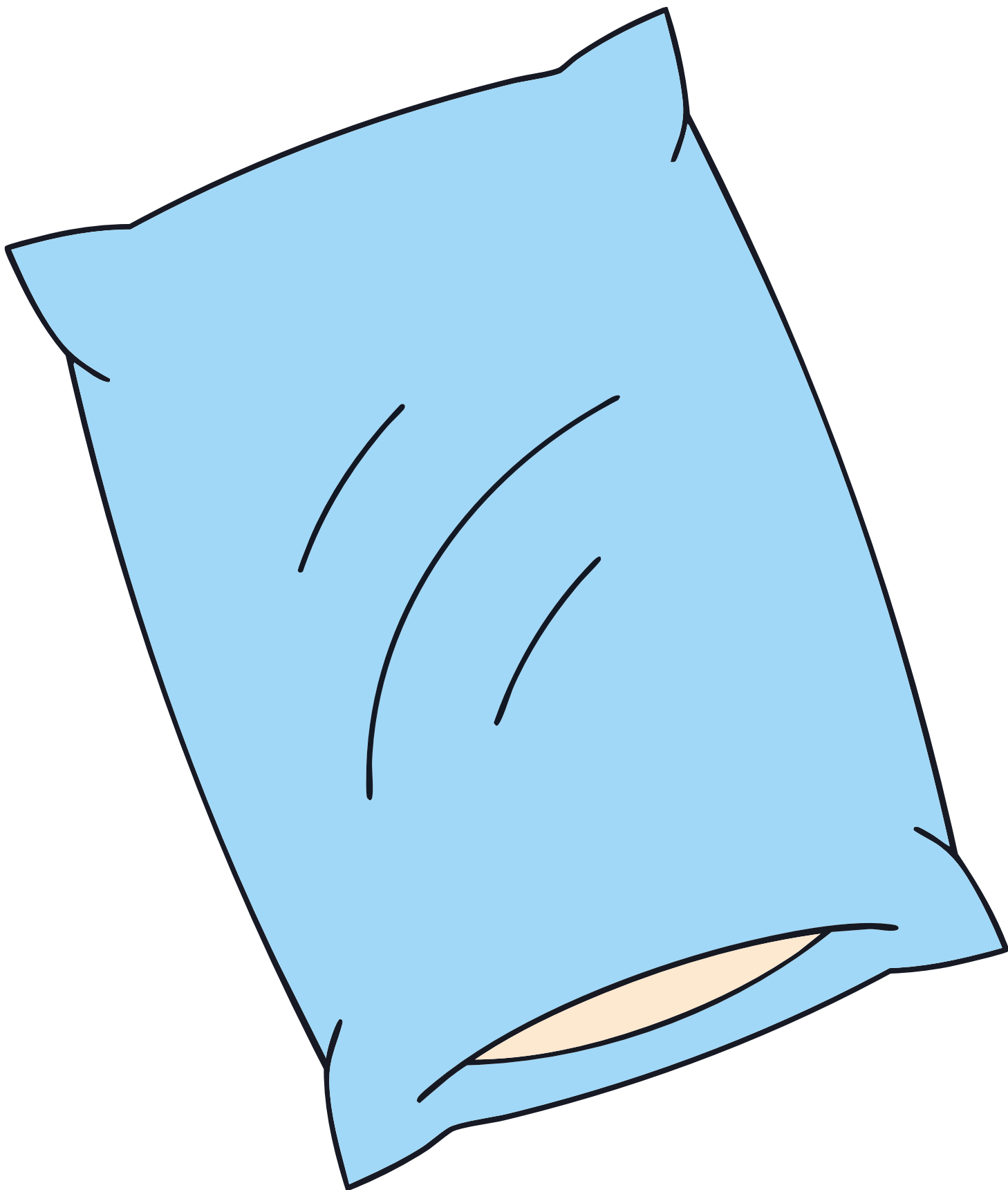


The ideas we share in this workshop are simple suggestions on how to use the material. Feel free to adapt it to your needs: you can divide the workshop into two parts, spread it over several days or complete it in a single session, as you see fit.

You know your pupils and you know what is best for them. Likewise, materials can be used in both paper and digital format, depending on what is most convenient.









