

COMPREHENSIVE PROGRAMME FOR MENTAL HEALTH, COEXISTENCE AND PREVENTION IN SECONDARY 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 and feelings

Teacher's Guide



Secondary School

INTRODUCTION

During adolescence, the emotional world becomes more complex. At this age, young people are faced with internal changes, social conflicts and decisions that begin to weigh more heavily on their identity and relationships. However, many still lack the resources to understand what they are feeling, to express it clearly or to transform their automatic reactions into conscious responses.

This module seeks to accompany students in a process of emotional self-awareness, recognising that behind every emotion there is an unmet need. Concepts such as the perception of internal signals, emotional interpretation, reaction patterns, personal goals and action plans are addressed.

It also seeks to foster empathy and mutual respect, creating 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 through active listening. Teachers will also observe how students manage their emotions, which can provide valuable insights to support the group's socio-emotional development.

Objectives

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

Theoretical basis

Gumora, G. y Arsenio, WF (2002). Emotionality, emotional regulation and school performance in secondary school children. *Journal of School Psychology*, 40 (5), 395-413.

- **Perceive signals:** noticing what we feel inside and what is happening around us.
- **Interpret the situation:** understanding what emotions are present and what others' intentions might be.
- **Clarify what we want:** deciding on our personal goal in that situation.
- **Think of responses:** imagining different ways to act.
- **Evaluate options:** considering possible consequences and choosing the best behavior.
- **Act and self-regulate:** carrying out the response and, if necessary, adjusting it.



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.

Palabras clave

- Self-awareness
- Emotional expression
- Emotional regulation
- Non-verbal language
- Personal needs
- Empathy and connection with others
- Non-judgmental listening
- Group climate
- Shared reflection
- Emotional safety

Expected outcomes – Module 1

By the end of this module, adolescents are expected to expand their emotional vocabulary, connect with their needs, and develop skills to express themselves and relate to others with greater awareness and empathy.

Key Guidelines for Teachers

- Create an emotionally safe climate from the start.
- Validate all emotions as legitimate experiences — avoid classifying them as “good” or “bad”.
- Be a model of respectful emotional expression — both verbally and physically.
- Use the activities as a starting point for conversation, not an end in themselves.
- Adapt proposals to the needs of the group — don’t force intense emotional participation.
- Observe without judgment — every child has their own pace of emotional expression.
- Use the activities to identify emotional patterns, resistances, or progress in the group.
- Promote empathy and active listening as tools for connection and emotional support.
- Ensure emotional closure at the end of each session — avoid leaving topics open or states activated.

This material is organized into independent thematic units or sessions, rather than a rigid day-by-day sequence. Each unit includes learning objectives, detailed steps, and activities that can be applied autonomously in the classroom.

As a teacher, you can decide:

- **Which units to work on**, depending on the needs and characteristics of your group.
- **In what order to apply them**, adapting the progression to the context of your class.
- **How much time to dedicate** to each unit, as they are designed with flexibility: they may be carried out in a single session or expanded across several.

The purpose is to provide you with a set of practical activities to strengthen students’ emotional and social skills, with full freedom to adjust them to the rhythm and circumstances of your classroom.

A1

Activity 1: Perception of signals – Experiencing and expressing

(Approximately 30 to 40 minutes) Adapt it to the pace and needs of your group.

1.1 Objective

1. Recognize and name feelings.
2. Express them creatively through music and the use of instruments.
3. Reflect on how one's own expressions are perceived and better understand the feelings of others.

Materials

- ☐ Drawings, images, or emojis that represent different emotions (joy, sadness, anger, fear, calm, etc.).
- ☐ Simple musical instruments available in the classroom (drums, xylophones, maracas, etc.) or everyday objects that can produce sound.
- ☐ Space to work both in a circle and in small groups.

1.2 Steps to facilitate the activity:

1. Beginning – Recognizing emotions

- Distribute drawings or emojis of different emotions around the classroom.
- Ask each student to go to the station that represents how they feel at that moment.
- Each student briefly shares why they chose that emotion, first with a partner and then, if they wish, with the whole class.

2. Explanation of the musical dynamic

- Present the two work options and let the students choose according to their preferences:

Option 1 (individual): each student chooses a musical instrument and practices how to express an emotion (joy, anger, sadness, calm...) with it, using sound variations (high/low, fast/slow).

Option 2 (group): in teams of 3–4 people, students develop a short musical piece that expresses a common feeling, paying attention to cooperation and coordination.

- As the teacher, give simple examples: loud and fast sounds to express anger, soft and slow sounds to express calm, etc.

3. Creation and rehearsal

- If it is individual work, give students a few minutes to explore with their instrument.
- If it is group work, give them time to agree on which feeling they will represent and how they will do it with the instruments available.

4. Presentation of results

- Each student or group presents their musical piece to the rest of the class.
- After each presentation, open a short round of comments with questions such as:
 - How did the listeners perceive the emotion?
 - How did the students feel when expressing it?

5. Final closing round

- Ask the group:
 - “Which emotion especially moved you today?”
 - “What did you like or find helpful about this exercise?”
- To close symbolically, each student may play a brief sound on their instrument that sums up their impression of the day.



Note for the teacher:

- Remember there is no “right” or “wrong” way to **express emotions** with music: everything that arises is valid.
- Pay attention to the quieter students, giving them space and security to participate.
- **Reinforce the final reflection** so that it is not just a game, but that students become aware of the connection between **feeling – expressing – sharing**.

A2 Activity 2: Interpretation of signals – Expressing through images or emotional theater (Approximately 30 to 40 minutes) Adapt it according to the group's participation and rhythm

2.1 Objective

1. Recognize emotions in non-verbal signals such as facial expressions and gestures.
2. Compare one's own interpretation of emotions with the perception of others.
3. Develop empathy and observation skills.

Materials

- ☐ Images of people (children, adolescents, adults) showing different emotions (joy, fear, sadness, surprise, anger, calm...).
- ☐ Sheets of paper and colored pencils/markers for drawing.
- ☐ Space in the classroom to organize short theater performances.

2.2 Steps to facilitate the activity:

1. Beginning – Recognizing emotional signals

- Show the class images of people expressing different emotions.
- Ask students to identify which emotion they think the image represents and to move to a place in the classroom marked with that emotion.
- Pose the key question after each image:
 - “How did you recognize it?”

2. Explanation of creative options

- Present two possible paths to continue and let students or groups choose:
 - **Option 1: Emotional drawing:** each student creates a drawing that reflects their current mood or feelings.
 - **Option 2: Emotional theater:** in groups of 3-4 pupils, create a short play of 3-5 minutes showing three emotions in one place (e.g. in the playground, at home, at a party).

3. Development of the productions

- If they work with drawings: guide with examples (“use colors, shapes, or symbols that represent your emotion”).
- If they work with theater: remind them there are no “right” or “wrong” interpretations and foster an appreciative climate.

4. Presentation of results

- **Option 1:** students present their drawings. The class tries to interpret the feelings before each author shares a sentence explaining their work.
- **Option 2:** each group performs their short play. The class tries to identify which emotions were intended to be expressed.

5. Final group reflection

- Guide the discussion with questions such as:
 - *“How was it to express feelings through images or theater?”*
 - *“What details helped you interpret what others represented?”*
 - *“What did you learn about yourself and about others?”*

Note for the teacher:

- Emphasize that there are no single answers when interpreting emotions: what matters is to listen and observe with respect.
- You can give prompts such as:
 - *“Which gestures or facial expressions helped you most in the interpretation?”*
 - *“What differences did you notice between what you felt and what others perceived?”*
- Reinforce the importance of diversity of perspectives and empathy in coexistence.



A3

Activity 3: Considering and clarifying personal goals – Recognizing and changing emotions (Approximately 40 to 50 minutes) Adapt it according to the group's level of involvement.

3.1 Objectives

1. **Formulate personal goals and think of concrete steps to achieve them**, taking into account strengths, resources, and motivation.
2. Recognize the influence of body posture and emotions on one's own experience.
3. **Reflect on experiences and perspectives** to apply them to school and everyday challenges.

Materials

- ☐ Images or symbols representing different areas of life (work, hobbies, family, friendships, studies, professional future).
- ☐ Sheets of paper and colored pencils/markers.
- ☐ Space to work in pairs or small groups.

3.2 Steps to facilitate the activity:

Part 1 – Clarifying personal goals

1. Place images or symbols related to different areas of life around the classroom.
2. Ask initial questions to activate reflection:
 - “Which of these images represents something you like?”
 - “Which area is especially important to you at this moment?”
3. Ask students to move toward the image that attracts them most and share in pairs why they chose it and what it means to them.
4. Deepen the reflection with new questions:
 - “Is there something you would like to achieve in this area?”
 - “What would be a small step toward that goal?”
5. Each student draws a goal route with intermediate stops, answering:
 - *What can I do to achieve this goal?*
 - *Who can help me?*
 - *What do I tell myself to stay motivated?*

Part 2 – Recognizing and changing emotions through the bod

1. **Ask students to represent a specific emotion with their body** (e.g., anger, rage, shame) using posture, voice, and gestures.
2. Then explain that **they should deliberately change their posture** to the opposite (e.g., from shrinking to opening up, from looking down to looking straight ahead) and reflect on how their sensations change.
3. In pairs or small groups, **they share how they felt in each posture and what differences they noticed.**

Part 3 – Group reflection

1. Bring the group together and open a dialogue with questions such as:
 - *“Which goals are worth pursuing at school or in everyday life?”*
 - *“Which body attitudes triggered stronger feelings?”*
 - *“How did your emotional state change when you modified your posture?”*
 - *“How can we use this in our daily lives to feel better or face challenges with more confidence?”*

Note for the teacher:

- **Emphasize that goals should be realistic and achievable**, and that every step counts.
- Explain that emotions and body posture are closely linked, and that practicing conscious changes can be a useful tool for managing emotions.
- You may mention the study by Amy Cuddy (2015) about how adopting open postures for 2 minutes increases confidence and reduces stress.
- If the group seems unsure, do an example yourself to model how sensations change when posture is modified.