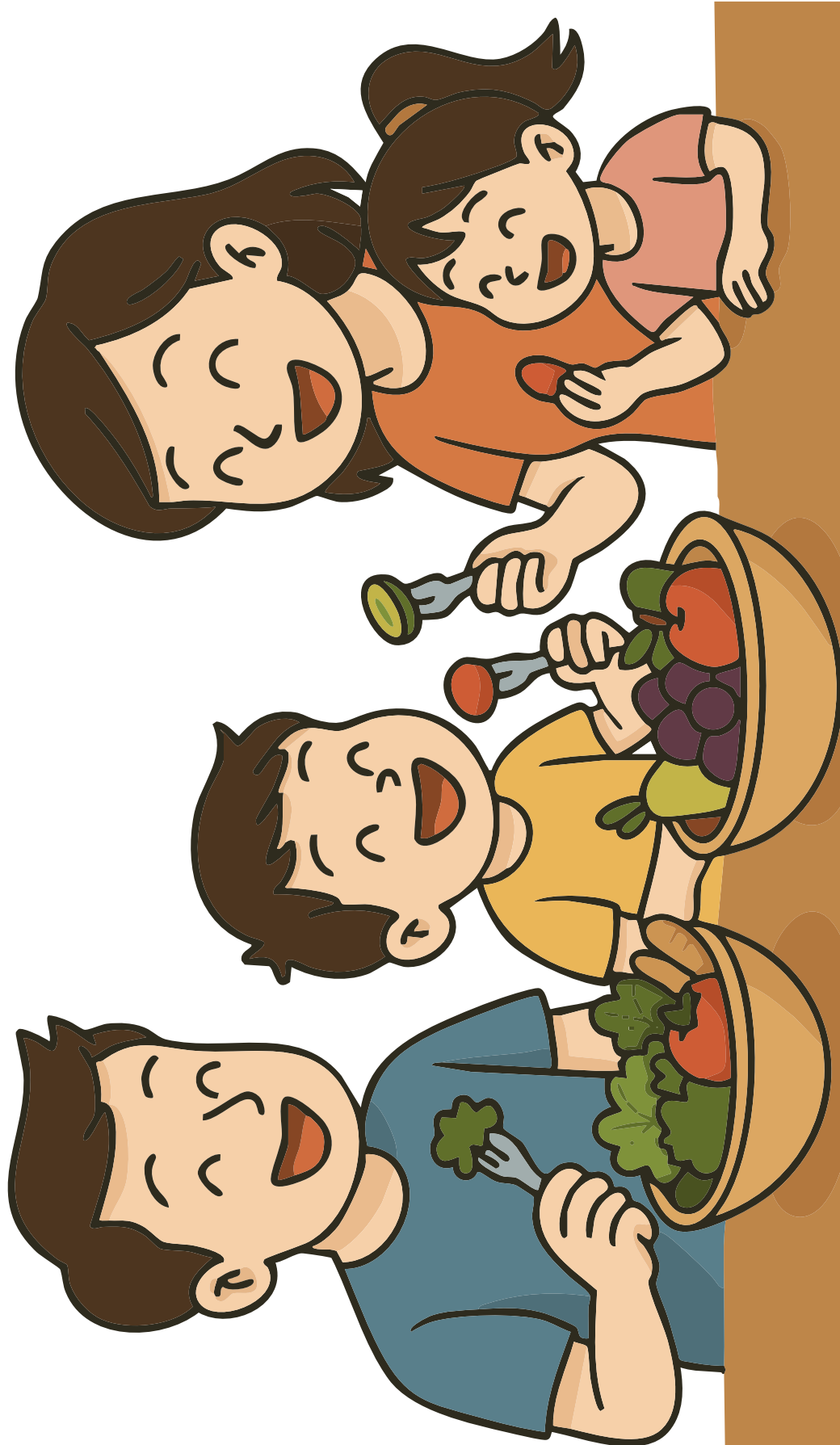


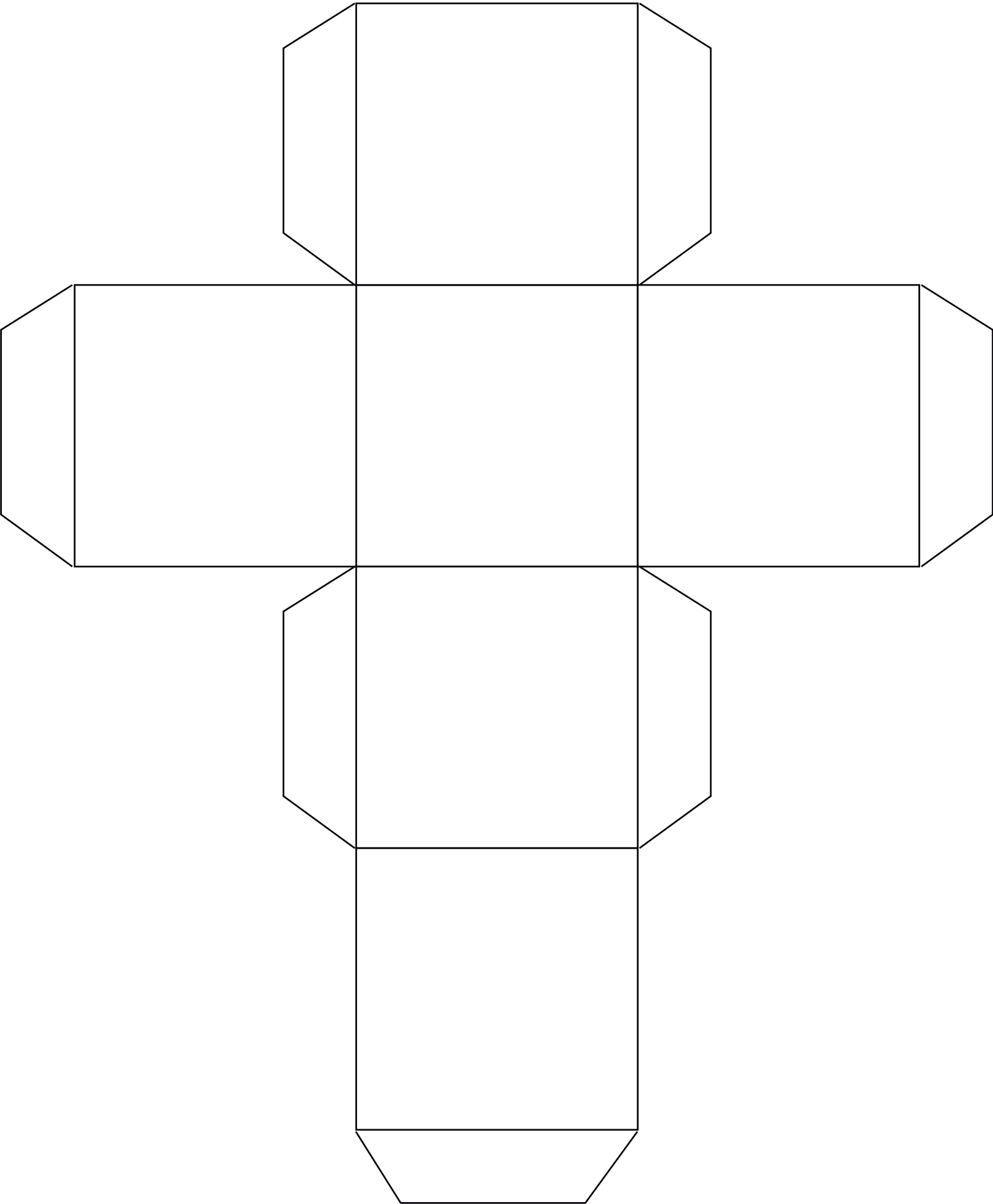


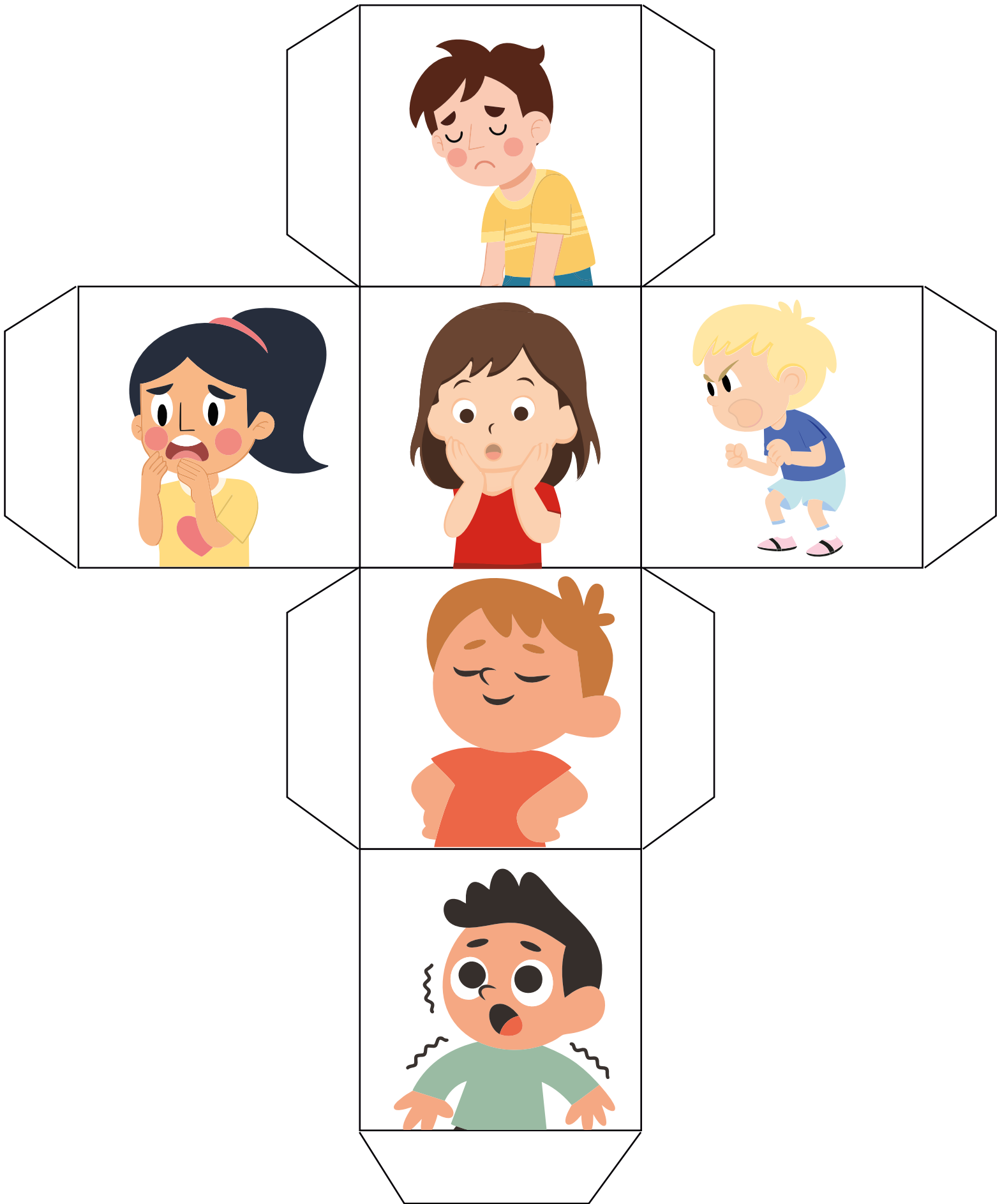


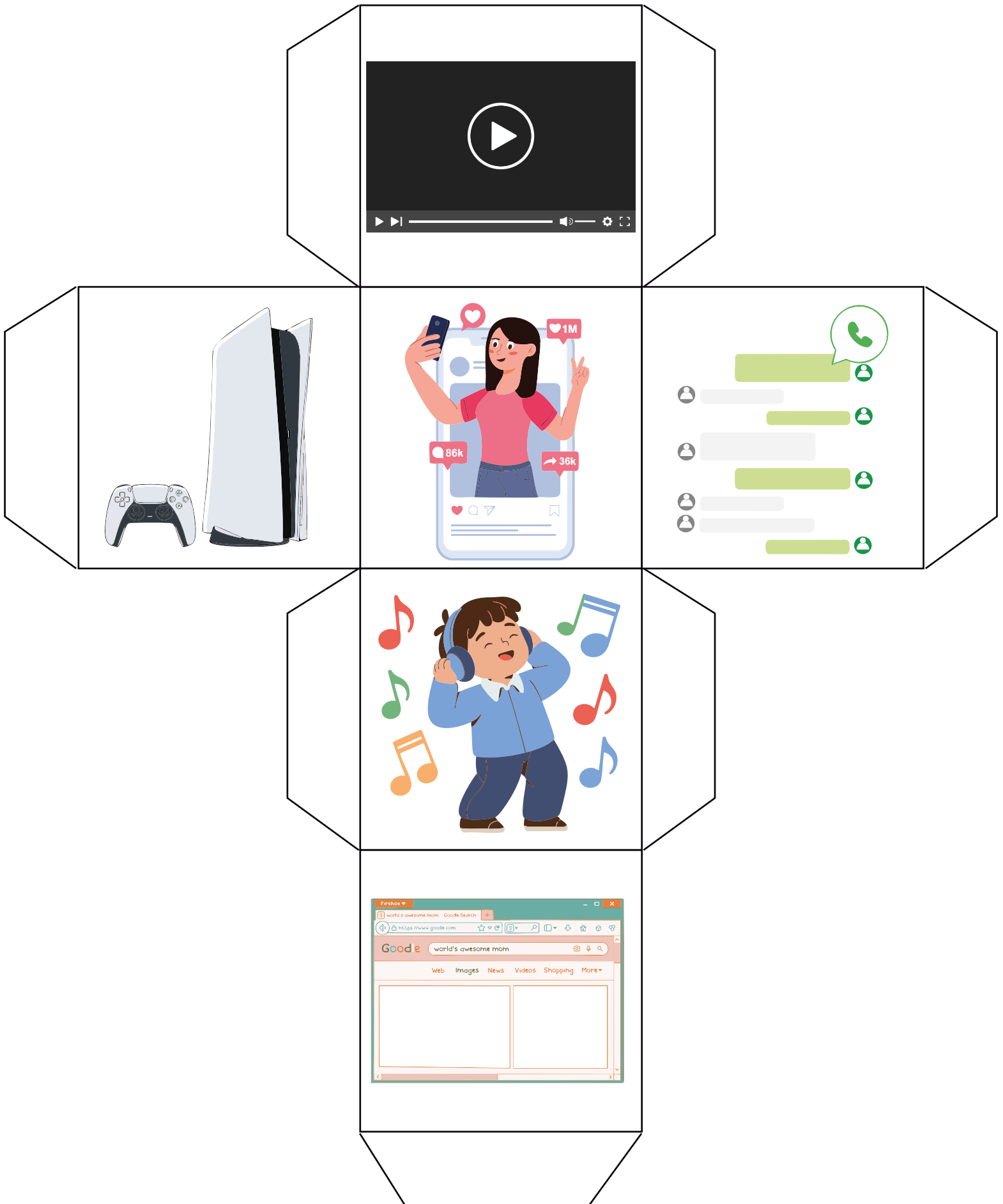








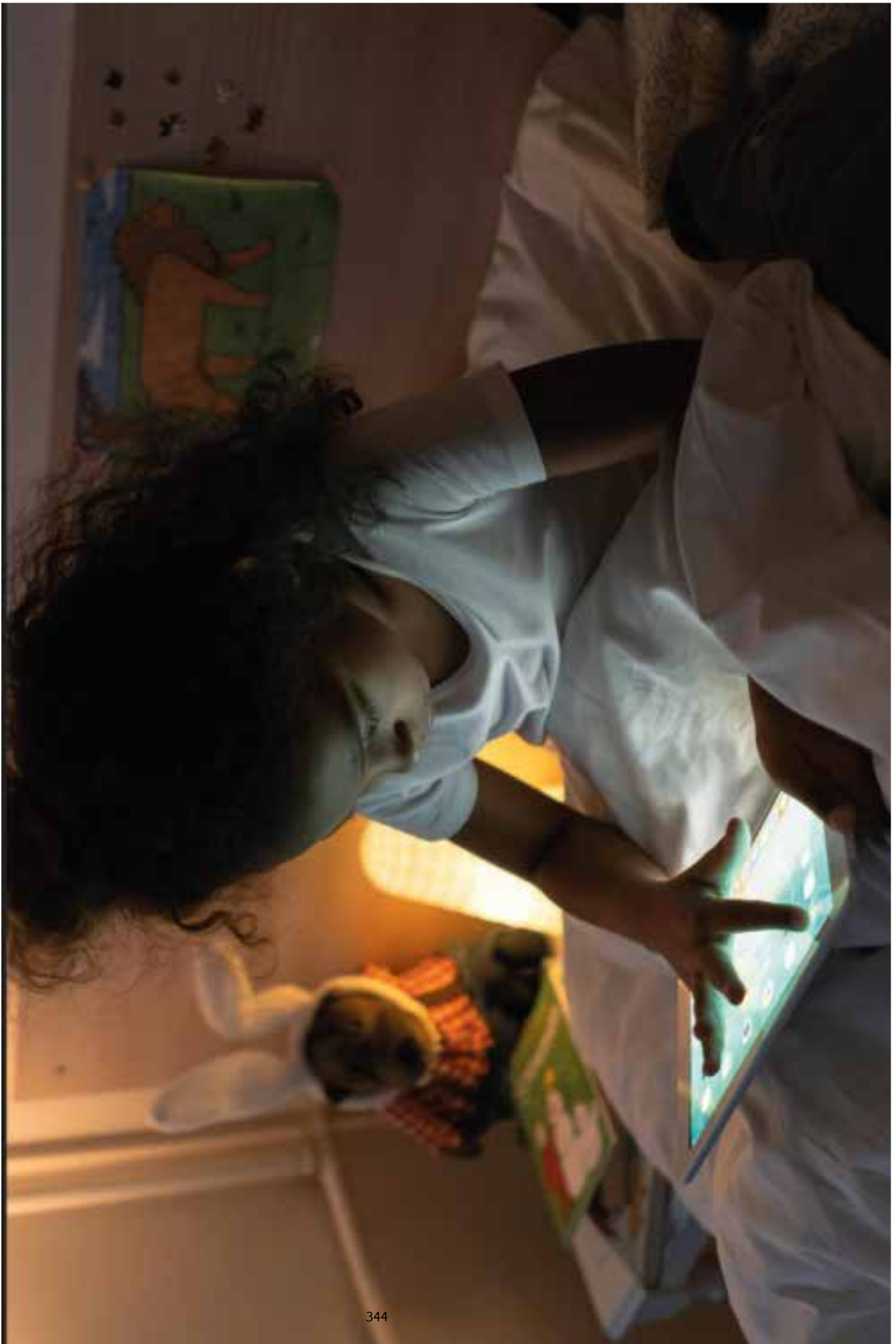




Day 2. Printable activity no. 1: Time spent using digital media

Dispositivo	Time of day			Real time	Healthy time	Total time
	Morning	Afternoon	Evening			
Console						
Television						
Computer e laptop						
Smartphone						
Tablet						
Total time				Total time	Total time	

I play an exciting game on my tablet just before going to bed.



I read a book for half an hour before going to bed.



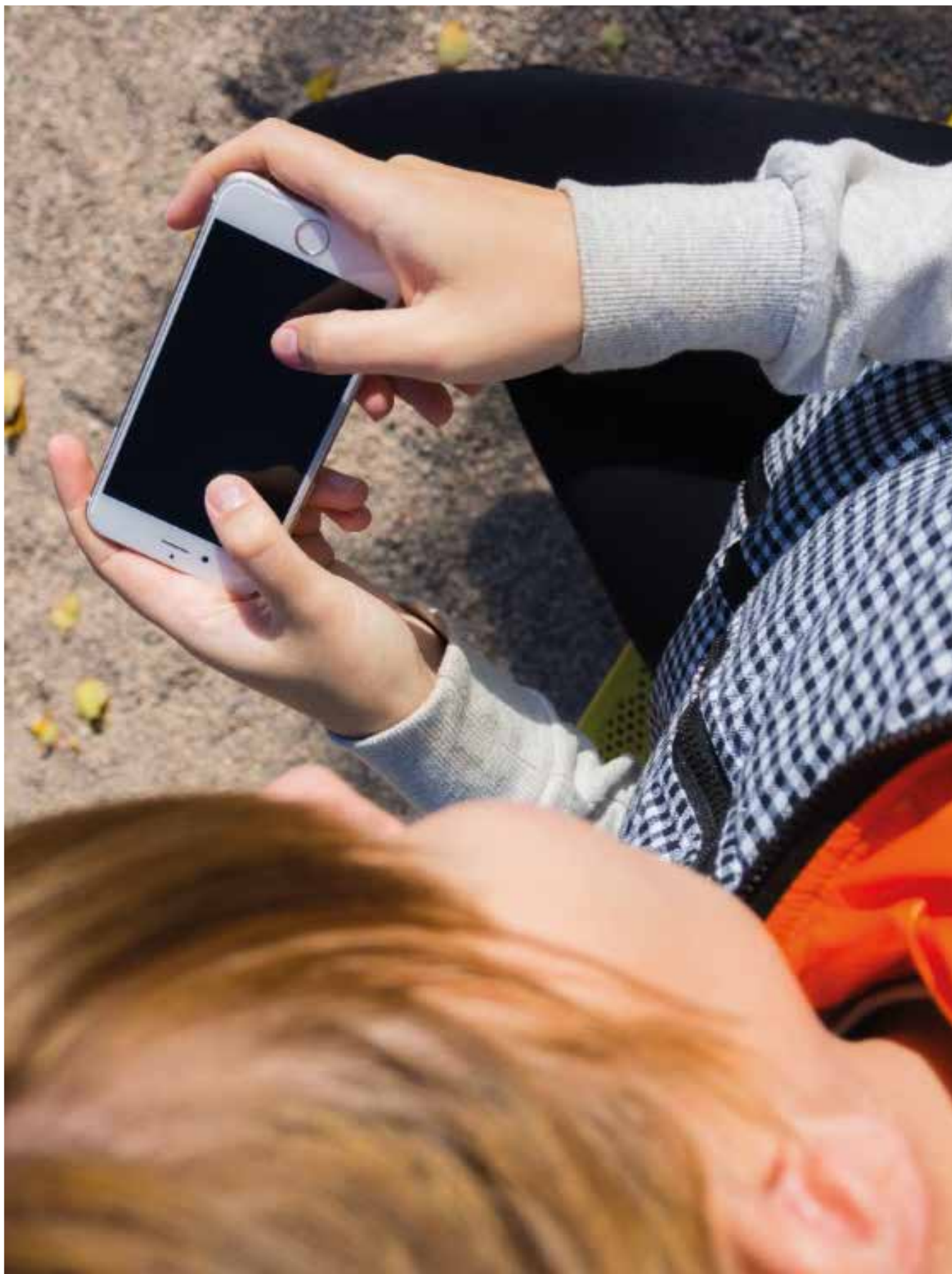
I watch TV for an hour whilst chatting to my parents. Sitting at the dining table.