A4

Activity 4: Action project – Creative and cooperative strategies

(Approximately 40 to 50 minutes) Adapt it according to group dynamics and available time.

4.1 Objectives

1. Develop different courses of action to achieve individual and collective goals.
2. Expand the repertoire of problem-solving strategies through flexible and cooperative action planning.
3. Identify personal strengths and interests that can help achieve goals and solve difficulties.

Materials

- ☐ Prepared puzzle cards (with images or words forming pairs or groups).
- ☐ Large sheets of paper or poster board.
- ☐ Four-leaf clover templates (or paper for students to draw one).
- ☐ Scissors, glue, and colored markers.

4.2 Steps to facilitate the activity

Part 1 – Initial puzzle and group connection

1. Hand out one puzzle card to each student.
2. Students walk around the room until they find the card that matches theirs (their “puzzle partner”).
3. Once found, they form pairs or small groups.

Part 2 – “The Clover” exercise

1. In pairs, students ask each other the following questions:
 - *What was your last positive event?*
 - *Which hobbies do you enjoy alone and which do you share with others?*
 - *What do you like most about yourself and what do you think you do well?*
2. Each answer is written on a four-leaf clover sheet.
3. They cut out the clover and paste it onto a common group or class poster.

Part 3 – Sharing and reflection

1. Each pair presents their partner’s clover to the rest of the class, highlighting their strengths and positive qualities.
2. Reflect as a class on which activities or qualities appeared most often and what they contribute to the group.

Unequal commitment
of the group members

Involve and motive each member
according to their strengths

Problems understanding the task

Divide the task into smaller steps and ask for help

Part 4 – “The Machine” exercise

1. **Divide the class into groups and explain the task:** design a “living machine” in which each student represents a part:
 - It can be a **real machine** (a car, a clock, a television) or an **imaginary one** (a time machine).
 - Each member must assume an important role (e.g., steering wheel, engine, gear, pedal, etc.).
2. Groups decide together how to organize themselves and practice coordinating movements or sounds to make the machine work.
3. As the teacher, guide with questions:
 - *“How did you organize yourselves so that all parts worked well together?”*
 - *“How did you ensure that everyone had an important role?”*
 - *“What happens if one part of the machine doesn’t work?”*

Part 5 – Presentation and final reflection

1. **Each group presents their machine** to the rest of the class, showing how it works.
2. Open a dialogue with questions such as:
 - *“How did you decide what role each person would have?”*
 - *“What was the biggest challenge in collaboration?”*
 - *“How does it feel when the machine works well?”*
 - *“How important is it that all the pieces work together?”*

Teacher’s note

- Reinforce the idea that each person is essential for the machine (the group) to function.
- Highlight how cooperation and coordination help solve problems.
- Encourage valuing each other’s strengths and how they complement one another.
- If the group becomes unfocused, remind them that the objective is to learn how to design collective strategies and recognize the value of each individual’s contribution within the group.

A5

Activity 5: Reflection on personal reaction patterns – Making conscious decisions (Approximately 30 to 40 minutes) **Adapt it according to the group's level of involvement.**

5.1 Objectives

1. **Reflect on personal patterns of reaction and decision-making processes** in different situations.
2. Recognize how social and emotional factors influence decisions.
3. **Learn to identify and consciously control these factors** to improve personal autonomy.

Materials

- ☐ Sheets of paper or notebooks.
- ☐ Markers or pens to create mind maps.
- ☐ Space for individual work and small group discussions.

5.2 Steps to facilitate the activity

1. **Introduction with teacher prompts:** pose situations to activate reflection, for example:
 - “**Think about a recent decision**, such as how you divided your time between studying, hobbies, and friends.”
 - “**Was there a moment when you had to decide how to react** in a conversation or conflict with friends or family?”
 - “**What did you do to stay calm or change something** in a stressful situation?”
2. **Individual work – Recalling a situation**
 - Each student recalls a recent situation where they had to make a difficult decision.
 - They briefly write down what happened and how they reacted.
3. **Creating a mind map of reactions**
 - Students create a mind map showing how they decided to act in that situation.
 - They include:
 - **Emotions involved.**
 - **Moral considerations.**
 - **Social influences** (friends, family, environment).
 - **Possible consequences they considered.**
4. **Sharing in small groups**
 - In small groups, **they share their mind maps and explain how they made their decisions** and which factors influenced them.
 - **They listen for similarities and differences** with their peers.
5. **Final reflection in plenary**
 - Return to the whole group and guide a discussion with questions such as:
 - “**What did you discover about how you make decisions in difficult situations?**”
 - “**Which emotional or social factors influence you the most?**”
 - “**What can you do to have more conscious control over your decisions?**”



Teacher's note

- Create an atmosphere of respect and trust, reminding students that shared experiences are personal and should not be judged.
- Encourage students to see that there are no “right” or “wrong” decisions, but different ways of approaching situations.
- Reinforce the importance of recognizing emotions and external pressures as part of the decision-making process.
- If some students do not want to share in groups, they may remain in individual reflection.

A6

Activity 6: Carrying out the reaction – The friendship web and the value of mutual respect (Approximately 30 to 40 minutes) Adapt it to the time and energy of the group.

6.1 Objectives

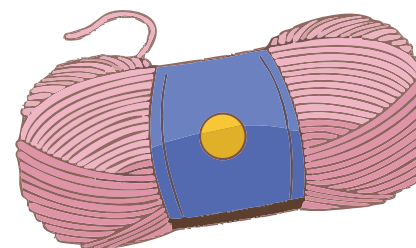
1. Identify personal strengths and share them with the group.
2. Recognize the importance of respect and mutual support in the school community.
3. Practice expressing positive appreciation toward oneself and others.

Materials

- ☐ Ball of yarn or long string.
- ☐ Classroom with enough space to form a large circle.

6.2 Steps to facilitate the activity

1. Introduction to the game
 - Explain the task: ***“We are going to create together a friendship web that will remind us that every person in the group is important and contributes something valuable.”***
 - Place everyone in a large circle, standing or sitting.
2. Starting the web game
 - Hold one end of the yarn ball and introduce yourself by saying your name and a personal strength or something you do well.
 - ***Example: “My name is Laura, and I am good at helping others.”***
 - Then gently toss the ball of yarn to another classmate in the circle (without passing it to the person right next to you), while keeping hold of your end.
3. Continuing the web
 - The student who receives the yarn repeats the same process: they introduce themselves, name a strength or positive quality
 - ***“My name is Max, and I am good at listening”,*** and toss the yarn to another student.
 - **The process continues until all students have participated** and the yarn forms a web connecting the whole group.
4. Additional round of positive reinforcement (optional)
 - If desired, do a second round in which each student returns the yarn to the person who threw it to them and says something they value about that person.
 - This further strengthens mutual recognition.
5. Final reflection in plenary
 - Look together at the web created and reflect with questions such as:
 - ***“What does this game teach us about friendship and coexistence?”***
 - ***“How does it feel to be part of a web where everyone contributes something good?”***
 - ***“What strengths did you discover in others that you didn’t know before?”***
 - ***“What can we do to keep this web strong and support all members of the group?”***



Teacher's note

- Reinforce the idea that all contributions are valuable, even if someone names small or simple qualities.
- Foster a climate of trust so students can speak without fear of judgment.
- If the group is very large, divide it into two smaller circles so everyone can participate without the activity taking too long.
- Use the web as a metaphor: each person is an essential thread that sustains the community.

AC1

Complementary activities (Approximately 30 minutes)

Complementary activity 1: My Emotional Week Map

(Approximately 15 to 20 minutes) It can be adapted according to the available time.

7.1 Objectives

1. Encourage emotional self-observation and help students identify how their emotions vary throughout the days.

Materials

- ☐ Sheet with a table or template of 5 columns (Monday to Friday).
- ☐ Colored pencils or pens.
- ☐ (Optional) Panel for voluntary sharing at the end.

7.2 Steps to facilitate the activity

1. Hand out to each student a sheet with a table of 5 columns (one for each day of the week).
2. Ask them to think of **one predominant emotion** for each day.
3. They write or draw a symbol, color, or word that represents how they felt
4. Afterwards, they reflect individually:
 - Which days were emotionally more intense?
 - Do similar emotions repeat on certain days?
 - What helped them feel better when they weren't feeling well?
5. (Optional) Invite those who wish to share part of their map with the group

Teacher's note

- You can use this activity weekly as a routine or at the end of the module. It provides useful insights about recurring emotional states in the group.

Sunday



Notes

Monday



Notes

Tuesday



Notes

Wednesday



Notes

AC2

Complementary activity 2: The Invisible Mailbox

(Approximately 10 minutes + weekly review as a routine)

8.1 Objectives

1. Provide a safe space for students to express emotions, thoughts, or requests anonymously.

Materials

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

8.2 Steps to facilitate the activity

1. Explain that there will be an “invisible mailbox” in the classroom where they can leave their **emotions, thoughts, or things they want to express** but don’t dare to say out loud.
2. Remind them that they can **write whatever they want**: something that happened to them, how they feel, if they need help, or simply something they want to be acknowledged.
3. Once a week (or at the end of the module), open some of the messages (keeping anonymity) and use **them as a basis for group conversations, reflections, or adjustments** in classroom dynamics.