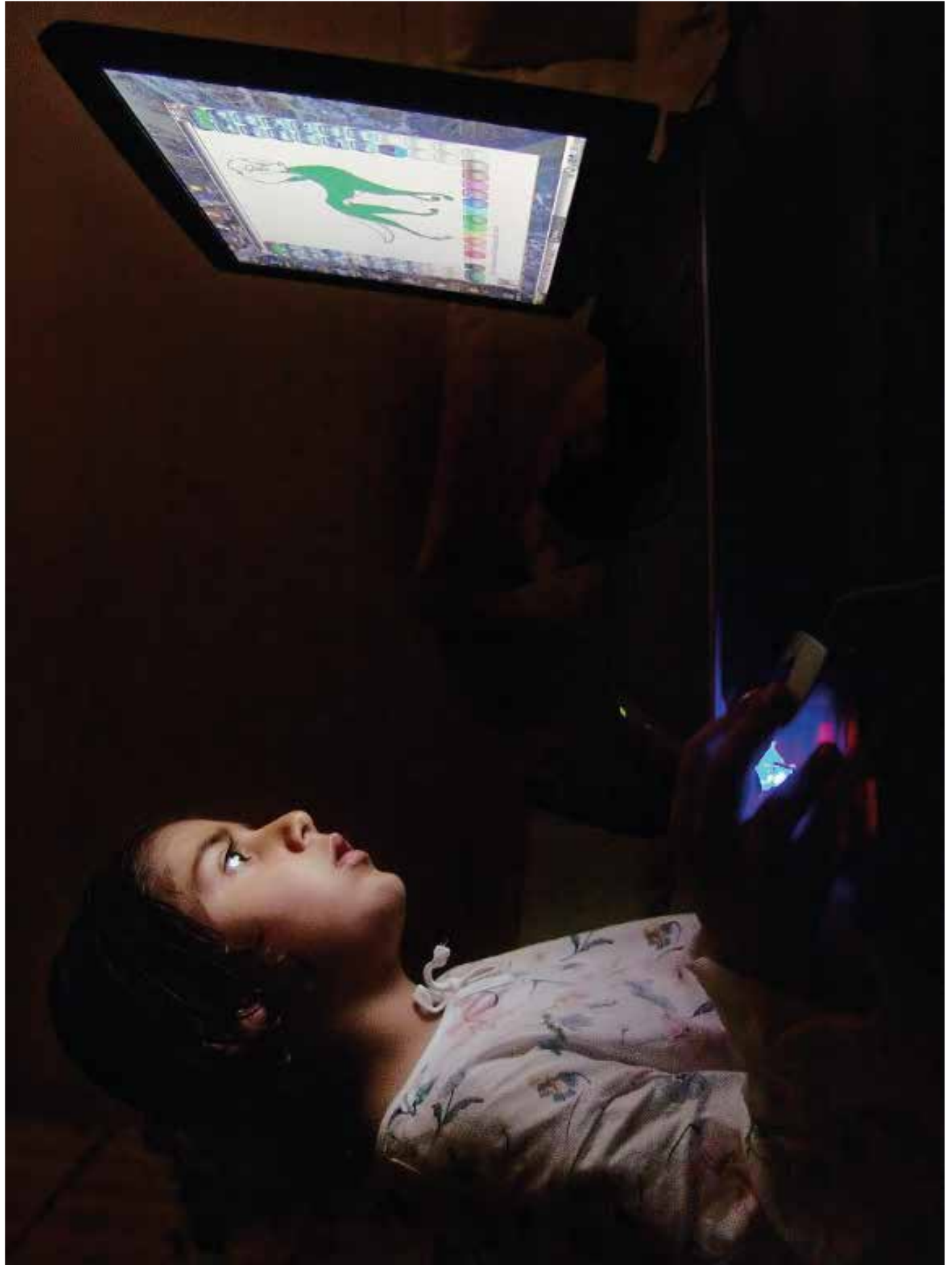
I'm playing outside with my friends and leaving my mobile at home.



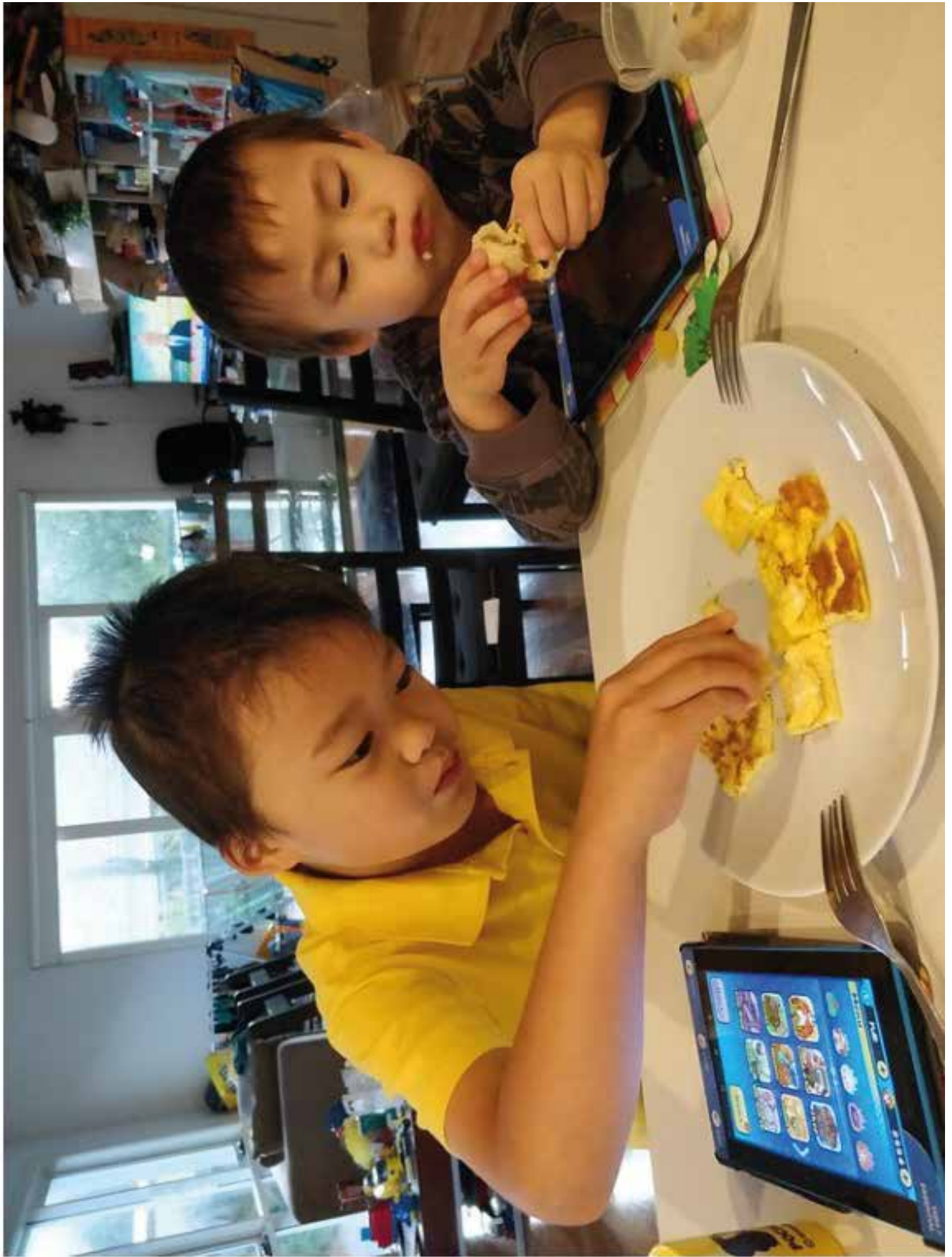
During the break, I use my smartphone to chat with my friends



I spend the whole afternoon in front of the screen without a break



Whilst I'm eating, I use my mobile phone to take photos of the food



I'm going to watch an interesting film with my parents and then we'll talk about it



Healthy



Unhealthy



Healthy and unhealthy use of digital media

Healthy

Unhealthy

Media-free zones and times				
Zone	Time	Comments		

MY PERSONAL GOAL

What feelings did I experience? In which part of the body do I feel them?

What can I do differently next time?

My media diary

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Digital media used	Digital media used	Digital media used	Digital media used	Digital media used	Digital media used	Digital media used
Time spent (approx.)	Time spent (approx.)	Time spent (approx.)	Time spent (approx.)	Time spent (approx.)	Time spent (approx.)	Time spent (approx.)
How did I feel?	How did I feel?	How did I feel?	How did I feel?	How did I feel?	How did I feel?	How did I feel?
How did I feel?	How did I feel?	How did I feel?	How did I feel?	How did I feel?	How did I feel?	How did I feel?

Children's Rights

Teacher's Guide



PRIMARY SCHOOL ACTIVITIES

INTRODUCTION

Boys and girls have **their own rights** that protect them, accompany them in their development and ensure they can grow up **safe, cared for and listened to**. However, they often do not know what these rights are or why they are so important for their daily lives.

This module introduces pupils to the concept of **Children's Rights**, starting from everyday examples and visual activities. Through images, role-play, guided debates and creative exercises, children discover that all minors in the world — regardless of the country they live in — share **fundamental rights** collected in the UN Convention on the Rights of the Child.

The approach of this module favours **active understanding**: students are invited to **identify, name, reflect on, represent and apply rights** in their immediate environment (school, neighbourhood, family). The activities promote **empathy**, critical thinking and a sense of justice, helping children to recognise not only their own rights but also those of others.

Module Objectives

- Recognise what **Children's Rights** are and why they exist.
- Know some of the main rights contained in the **UN Convention**.
- Relate rights to **real-life situations** from daily life.
- Identify examples where rights are **respected or violated**.
- Develop **empathy** towards other children in the world.
- Promote attitudes of **respect, equality and cooperation**.
- Express opinions and co-construct meanings in groups.
- Propose **simple actions** to protect their own rights and those of others.

Keywords

- Children's rights
- UN Convention on the Rights of the Child
- Protection
- Equality
- Safety
- Education
- Health
- Play and leisure time
- Participation
- Respect
- Responsibility
- Empathy
- Justice
- Care
- Coexistence
- Children's voice / Being listened to
- Well-being
- Fundamental needs
- Community / school

Expected results module 9

By the end of the module, pupils will recognise their rights, understand their importance and know how to protect them in **daily life**.

Teacher Recommendations

- This module is based on **experiential methodology**: visual examples help to fix concepts in younger age groups. You can choose the images that best suit your group.
- Before starting, check if the pupils already have prior notions about "**rules**", "**justice**" or "**treating others well**"; this will facilitate the introduction to the idea of "rights".
- In group activities, guide the conversation so that children understand that **having rights also implies respecting the rights of others**.
- Adapt the length of the activities according to the level of the group. **Role-plays and debates** are particularly useful for promoting participation and deep understanding.
- It is recommended to reinforce this module with **examples close to the pupil**: school, break time, family, community.
- The material contains texts adaptable for **reading aloud**; they can be read by the teacher or by pupils with good reading proficiency.
- The module is structured in three increasing sessions: **understanding / importance / practical application**. You can carry them out consecutively or separately according to your planning.



The proposals in this module are intended as a flexible guide to work with naturalness and sensitivity. You can adapt the dynamics to the rhythm and needs of your group: divide the module into several sessions, expand the activities or simplify them as necessary. Use this material as a starting point and adapt it to the reality of your classroom.

You know your pupils better than anyone else and will know how to accompany them in the most appropriate way.

A1

Day 1. What are Children's Rights? (50 minutes)

Activity 1: Observing an image and discovering clues (10 - 15 minutes). Can be extended if the group participates a lot..

Materials

- ☐ A projected or printed image (printable material).
- ☐ Whiteboard or large sheet of paper to note down pupils' ideas.
- ☐ Classroom organised in a circle or semi-circle, allowing the image to be seen.



1.1.1 Objective:

1. Activate **attentive observation**, curiosity and sensitivity towards the needs of other children.
2. Introduce the concept of **Children's Rights** starting from everyday situations.
3. Connect **emotions and real experiences** of the students with the idea of justice and good treatment.
4. Create an **experiential starting point** for the module.

1.1.2. Activity procedure:

1. **Silent gaze:** show the image without explaining anything.
 - Ask the group to observe it for 30-60 seconds in silence.
 - *"Look at the image in silence. Pay attention to the details, the expressions, the place, and what you think is happening."*
 - This intentional pause develops mindfulness and deep observation.
2. **First emotional impression:** invite them to share how the image makes them feel before analysing it.
 - Question:
 - *"What emotion does this image evoke in you?"*
 - *"If this image had background music, what would it sound like?"*
 - *"Who would you connect with if you were inside the scene?"*
 - Helps to bring out **empathy**, sensitivity and the emotional climate of the group.
3. **Guided analysis: we are "rights detectives"**
 - Now we invite them to investigate what is happening:
 - *"What is happening and what clues tell you so?"*
 - *"What do the children in the image need?"*
 - *"Do you see anything that seems fair or unfair?"*
 - *"Who could help in this scene?"*
 - Note on the board the words that emerge: **friendship, need, sadness, help, care, sharing, danger, play...**
 - Prepare the concept of right without mentioning it yet.

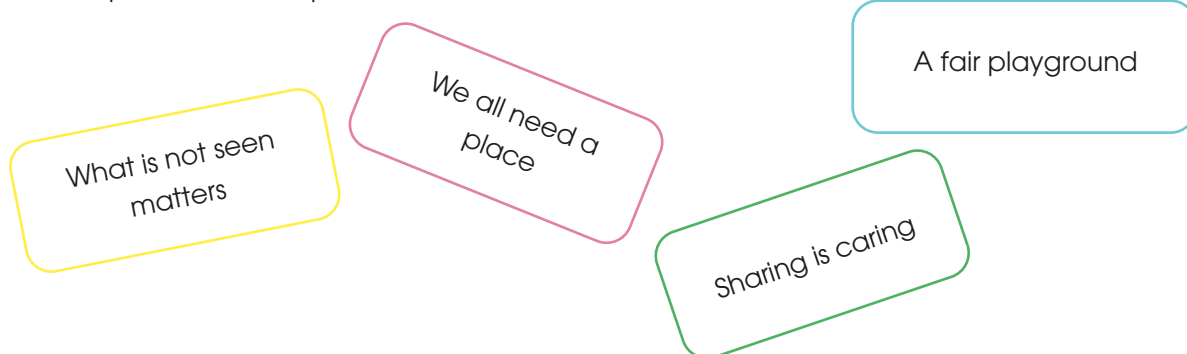


4. Connection with real situations

- Relate the image to their own life:
 - *"Have you seen any similar situation at school or in the park?"*
 - *"What did you do or what would have been the right thing to do?"*
 - *"If you were one of the children in the image, what would you need at that moment?"*
- Reinforce **critical thinking** and the ethics of care.