Teacher’s note

- This tool can help you **detect hidden emotions, silent discomforts**, or even individual concerns.
- Make sure to **maintain confidentiality and respect** for the messages received.



Checklist material by activity

Act 1. Perception of signals – Experiencing and expressing

- ☐ Drawings, images, or emojis showing different emotions.
- ☐ Simple musical instruments (drums, xylophones, maracas, triangles, etc.) or everyday objects that can make sounds.
- ☐ Large space for circle work and small groups.

Act 2. Interpretation of signals – Expressing through images or emotional theater

- ☐ Images of people showing different emotions
- ☐ Blank sheets and colored pencils/markers for drawing.
- ☐ Open classroom space for short theater performances.

Act 3. Considering and clarifying personal goals – Recognizing and changing emotions

- ☐ Images or symbols representing different areas (work, family, hobbies, friends, studies...).
- ☐ Paper and colored pencils to draw goal routes.
- ☐ Classroom space for pair or small group work.

Act 4. Action project – Creative and cooperative strategies

- ☐ Prepared puzzle cards (pairs or groups).
- ☐ Large sheets of paper or poster boards.
- ☐ Four-leaf clover templates (or paper to draw one).
- ☐ Scissors, glue, colored markers.
- ☐ Space for large group work.

Act 5. Reflection on personal reaction patterns – Making conscious decisions

- ☐ Individual sheets or notebooks.
- ☐ Markers or pens.
- ☐ Classroom space for individual work, pairs, and small groups.

Act 6. Carrying out the reaction – The friendship web and the value of mutual respect

- ☐ Ball of yarn or long string.
- ☐ Classroom with enough space to form a large circle.

Complementary Act 1. “My Emotional Week Map”

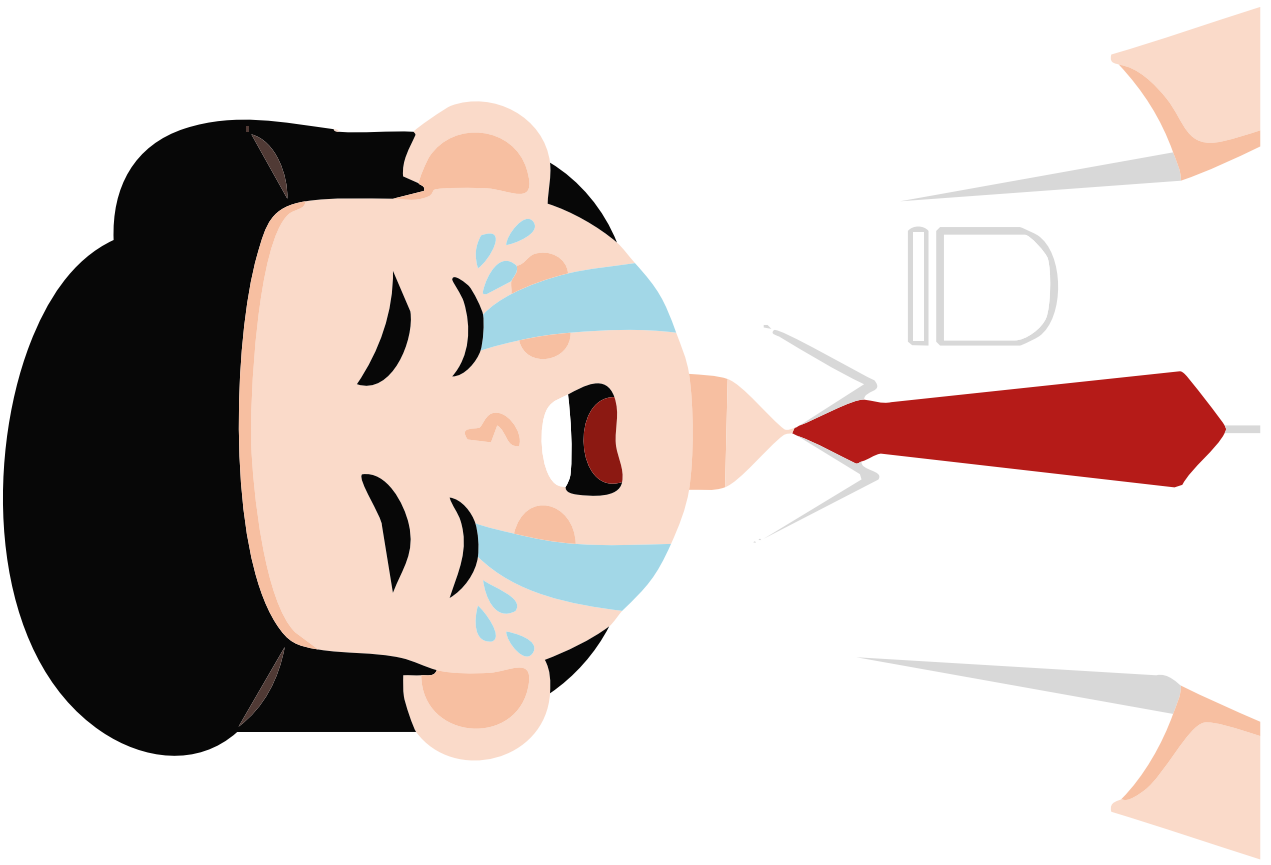
- ☐ Sheets with a table or template of 5 columns (Monday to Friday).
- ☐ Colored pencils or pens.
- ☐ (Optional) Panel to share results voluntarily.

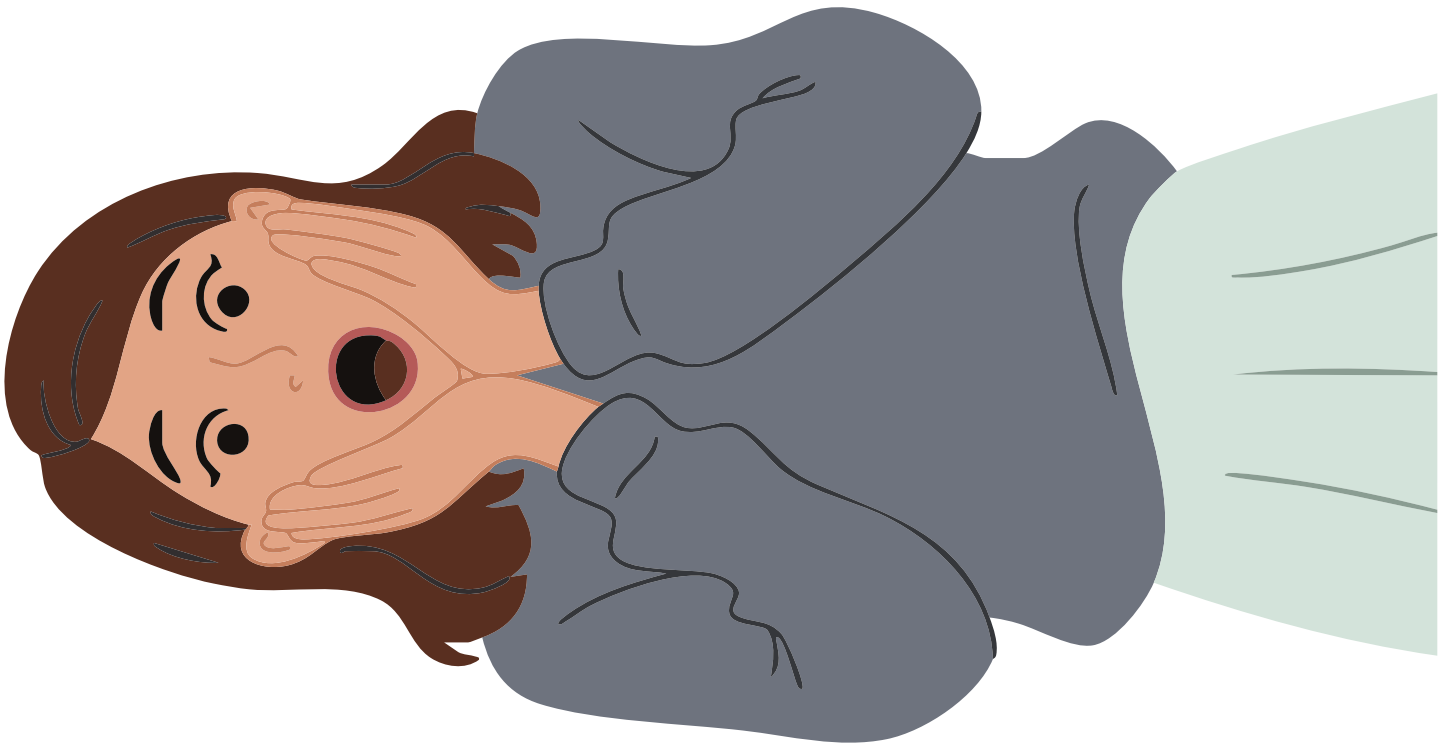
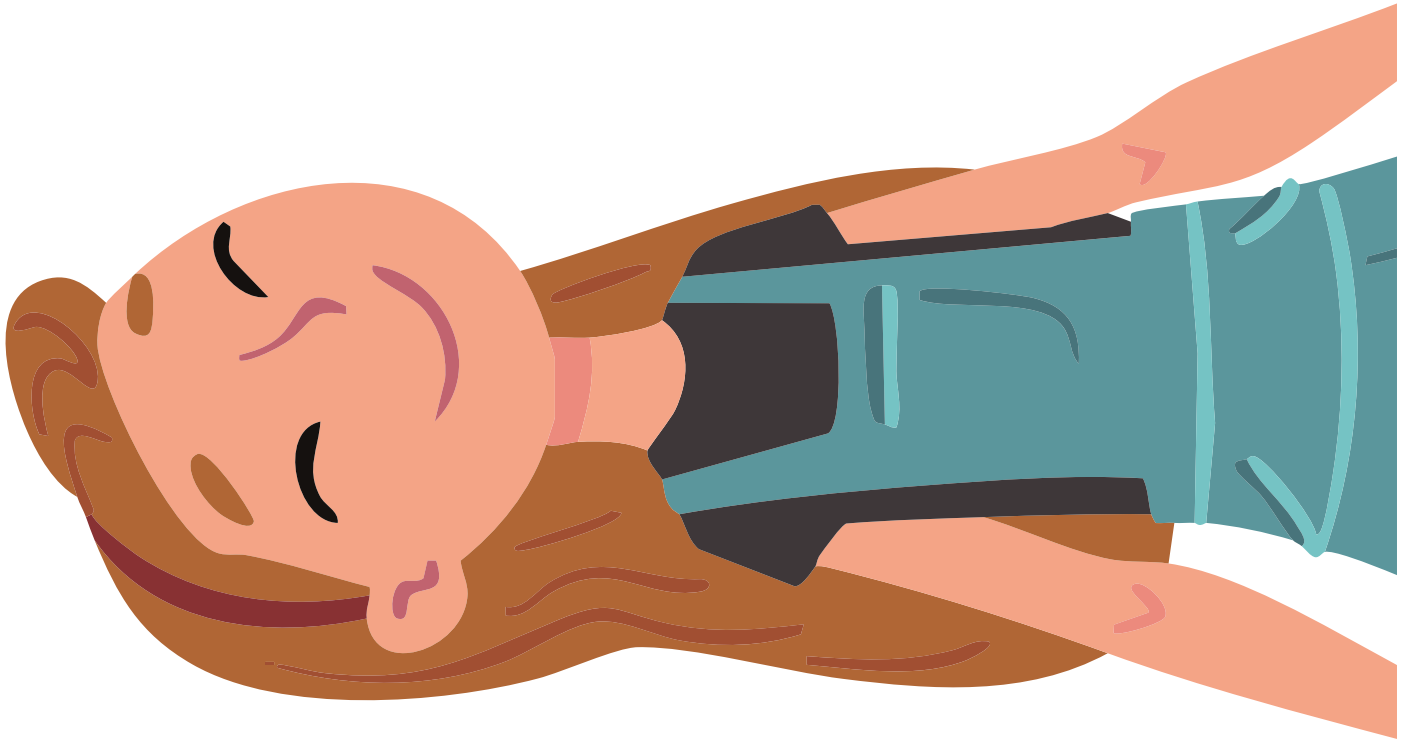
Complementary Act 2. “The invisible mailbox”