5. Creative micro-activity: "Give the image a title"

- Aloud or on small cards, ask for a short title for the image.
- Inspirational examples:



- Pick 2-3 and place them on the board.

Note for the Teacher

- **Avoid introducing the term "children's rights" for now;** the idea will come out on its own in the next activity.
- **Accept any emotion:** joy, sadness, confusion, indifference...
- **If the group laughs or gets distracted, rephrase:**
 - *"Sometimes feeling embarrassed or laughing is also a valid emotion. Let's continue observing together."*
- You can gently guide towards concepts such as care, equality, help, protection, but without being too directive.
- This activity works particularly well to stimulate critical thinking in students.

A2 Activity 2: Discovering what Children's Rights are

(10 - 15 minutes). Can be extended if a short debate opens up.

Materials

- ☐ Printed or projected text: "What are children's rights?".
- ☐ Illustrated cards of fundamental rights.
- ☐ Classroom in a semi-circle or in a group to ensure attention and visibility of the images.

1.2.1 Objective:

1. Present the concept of **Children's Rights** in a clear and accessible way.
2. Connect the information with the pupils' **daily life**.
3. Awaken the **awareness of belonging**: "I also have rights".
4. Invite them to **ask questions** and express personal experiences.
5. Build the **basic language** for the rest of the module.

1.2.2. Activity procedure:

1. **Transition from the previous activity:** Connect the observation of the image with this new phase:
 - *"Earlier we talked about fair and unfair situations, about needs and how children feel. All of this has to do with something very important that all children in the world have: rights."*
2. **Interactive reading of the text:** You can read it yourself or ask for volunteers.

What are a child's rights?

All children in the world have special rights that should allow them a good and safe life.

These rights are called **children's rights**.

They apply everywhere, regardless of whether the child lives in Germany, Africa or any other part of the world.

In 1989, many countries from all over the world decided that all children should have rights and signed the **Convention on the Rights of the Child**.

Do you know what these rights are?

- During the reading, pause briefly on key phrases:
 - *"All children in the world have rights."*
 - *"These rights exist so we can live safe, cared for and respected."*
 - *"No matter which country you live in, all children have them."*
- **Suggestions for facilitation:**
 - Use a warm and clear tone.
 - Make a pause to check understanding: *"What does it mean that all children in the world have rights?"*
 - Avoid technicalities; maintain colloquial language.

3. Micro-questions to consolidate meaning:

- After reading, ask simple but deep questions:
 - *"What do you think is the most important idea in the text?"*
 - *"Did you know that you have rights too? Which ones did you know?"*
 - *"Why do you think a child needs to have rights?"*
- This allows for the assessment of **comprehension** and the level of **critical thinking**.

4. Presentation of specific rights:

- Show 3-6 illustrated cards (the most suitable for your group).
- For example:

- Right to education
- Right to health
- Right to play
- Right to protection
- Right to equality
- Right to express one's own opinion

- For each card, conduct a mini-dialogue:
 - *"What do we see here?"*
 - *"Why is this right important?"*
 - *"How is this right lived in our school or in the family?"*
- The images facilitate **symbolic and emotional understanding**.

5. Connection with own experience

- Invite pupils to complete the sentence:
 - *"What can we see here?"*
 - *"Why is this right important?"*
 - *"How is this right put into practice in our school or family?"*
- You can collect 4-5 responses and note them on the board.

6. Closing the activity

- Reinforce the main idea:
 - *"Rights exist so that all children can grow up safe, learn, play and be listened to. No one can take your rights away from you."*



Note for the Teacher

- If a pupil shares a difficult experience of rights violation, **validate their emotion** without entering into personal details:
 - *"Thank you for sharing that. What you feel is important. We are here to learn together."*
- **Avoid** presenting rights as "prizes": they are **basic guarantees** for all children.
- Use real examples of school situations to anchor the meaning (**break time, homework, health, turns, coexistence**).
- Adapt the reading according to the group's reading comprehension: some will need stronger **visual support**.

A3 Activity 3: Placing Rights in the Circle (15 - 20 minutes). Can be extended with a debate or if the group is large.

Materials

- ☐ Cards with images of children's rights.
- ☐ Adhesive tape or magnets.
- ☐ A large circle on the floor (rope, chalk, or a large paper circle).
- ☐ Whiteboard to collect key concepts.

1.3.1 Objective:

1. **Identify** different Children's Rights in a visual and concrete way.
2. Understand that all rights are **important and coexist**.
3. Promote **reflective thinking** in the interpretation of images.
4. Encourage **active participation** and cooperative work.
5. Expand **emotional, social and civic vocabulary**.

1.3.2. Activity procedure

1. **Prepare the "Rights Circle"**: Place the circle on the floor and say:
 - *"This circle represents the place where all children's rights live. Only what **cares for us, protects us and allows us to grow** enters here."*
 - This provides a powerful symbolic framework.
2. **Distribution of cards**: Give each pupil or pair an illustrated card showing a right.
 - Explain:
 - *"You have a very important right in your hands. Look at the image and try to discover which right it represents."*
 - You can allow time for them to explore, ask, or comment quietly.
3. **Guided interpretation: "Which right do I have?"**
 - One at a time (or in groups), the pupils:
 - Approach the circle.
 - State the right they believe is represented on the card.
 - Briefly explain why they believe so.
 - Questions you can ask:
 - *"What do you see in the image?"*
 - *"Who needs this right the most in this drawing?"*
 - *"How does this right help you in your real life?"*
 - This activates a cognitive process of **analysis + connection** with daily life.

4. **Placing the right in the circle:** Each pupil places their card inside the circle.
 - Reinforce with phrases such as:
 - *"All these rights accompany us every day."*
 - *"Each right takes care of an important part of you."*
 - *"When rights are missing, well-being is missing."*
5. **Short debate: "What happens if a right is missing?"**
 - When all the cards are inside, invite them to reflect:
 - *"Look at the circle... what would happen if we took one away?"*
 - *"Which right do you think is most respected in our school?"*
 - *"Which one is the most difficult to maintain?"*
 - This small exercise generates **critical awareness**, without dramatising.
6. **Building the group map:** On the board, create a list with the identified rights.
 - Example



- This will be the basis for the next activities.

Note for the Teacher

- If a pupil gets the **interpretation wrong**, always validate their reasoning:
 - *"Your idea makes sense because you observed _____. This card represents _____, but your explanation helps us see other important things."*
- If the group is **restless**, add a physical component:
 - *"Take a step inside the circle if you believe this right is very important to you."*
- You can reinforce learning using colours:
 - **Protection rights** (blue)
 - **Provision rights (basic needs)** (green)
 - **Participation rights** (pink)
- This activity serves as an **initial diagnosis**: it identifies which rights they already know and which they do not.

A1

Day 2. Why are they important? (80 minutes)

Activity 1: What would happen if there were no rights? (10 - 15 minutes). Can be extended if the group is very engaged.

Materials

- ☐ Whiteboard or large sheet of paper to collect ideas.
- ☐ Classroom in a circle or semi-circle to facilitate dialogue.
- ☐ Optional: "imaginary problem" cards to inspire pupils.

2.1.1 Objective:

1. Understand the **importance of Children's Rights** through guided reflection.
2. Develop **critical thinking**, imagination, and the ability to anticipate consequences.
3. Connect children's **daily lives** with the protective function of rights.
4. Prepare the ground for more practical activities (role-play and storytelling).

2.1.2. Activity procedure:

1. **Initial activation: stimulus question**
 - Invite the group to think in silence for a few seconds:
 - *"Imagine that tomorrow all children's rights disappear. How would your day change from the moment you wake up until you go to sleep?"*
 - Leave a brief silence to trigger their imagination.
2. **Think-Pair-Share** (Think-Share in pairs-Share with the group)

30 seconds **THINK**

Each child imagines their day without rights.

2 minutes **SHARE** in pairs

They can answer questions such as:

- *"What would happen at home?"*
- *"What would happen at school?"*
- *"And during break time?"*
- *"What things would worry you the most?"*

SHARE with the group

Spokepeople share the **strongest or most surprising ideas**. This encourages participation from everyone, even those who speak less.

3. Collecting ideas on the board: "World with rights vs. World without rights"

- Draw two columns:

With rights	Without rights
Right to education = learning, discovering and growing in class.	Without right to education = not learning, chaos in class.
Right to equality = justice, respect and inclusion.	Without right to equality = injustice, exclusion.
Right to play = break time with rest, fun and leisure.	Without right to play = break time without rest or leisure.
Right to protection = safety, care and peace.	Without right to protection = danger, fear, abuse of power.
Right to express opinions = they listen to you and your voice counts.	Without right to express opinions = no one listens to you.

4. Deep questions to raise awareness: Choose some based on the group's atmosphere.

- "Which right do you think you would miss the most?"
- "What is the hardest thing to imagine without rights?"
- "What consequences would it have for living together?"
- "Would it be a fair place to live? Why?"
- "Which adults should guarantee that rights exist?"
- These questions lead us from superficial thought to **ethical thinking**.

5. Guided mini-reflection: "This is why we need rights..."

- Close the activity with a clear message:
 - **"Rights are like a large umbrella that protects us, accompanies us and helps us grow up safe. Without them, children could not learn, play, express themselves, participate or live free from danger."**

Note for the Teacher:

- Avoid falling into excessive **dramatisation**; use everyday, non-traumatic examples.
- If serious or sensitive comments are expressed, acknowledge them without probing deeper:
 - **"Thank you for sharing that. It is normal to feel these things when we imagine a world without protection."**
- If the group gets distracted or laughs, remember:
 - **"Imagining difficult things sometimes makes people laugh or feel nervous. Let's continue exploring together."**
- This activity serves as a **bridge between Day 1 (understanding) and Day 2 (importance and application)**.

A2 Activity 2: "Why do we need rules and how do they relate to rights?" (10 - 15 minutes).

Materials

- ☐ Whiteboard or large sheet.
- ☐ Classroom in a circle to encourage participation.
- ☐ Optional: cards with everyday examples (break time, lessons, family, sport...).

2.2.1 Objective:

1. Understand that rules and rights exist to protect us and make living together easier.
2. Establish the relationship between "class/home rules" and "Children's Rights".
3. Develop critical thinking regarding justice, safety and collective well-being.
4. Encourage a participatory, empathetic and responsible attitude.

2.2.2. Activity procedure:

1. **Starting point: "Why do rules exist?":** Start with an open question.
 - *"Think about all the rules we have at school, at home or in the park... Why do you think they exist?"*
 - Let the pupils answer freely:
 - *"So we don't fight."*
 - *"To keep us organised."*
 - *"So everyone gets a turn."*
 - *"So we don't get hurt."*
 - Note the main ideas on the board.
 - This step activates prior knowledge and generates **personal relevance**.
2. **Connection with real experiences:** Guide the conversation with examples everyone knows:
 - *"What happens if during break time no one respects the turn for the ball?"*
 - *"What happens if everyone speaks at the same time in class?"*
 - *"What happens if there is a rule, but no one follows it?"*
 - Try to bring out concepts like
 - **respect – justice – safety – order – collective well-being – inclusion.**
3. **Key transition: "Rules vs. Rights":** Introduce the central idea:
 - *"Rules are agreements we make to live together well. Rights go one step further: they are **protections that all children have**, even if no one has written them down."*
 - Ask reflective questions:
 - *"Credete che anche i diritti ci aiutino a convivere?"*
 - *"Cosa succederebbe se ci fossero solo regole ma nessun diritto?"*
 - *"Possono esserci regole ingiuste? E diritti ingiusti?"*
 - This helps to **differentiate the concepts** without confusing them.

4. **Building a comparative table:** Represent two columns on the board:

Rules	Rights
Chosen or agreed upon They apply to a group They help to organise They can change	Universal They apply to all children in the world They protect fundamental needs They cannot be taken away

- Then ask
 - *"What examples would we put in each column?"*
- You can add examples provided by the pupils.

5. **Deep reflection: "When does a rule help to respect a right?"**

- This is the key part of the learning:
 - **Rule:** Taking turns on the swing.
 - **Related right:** Right to play.
 - **Rule:** No insulting or hitting.
 - **Related right:** Protection and good treatment.
 - **Rule:** Raising your hand to speak.
 - **Related right:** Right to be listened to.
 - **Rule:** Hygiene in the canteen.
 - **Related right:** Right to health / nutrition.
- The pupil begins to see that **rules and rights support each other**.

6. **Closing questions**

- End with 2-3 powerful questions:
 - *"Which school rule do you think protects a very important right?"*
 - *"Which right helps us the most to have a good life together?"*
 - *"How does our life change when a rule respects a right?"*

Note for the Teacher:

- **Avoid presenting rules as punishments;** always frame them within well-being and protection.
- **Validate any intervention:** even confused ideas serve to clarify concepts.
- **If the debate becomes polarised ("that rule is stupid"), redirect with:**
 - *"What was that rule trying to protect when it was created?"*
- This activity is the **ideal bridge for the next one:** role-play, because it makes the **social function of rights visible**.

A3 Activity 3: Role-play – "This is how a right is respected... and this is how it is violated" (20 - 25 minutes).

Materials

- ☐ Rights cards (A1.4) or a visible list of rights.
- ☐ Cards with scene ideas (optional): break time, classroom, canteen, family, sport, friends.
- ☐ Large space for performing.
- ☐ Simple props if desired (hats, paper, signs, etc.).

2.3.1 Objective:

1. Understand how a right looks, feels, and is experienced when it is respected or when it is violated.
2. Develop **empathy** through physical and emotional representation.
3. Connect theory with the pupil's **real life**.
4. Encourage **critical thinking**, collaboration, and conflict resolution skills.

2.3.2. Activity procedure:

1. **Form groups and assign a right.** Divide the pupils into groups of 3-5 people.
 - Give each group a different right:
 - Right to play
 - Right to education
 - Right to equality
 - Right to protection
 - Right to be heard
 - Right to health
 - Right to have a family or a safe home
 - Right to food
 - Optional proposal: You can also let groups choose one from the circle created in session 1.

2. Mission explanation: representing two scenes

- Tell each group they must prepare two mini-scenes:

First Scene: where the right **IS RESPECTED**.



Second Scene: where the right **IS VIOLATED**.

- Important clarifications:
 - They must not use real physical violence.
 - They must not recreate traumatic situations.
 - Everything must be represented in a **school/everyday context**.
 - The focus is on showing **attitudes, emotions, and consequences**.



DIE STERNSINGER
KINDERWISSENSWERK
Vanessa, 12 Jahre, Bergheim



DIE STERNSINGER
KINDERWISSENSWERK
Lilly, 13 Jahre, Hagen

3. **Group preparation time.** Teams have 5-7 minutes to think about their scenes.

- Offer guiding questions to enrich the activity:

For the respected scene:

- *"Who facilitates the respect of the right?"*
- *"How do the children feel in this scene?"*
- *"What small gesture changes the situation?"*

For the violated scene:

- *"What sign shows that the right is not being respected?"*
- *"Who is preventing it?"*
- *"What could someone do to improve it?"*

- Optional: They can create a short dialogue or use simple visual elements.

4. **Theatrical performance.** Each group performs its two scenes in front of the class.

- Before starting, say: *"Remember that we are a respectful audience. We watch, listen, and then comment."*
- Suggestions: 30-45 seconds per scene.
- Start with the version where the right is violated and end with the one where it is respected (it gives a sense of order and a positive closure).

5. **Mini-debate.** After each performance, ask the group 2-3 questions:

- *"Which right did we see here?"*
- *"How did we know if it was being respected or violated?"*
- *"What consequences did it have for the children in the scene?"*
- *"What could we do in real life to improve this?"*
- This generates **metacognition + empathy + social responsibility**.

6. **Final physical reflection.** Propose a very brief experiential closure:

- *"If you felt good during the respected scenes, put your hands on your heart. If you noticed discomfort during the violated scenes, put a hand on your stomach."*
- This helps to connect rights with **internal sensations** (basic neuroeducation).

Teacher's Note

- It is normal for some children to use humour: channel it towards reflection.
 - *"Sometimes we laugh because we are nervous, but let's see what message is behind it."*
- If a scene is too superficial, add questions that go deeper.
- If a performance touches on a **sensitive topic**, close with a brief emotional containment and redirect towards everyday examples.
- This activity is perfect for gauging the **real understanding** of the module and for observing social dynamics in the group.

A4 Activity 4: Let's create a story or a drawing – "Why are rights important?" (20 - 25 minutes). It can be extended if you want more detail or an exhibition.

Materials

- ☐ Blank sheets or specific templates.
- ☐ Pencils, colours, felt-tip pens.
- ☐ Optional: sheets with creative prompts (story starters, characters, scenarios).
- ☐ Classroom in individual format or grouped desks.

2.4.1 Objective:

1. Integrate what has been learned about the **importance of rights**.
2. Foster **creativity**, personal reflection, and narrative thinking.
3. Help pupils express their **inner understanding** through images or words.
4. Enhance **emotional communication** skills.
5. Connect to real experiences and values such as **justice, safety, equality, and care**.

2.4.2. Activity procedure:

1. **Initial activation:** small guided visualisation. Ask pupils to gently close their eyes for 20-30 seconds.
 - Guide with a calm voice:
 - *"Think of a right that is very important to you. Imagine a moment in your life when that right helped you, protected you, or made you feel good. Imagine now what would happen if that right did not exist."*
 - This prepares the group **emotionally and creatively**.

2. **Choice of creative format.** Explain that they can choose between two options:

DRAWING Represent a scene where it is clear why a right is important.

STORY Write a short story of 6-10 lines on how a right changes the life of a boy or a girl.

- Both options are equally valid.
- The choice increases motivation and the sense of autonomy.



3. Creative prompts (for those who need them):

- **STORY OPTION:**

- *"Once upon a time, there was a boy who had never been able to go to school..."*
- *"One day, during break time, a group of friends realised that the right to play was more important than they had ever thought..."*
- *"One day, he/she raised their hand and, for the first time, everyone listened to their opinion..."*
- *"What seemed like just another day changed when someone decided to respect the right to equality..."*

- **DRAWING OPTION:**

- *"Draw what a world where this right was respected would look like."*
- *"Draw two panels: with the right / without the right."*
- *"Draw a superhero whose power is to protect a right."*

4. Individual creation time. Give 10-12 minutes to work in silence or with soft music.

- Circulate around the classroom and support with questions that go deeper:
 - *"How would the character feel in this situation?"*
 - *"What improves when this right is respected?"*
 - *"What message do you want to convey to those who look at your drawing or read your story?"*

5. Voluntary sharing. Invite them to share without forcing them:

- 3-5 pupils present their drawings or stories.
- Questions for the audience:
 - *"Which right do you think it represents?"*
 - *"What message does it convey to you?"*
- This **strengthens collective understanding**.

6. Emotional closure of the activity. Make a final reflection:

- *"Today we have seen that rights are not just words. They are things that change our lives every day. Thanks to them, we can learn, play, be safe, and be heard."*
- You can ask the group to **give a thumbs up** if they feel more aware of their rights now.

Teacher's Note

- **Accept any level of elaboration;** the important thing is the meaning, not the aesthetic quality.
- If a pupil describes sensitive situations, **validate without going deeper:**
 - *"Thank you for your trust. What you feel is important."*
- You can collect the drawings or stories to hang them on a **classroom mural** or for the next session.
- This activity **consolidates the integration of Day 2**, preparing for Day 3 (practical application).

Materials

- ☐ The drawings or stories created in activity 2.4.
- ☐ Classroom in a circle or semicircle to encourage listening and attention.
- ☐ Optional: murals or space to display the work.

3.1.1 Objective:

1. **Integrate learning** from Day 2 based on personal experience.
2. Encourage oral expression, **active listening**, and **respect** for the work of others.
3. Connect the **importance of rights with real situations** in each child's life.
4. Create **group cohesion** before moving on to practical application activities.

3.1.2. Activity procedure:

1. **Preparation of the space.** Invite pupils to sit in a circle.
 - Place the drawings or stories in the centre or to the side, where they are visible, and explain:
 - *"Today we will share what you have created about rights and talk about how they appear in our daily lives."*
2. **Voluntary presentation.** Ask for 3-6 volunteers to present their work.
 - **Do not force** those who do not wish to participate.
 - **Guide the presentation** with optional questions:
 - *"Which right does your drawing or story represent?"*
 - *"Why did you choose this right?"*
 - *"What message did you want to convey?"*
 - *"What emotion did you feel while making it?"*
 - The questions help to **verbalise a deep understanding**.
3. **Group comments (brief and respectful)**
 - After each presentation, invite two classmates to comment:
 - *"What did you like or what did it make you think about?"*
 - *"Which right do you think appears here?"*
 - *"Which part seemed most important to you?"*
 - **Avoid evaluations** like "it's good / bad", and guide towards meaning and content.



4. Connection with real life: "This right in my daily life"

- Once several pupils have presented, ask the group these questions:
 - *"Which right appears most in your daily life?"*
 - *"Which rights do you notice a lot at school?"*
 - *"Which rights go unnoticed but are important?"*
 - *"Do you think there is a right we should take more care of in our school?"*
- This is a key moment for **social awareness and participation**.

5. Collective construction: Map of Lived Rights.

- On the whiteboard, create two columns:

Rights we live every day

Education
Play
Health
Opinion

Rights we need to take more care of

Equality
Protection
Respect
Good treatment

- This map will be useful for the next activity (action plan).

6. Activity closure

- Give thanks for the presentations and reinforce the message:
 - *"What you have shared shows us that rights are present in every part of our lives. Today we will learn how we can protect them ourselves." You can ask everyone to raise a hand, symbolising "I also protect my rights and those of others."*

Teacher's Note

- If any work touches on delicate experiences, **validate the emotion** and redirect with gentleness.
- Encourage children to speak from "I" and not to judge the work of others.
- If there is time, you can set up a permanent mini-exhibition in the classroom: **"Museum of Rights"**.

A2 Activity 2: How can we protect rights in our school? (25- 35 minutes). Can be extended if a more elaborate piece of work is desired.

Materials

- ☐ Large card or paper for posters.
- ☐ Rights tokens (A1.4) or a visible list on the whiteboard.
- ☐ Felt-tip pens, pencils, colours, stickers.
- ☐ Adhesive tape to hang the posters in the classroom.
- ☐ Sufficient space to work in small groups.

3.2.1 Objective:

1. Transform learning into practical actions within the school.
2. Develop **creative, collaborative, and solution-oriented thinking**.
3. Understand that rights are not just known; **they are also protected and exercised**.
4. Encourage **participation and a sense of belonging** to the group.
5. Create real proposals that can be transformed into classroom or school projects.

3.2.2. Activity procedure:

1. **Initial activation:** let's revisit the Map of Lived Rights.
 - Show the "Map of Lived Rights" created in the previous activity:
 - **| Rights we live every day | Rights we need to take more care of |**
 - Ask a brief question:
 - *"Which of these rights would you like to take care of or improve in our school?"*
 - This question prepares the children to choose a right with intention.
2. **Forming groups and assigning a right.** Create groups of 3-5 pupils.
 - Each group chooses (or you assign) a specific right to work on, for example:
 - Right to play
 - Right to equality
 - Right to protection
 - Right to be heard
 - Right to education
 - Right to health
 - Right to participation
 - Right to good treatment
 - You can ensure there are no repetitions or allow repetitions if the group wishes.



3. Clear explanation of the mission

- Each group must answer three questions and create a poster:

What does this right mean for our school?

Translation into the real context.

What problem or difficulty do we see at school related to this right?

Examples:

Unfair turns on the swing = **right to play**.

Not everyone has a voice in class = **right to be heard**.

Jokes that hurt = **right to equality or good treatment**.

What action can we propose to improve this situation?

Here we look for concrete, practical, and applicable solutions.

4. Guided brainstorming

- Allow a few minutes for each group to generate ideas.
- Offer stimulating questions:
 - "What small change could significantly improve this situation?"
 - "What can we children do without depending on adults?"
 - "What would we need for this initiative to work?"
 - "Who would benefit from this idea?"
- Stimulate creativity, leadership, and shared responsibility.

5. Creating the poster

- Each poster must include:

Right to play

We have the right to play, have fun, and rest, because playing helps us to be happy and to learn.

Sometimes:

- Not everyone can play during break time
- There are arguments or pushing
- Some children are left alone or feel sad

Solutions:

- Invite everyone to play
- Respect turns and rules
- Ask an adult for help if there are problems
- Take care of the playground and the toys



"Play is for everyone"

- Title of the right
 - Meaning in their own words
 - Identified problem
 - Proposed action
 - Illustration or symbol of the right
- Optional: a slogan or group motto (e.g., "Play is for everyone", "Your voice matters too").

6. Final exhibition of the posters

- Each group presents its proposal to the rest of the class in 1-2 minutes.
- Invite the group to ask questions such as:
 - *"How would your idea work in practice?"*
 - *"Which children would benefit?"*
 - *"What do we need to put it into practice?"*
- This enhances **reasoning, listening, and a sense of community**.

7. Creation of the "Rights in Action Wall"

- Hang the posters in a space in the classroom or corridor.
- Say with emphasis:
 - *"This is our commitment to rights in our school."*
- You can propose a vote or a priority system to actually implement some of the actions.

Teacher's Note

- **Guide towards realistic and applicable solutions**, avoiding overly fanciful answers.
- If sensitive reflections emerge, **thank, validate, and redirect without going deeper**.
- This activity can be transformed into a **term-long project**, with periodic monitoring.
- It is excellent for cooperative work and **service learning**.
- It encourages a sense of **agency**: they too can transform their environment.

A3

Activity 3: Final reflection – "Which right is most important to me?" (10-15 minutes).

Materials

- ☐ Classroom in a circle.
- ☐ Optional: individual rights tokens to choose one.
- ☐ Whiteboard to note down key words for the closure.

3.3.1 Objective:

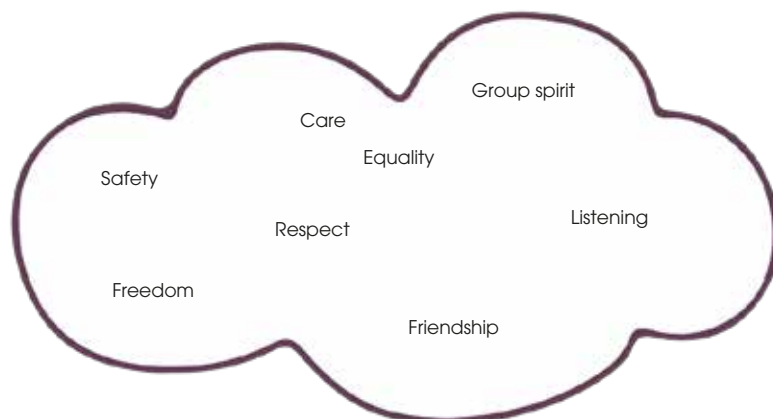
1. **Integrate learning** from the module into a personal reflection.
2. Foster emotional expression and individual awareness.
3. Understand that rights are **not just learned, but also lived**.
4. Close the module with a **positive and empowering perspective**.
5. Generate a sense of **community and commitment** towards one's own rights and those of

3.3.2. Activity procedure:

1. **Emotional preparation.** Ask the group to form a circle.
 - Say something like:
 - *"We have spent three days learning what rights are... now we will talk about something very personal: which right means the most to each of us."*
 - Invite everyone to take a deep breath to focus.
2. **Choosing a right** (with tokens or mentally)
 - Options:
 - Distribute rights tokens and ask them to choose one.
 - Project various rights on the whiteboard so they can choose mentally.
 - Allow them to choose any of the rights they have worked on previously.
 - **Domande di attivazione:**
 - *"Which right takes most care of you?"*
 - *"Which right makes your life better?"*
 - *"Which right would you want to be always respected for all children in the world?"*
3. **Circle of participation:** sharing aloud
 - Each pupil can (if they wish) complete one of these sentences:
 - *"The most important right for me is ___ because..."*
 - *"This right helps me when..."*
 - *"I would like this right to be respected more because..."*
 - **Do not force anyone:** leave space to listen to volunteers.
 - **This reflection is fundamental:** it reveals what understanding has remained with each student.