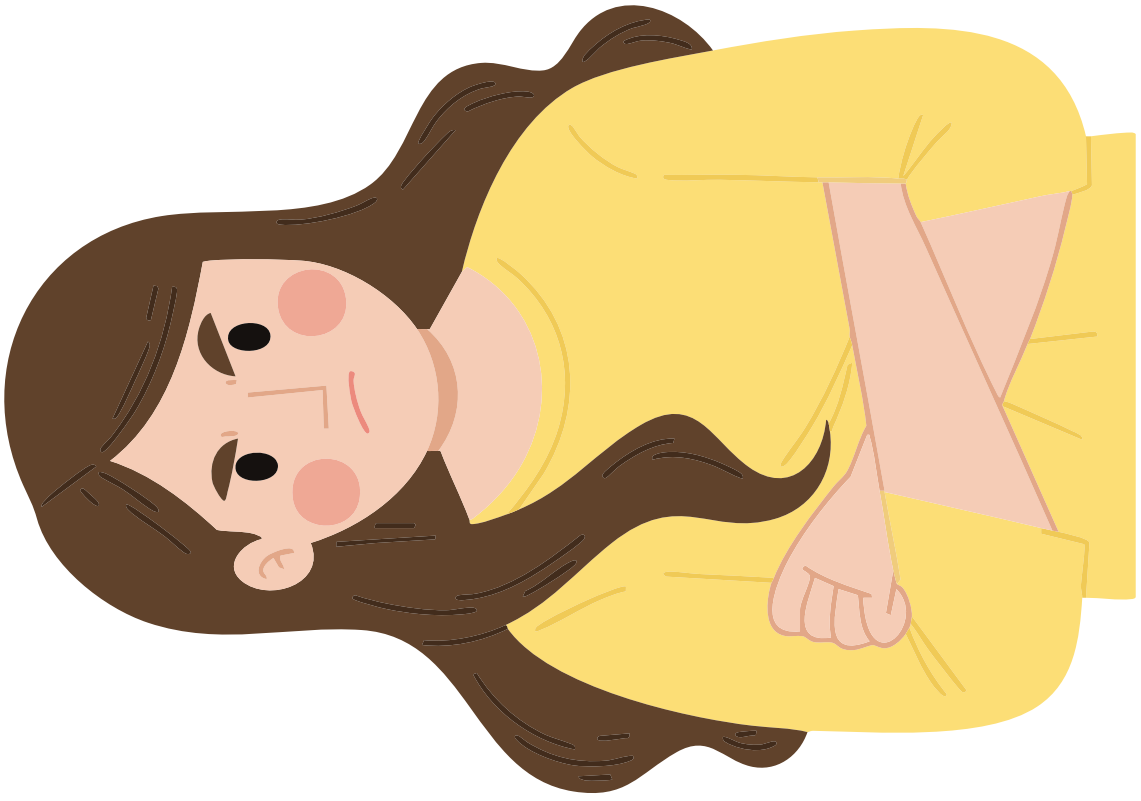
- ☐ A decorated box or mailbox (physical or virtual).
- ☐ Small pieces of paper.
- ☐ Pencils or pens.