4. Collective construction of the closure

- On the whiteboard, create a **word cloud** with the reasons that emerge.



- Comment:** *"Look at all these words... they are signs of the fact that rights help us to live better together."*

5. Symbolic closure of the module

- You can use one of these dynamics:

Dynamic A

Hands in the centre.

Everyone puts their hand in the centre of the circle and says:
"We protect everyone's rights."

Dynamic B

Thumb of commitment

Everyone raises their thumb when they feel ready to commit to a specific right.

Dynamic C

Imaginary light

Ask them to close their eyes for 10 seconds and imagine a "protective light" that represents the rights that accompany them every day.

6. Suggested final phrase

- "Rights are always with you. They are a part of who you are and also a responsibility so that we can all live well."*

Teacher's Note

- Maintain a safe emotional environment;** do not force the sharing of personal experiences.
- If a sensitive comment emerges, **respond with a brief validation** and continue with the group dynamic.
- This activity is excellent for **observing which learnings** have been most significant.
- You can invite the group to return to the "Rights in Action Wall" in the following days to remember their commitment.

Materials

- ☐ Paper or whiteboard for noting down.
- ☐ Optional: drawings of a "time machine".
- ☐ Classroom organised for group or plenary work.

4.1.1 Objective:

1. Understand that rights have not always existed and were established to protect children.
2. Develop historical and imaginative thinking.
3. Increase the value that pupils place on current rights.
4. Explore what life would be like for children without basic protections.

4.1.2. Activity procedure:

1. **Activation:** let's open the time machine. Say to the group:
 - *"Today we will travel to a time when children's rights did not yet exist. What do you think we would find there?"*
 - Let them imagine freely.
2. **Journey to the past (guided dynamic).** Invite the pupils to close their eyes and listen to the narrative:
 - *"We are travelling back 200 years... there are no rights for children... what would a day in the life of a child be like?"*
 - Guide with questions:
 - *"Would they go to school?"*
 - *"Could they play?"*
 - *"Would adults listen to them?"*
 - *"What chores would they have to do?"*
 - *"Would they be protected?"*
3. **Past-present comparison.** On the whiteboard, draw two columns:
 - The pupil suggests examples for each side.

Before (without rights)

They don't listen to us.
 We are not all treated equally.
 Some children cannot learn.
 There is fear or sadness.
 No one helps when something goes wrong.
 We don't feel safe.

Ora (con diritti)

They listen to us and we can give our opinion.
 We are all treated with respect.
 We can all learn.
 We feel happy and calm.
 We receive help when we need it.
 We are protected and cared for.

4. Creative reflection: "Which right has changed history the most?"

- Ask them to choose a right that *"has changed the lives of children in the world"*.
- They can explain it with a phrase:
 - *"Education has changed my future."*
 - *"The right to be heard prevents injustices."*
 - *"Play helps us grow up happy."*

5. Symbolic closure

- *"Rights are a gift that history has left us... and now we must take care of them."*

Teacher's Note

- **Avoid over-dramatising the past**; keep the reflection within an educational framework.
- If a pupil verbalises fears, **validate and redirect**: *"That is why rights exist now."*

AC2

Activity 2: "School Rights Detectives" (10-20 minutes).

Materials

- ☐ Observation sheets.
- ☐ Pencils and clipboards (optional).
- ☐ A walk in the playground, corridors, or classroom.

4.2.1 Objective:

1. **Apply knowledge about rights** in a real context.
2. Encourage observation, analysis, and critical thinking.
3. **Identify situations** where rights are respected and where they could improve.
4. Develop **empathy, responsibility, and pro-social conduct**.

4.2.2. Activity procedure:

1. **Activation:**
 - *"Today we will be Rights Detectives. Our mission is to observe the school to **discover where rights are respected...** and where we could improve."*
 - Hand out sheets or notebooks.
2. **Observational walk through the environment**
 - Take the group to an area of the playground, during break, or in the corridors.
 - Ask them to observe with these questions:
 - *"Where do we see the right to play?"*
 - *"Where do we notice the right to equality?"*
 - *"What signs show the right to protection?"*
 - *"Listen for situations where the right to opinion is respected."*
 - *"Are there rules that help to respect rights?"*
 - They can note down brief observations.
3. **Collection of evidence**
 - Back in the classroom, each pupil shares one piece of evidence.
 - Frequent examples:
 - **Right to play** = children taking turns on the swing.
 - **Right to respect** = a classmate helping another.
 - **Right to protection** = teacher supervising the playground.
 - **Right to equality** = a mixed group of friends playing together.
 - **Right to participation** = raising a hand to speak.
 - They can also **share situations to be improved**.
4. **Solutions: "What could we do as a class?"**
 - In plenary, ask:
 - *"Which right needs more attention in our school?"*
 - *"What small action can we take as early as tomorrow?"*
 - Record ideas for possible mini-projects.



5. **Symbolic closure.** You can finish with:

- *"Rights are not just learned: they are cared for, observed, and built every day among all of us."*

Teacher's Note

- This activity may reveal difficulties in coexistence; **handle it with sensitivity.**
- **Avoid personalising observations** ("X does not respect rights"); focus on behaviours, not people.
- It is ideal as a **practical assessment** of the module.

Checklist for all activities

Day 1: What are Children's Rights?

- ☐ Printed images (choose one or more).
- ☐ Adapted text on what rights are.
- ☐ Explanatory sheets for children.
- ☐ Cut-out cards or images with different rights.
- ☐ Continuous paper or space to place images in a circle.
- ☐ Felt-tip pens, pencils, scissors, glue.

Day 2: Why are they important?

- ☐ Worksheets A1.4 and/or A2.1 for role-plays and examples.
- ☐ Space for role-playing games.
- ☐ Cards to represent situations of respect or violation of rights.
- ☐ Paper and pencils for the creative task (story or drawing).

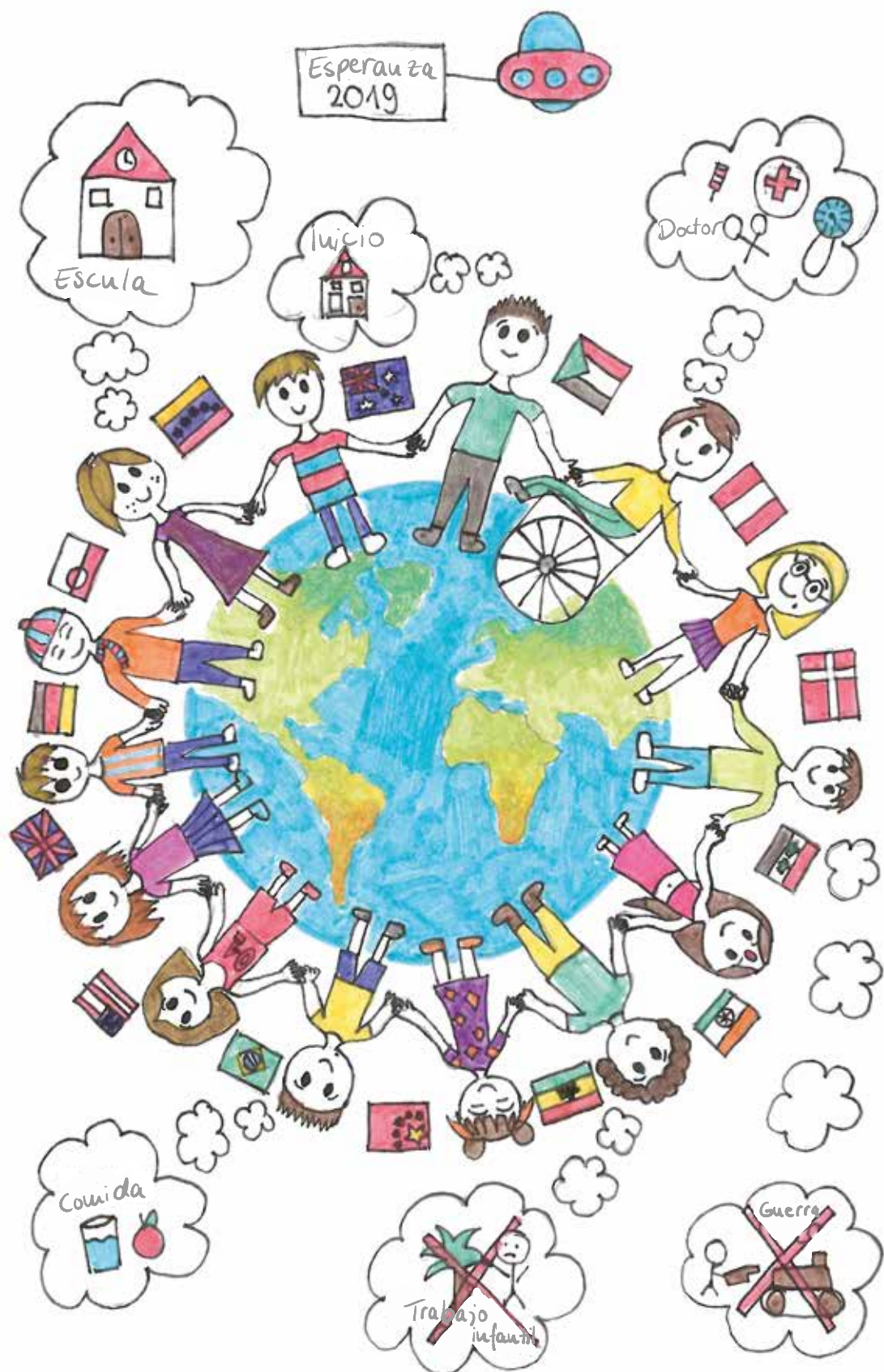
Day 3: Rights in practice

- ☐ Whiteboard or flipchart with the question written down.
- ☐ Felt-tip pens.
- ☐ Large poster board or card to create actions that promote rights at school.
- ☐ Drawing materials to develop proposals.
- ☐ Adhesive tape to hang pupils' posters.
- ☐ Final reflection sheets (optional).

Complementary activities

- ☐ Paper or whiteboard for note-taking.
- ☐ Optional: drawings of a "time machine".
- ☐ Classroom organised for group or plenary work.
- ☐ Observation sheets.
- ☐ Pencils and clipboards (optional).
- ☐ Walk in the courtyard, corridors or classroom.







DIE STERNSINGER
KINDERMISSIONSWERK

Lea, 17 Jahre, Hürth

What are children's rights?

All children in the world have special rights that should allow them a good and safe life.

These rights are called children's rights.

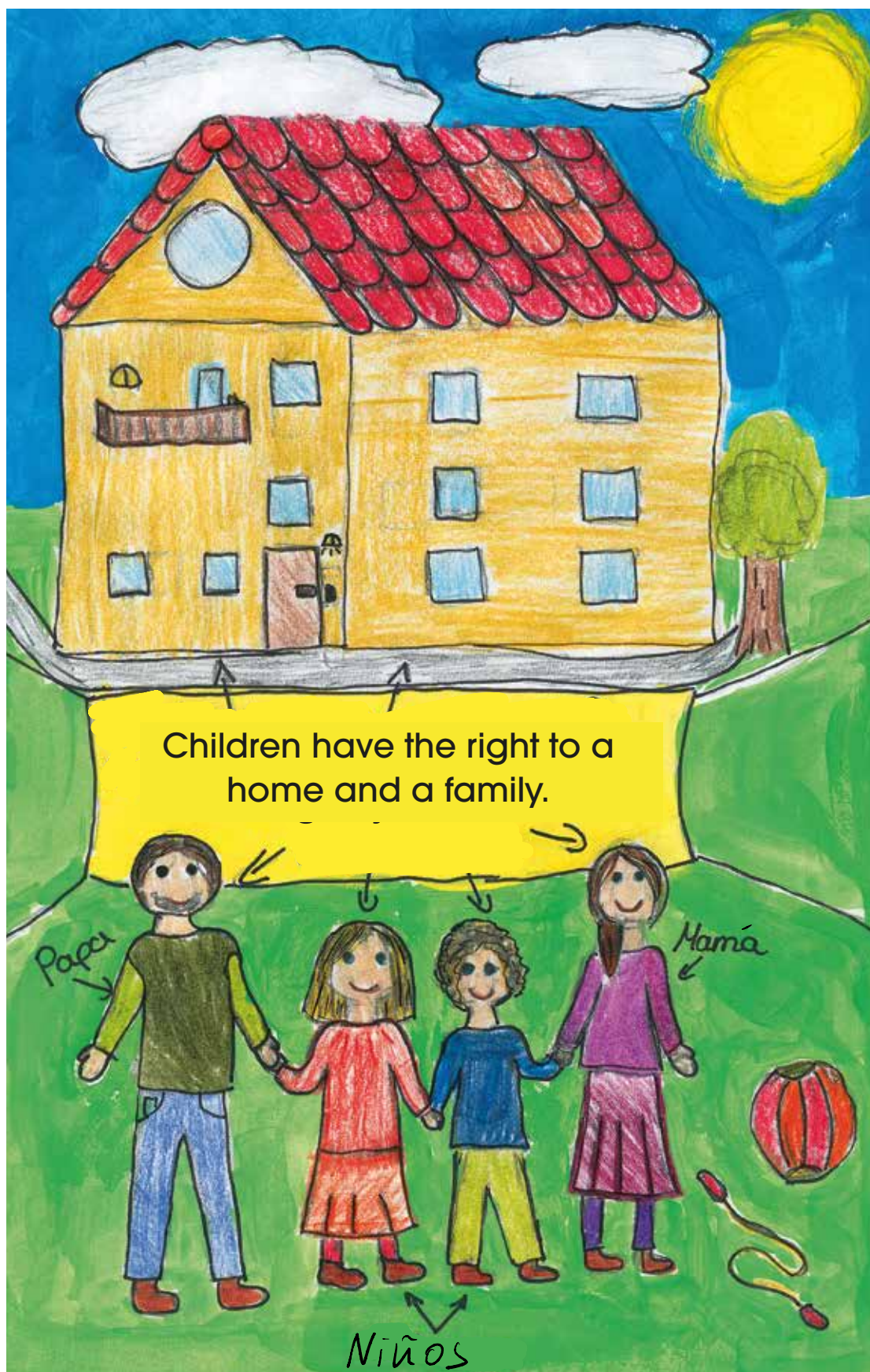
They apply everywhere, regardless of whether the child lives in Germany, Africa or anywhere else in the world.

In 1989, many countries around the world decided that all children should have rights and signed the Convention on the Rights of the Child.

Children were to have rights and they signed the Convention on the Rights of the Child.

Do you know what these rights are?

The right to a safe home

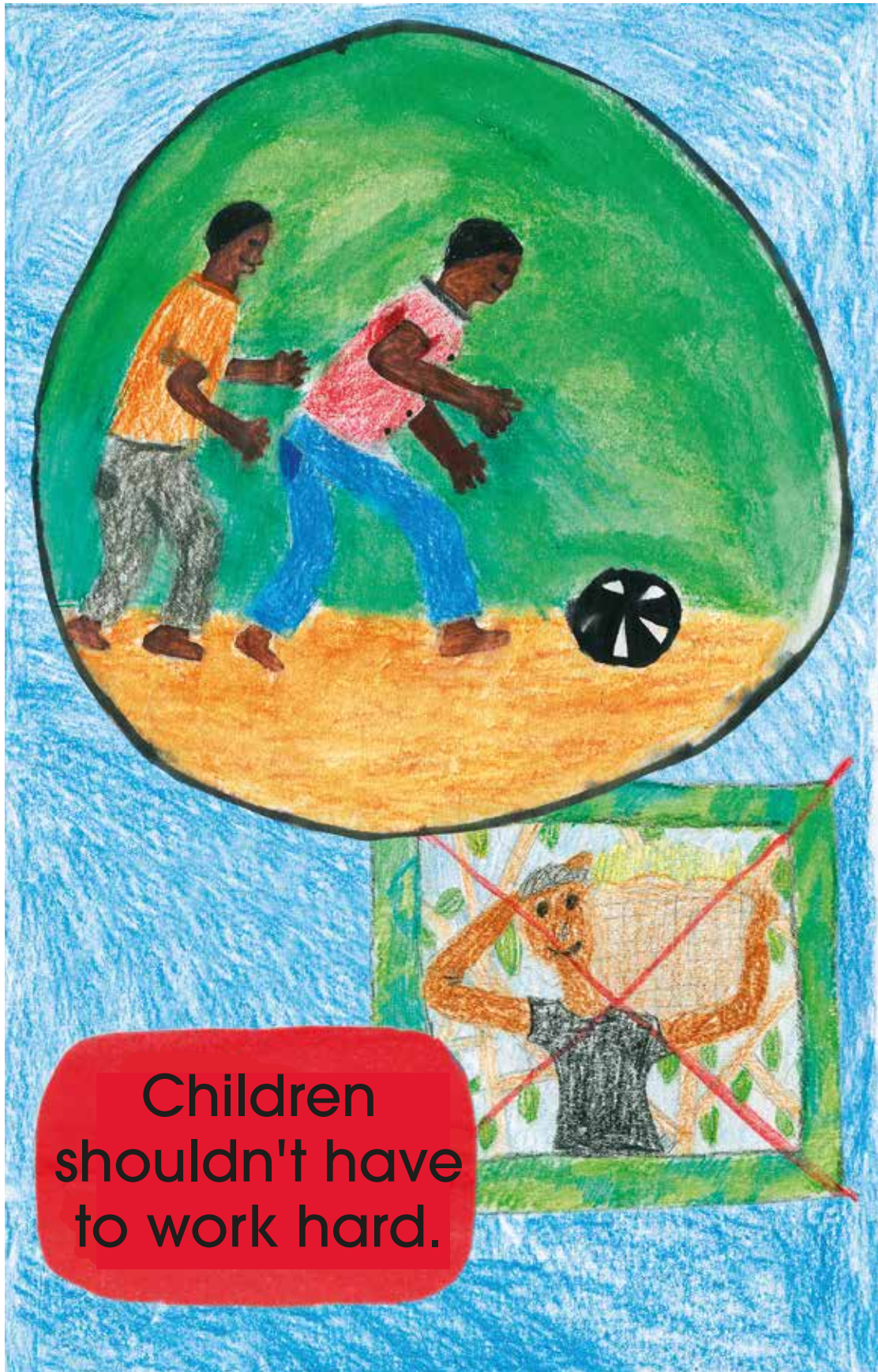


The right to play and leisure



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Right to protection from exploitation

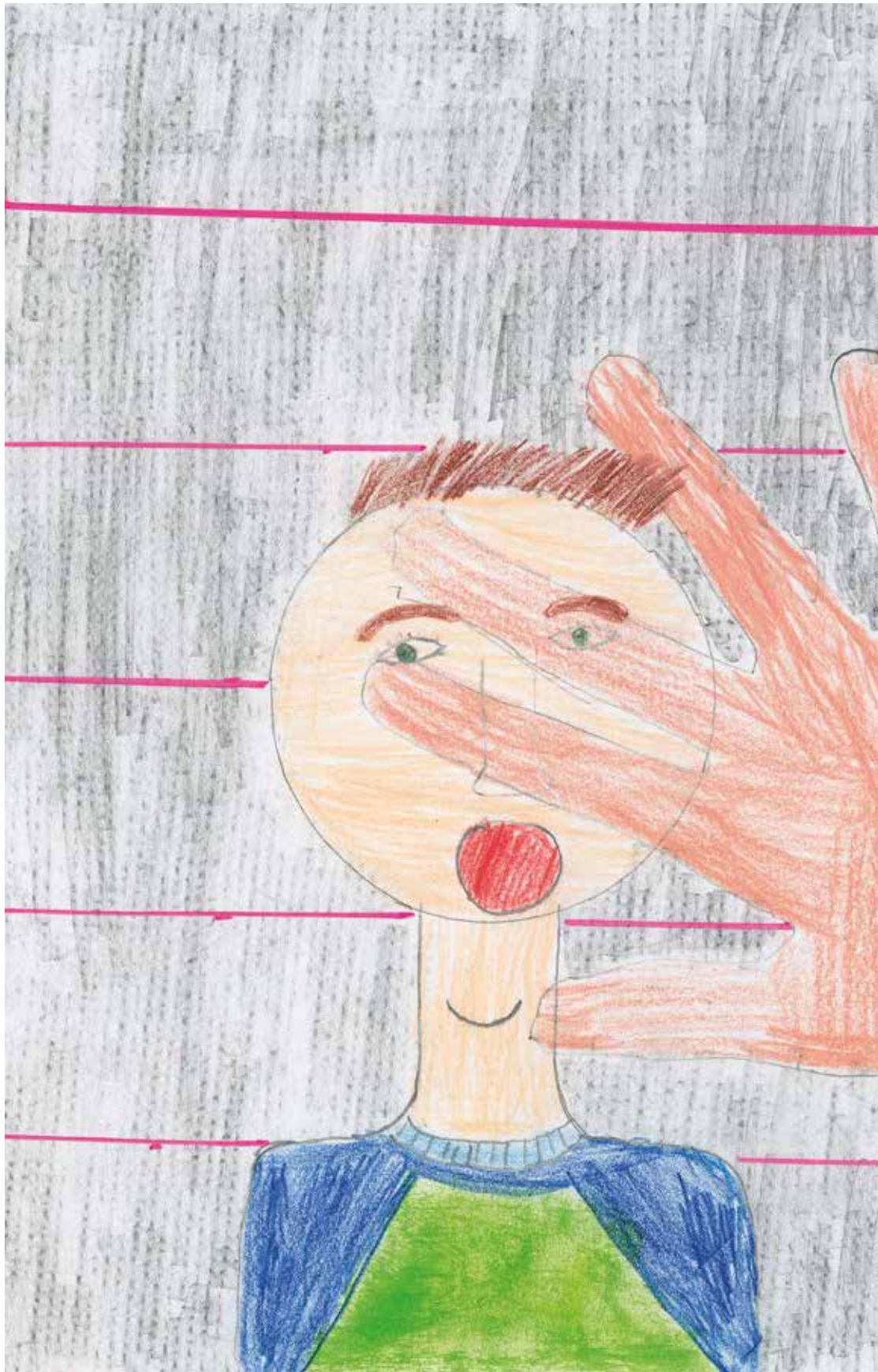


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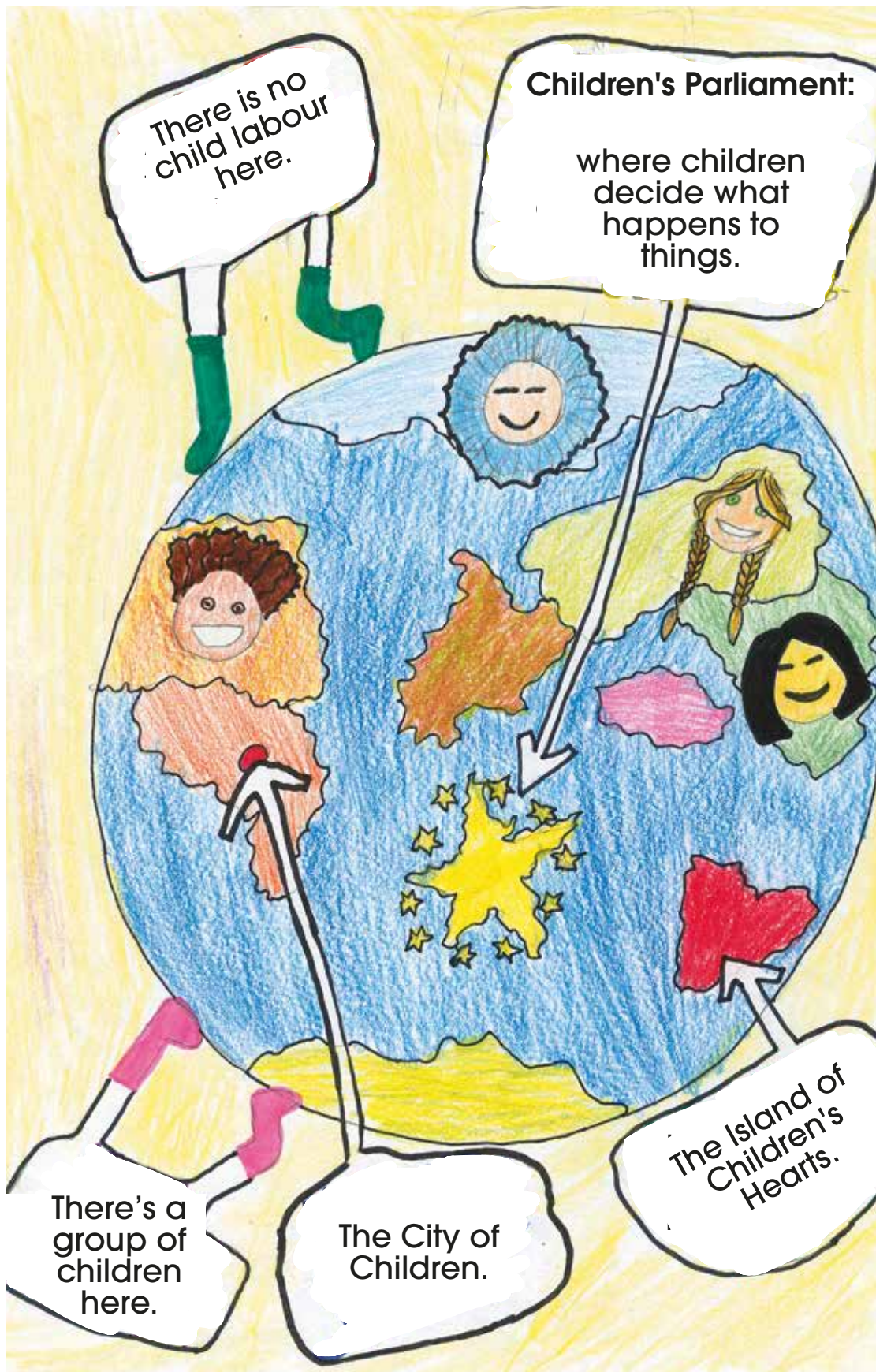
Elaine, Jule und Mathea,
11 Jahre, Rosendahl

The right to protection from violence



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KINDERMISSIONSWERK

Right to active participation



Right to equality



Right to health



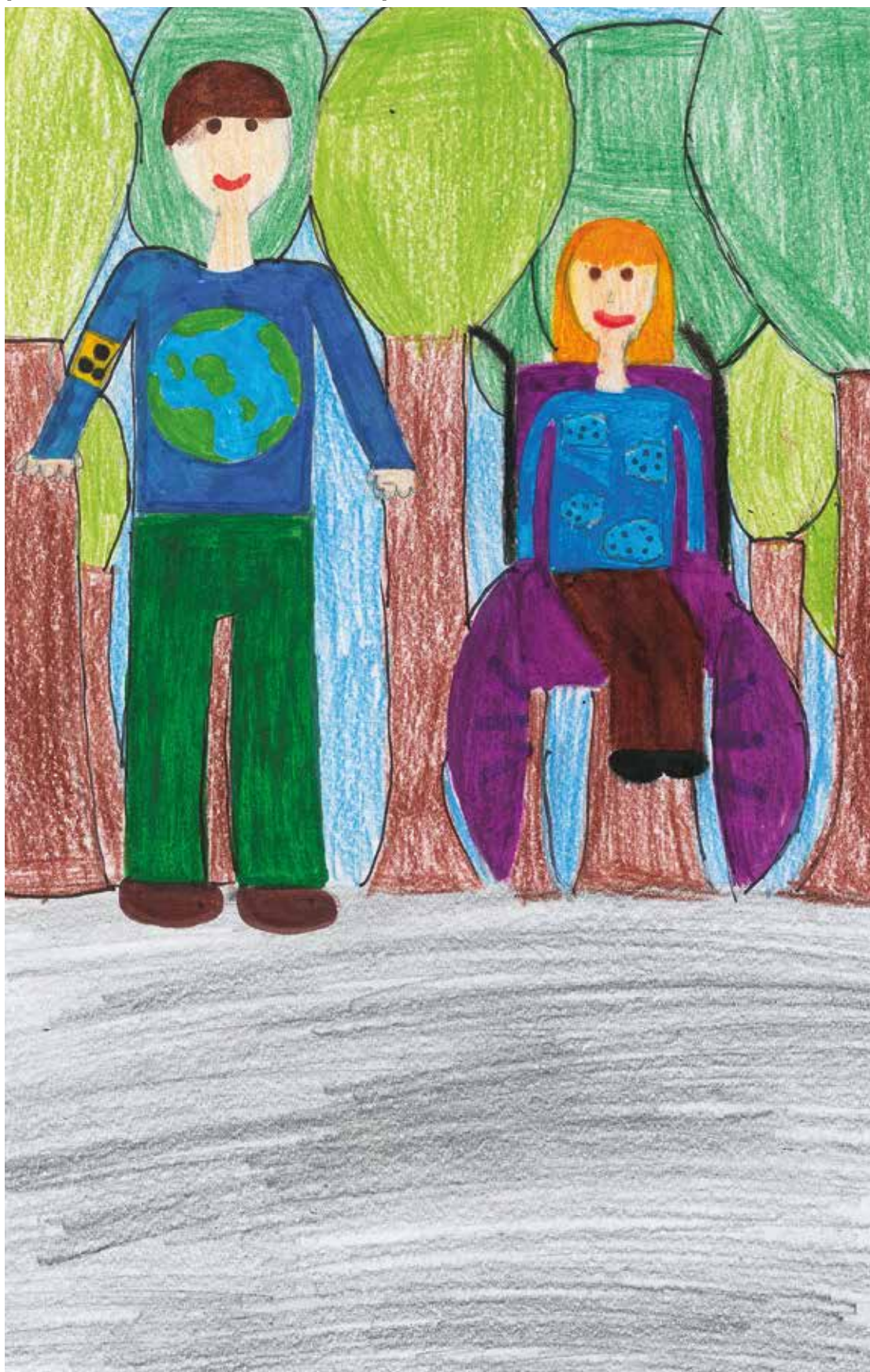
The right to a healthy diet

Healthy food

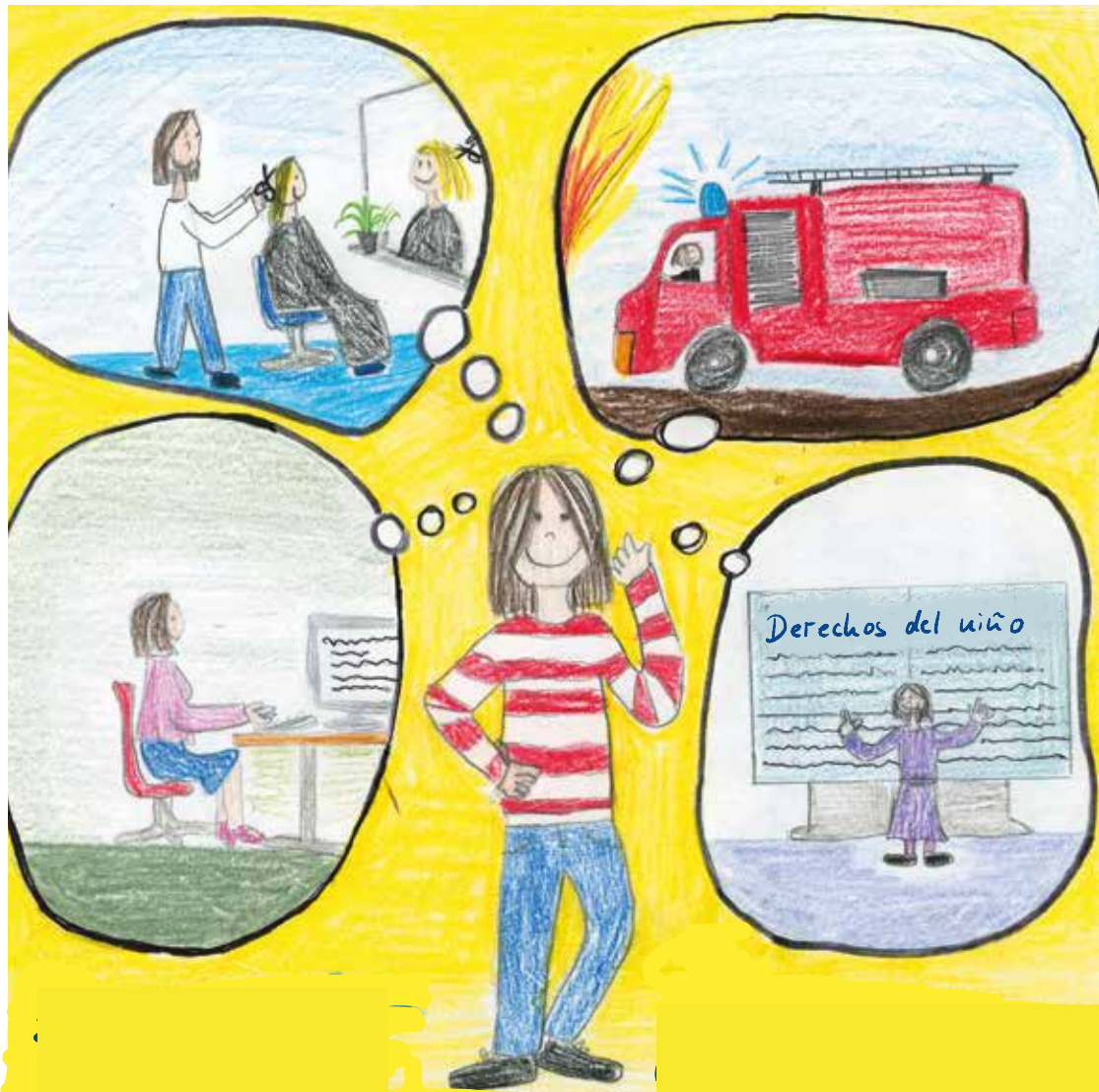


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Right to special assistance



Right to education

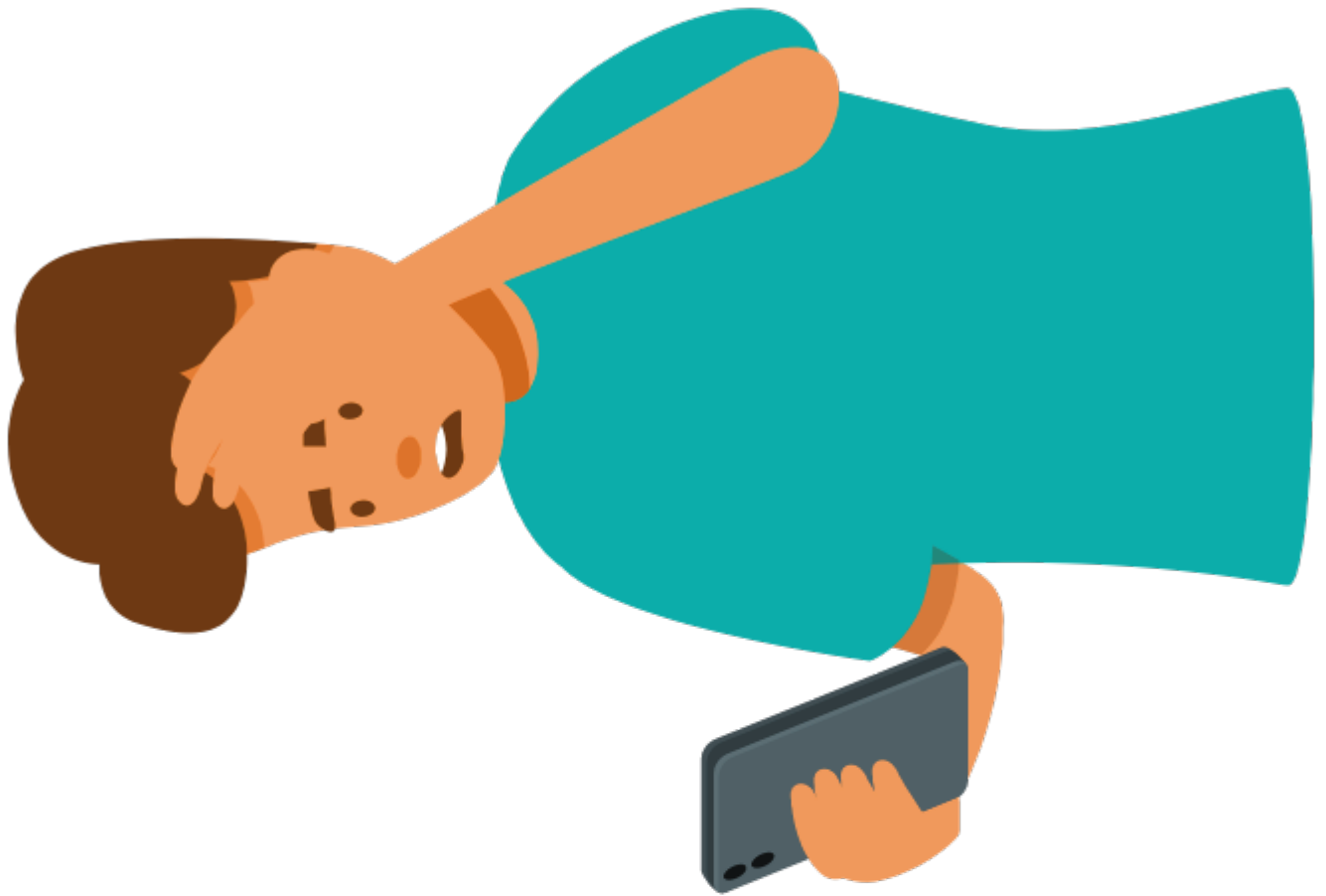


*Children have the right
to education and to go
to school.*



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KINDERMISSIONSWERK

Louisa, 11 Jahre, Radolfzell







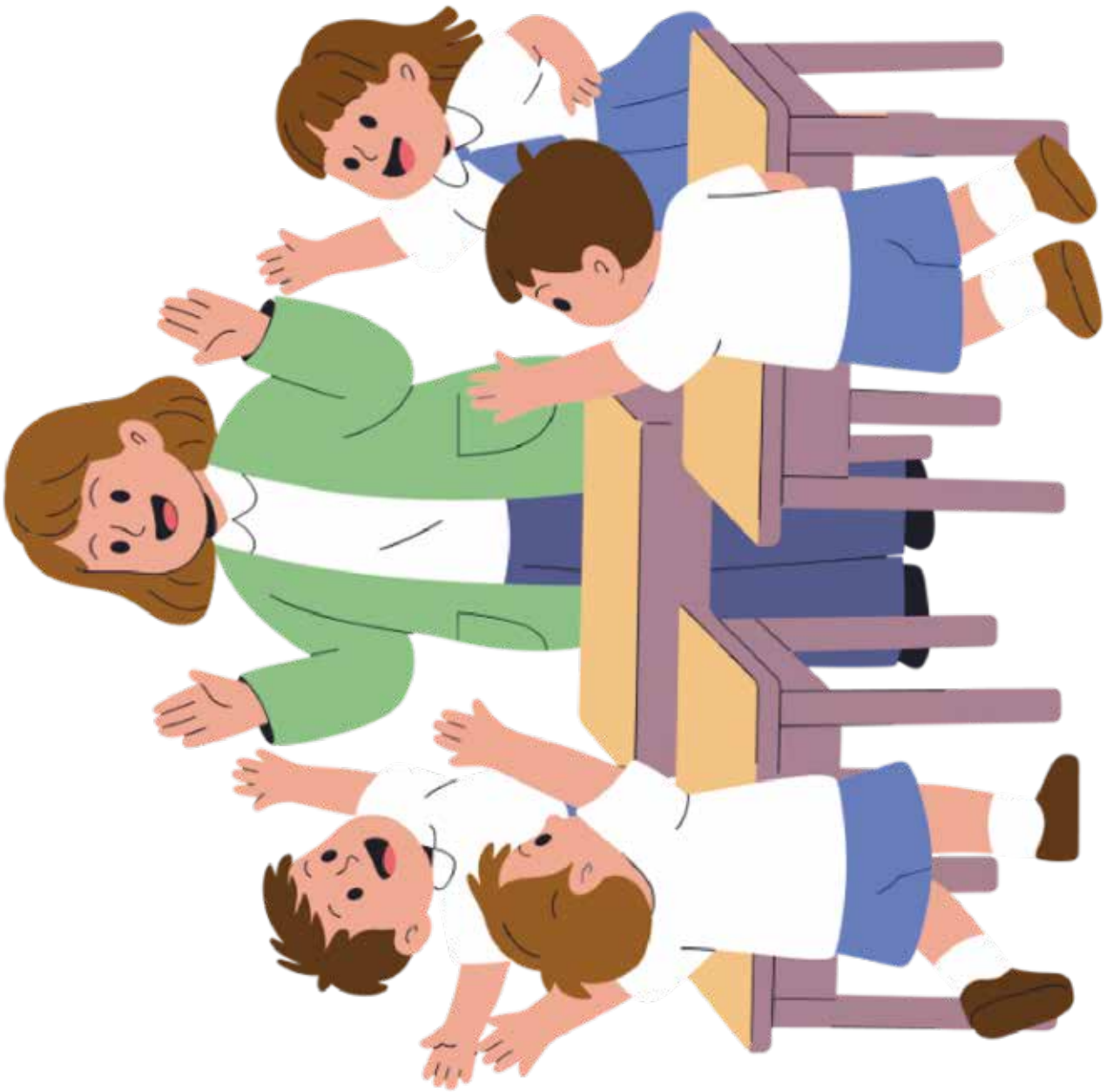












In my school, it is observed that:

This image shows a blank sheet of white paper with vertical ruling lines. The lines are evenly spaced and run from the top to the bottom of the page. There are no margins or other markings on the paper.

In my school, it is observed that:

[illegible]



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