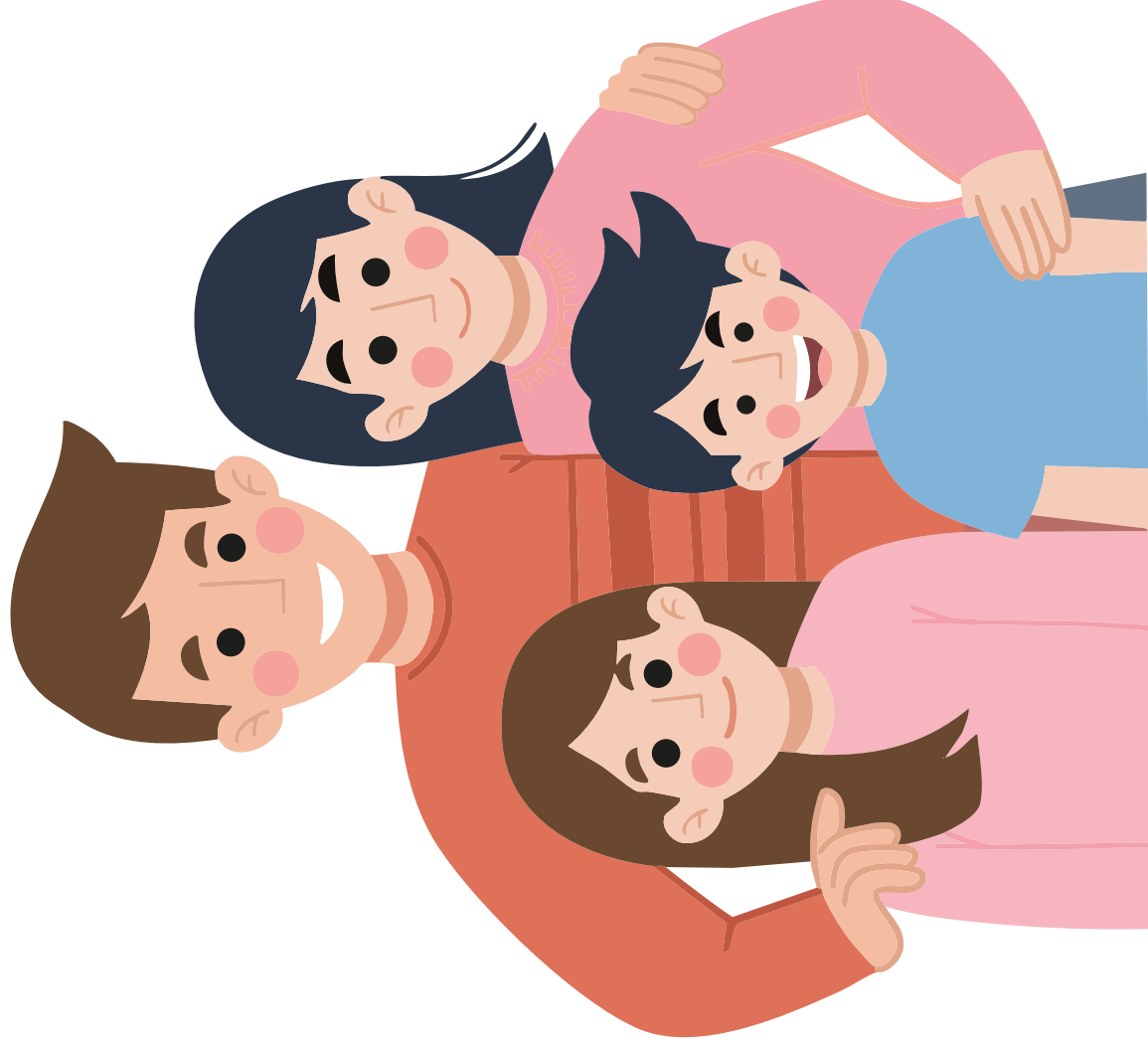






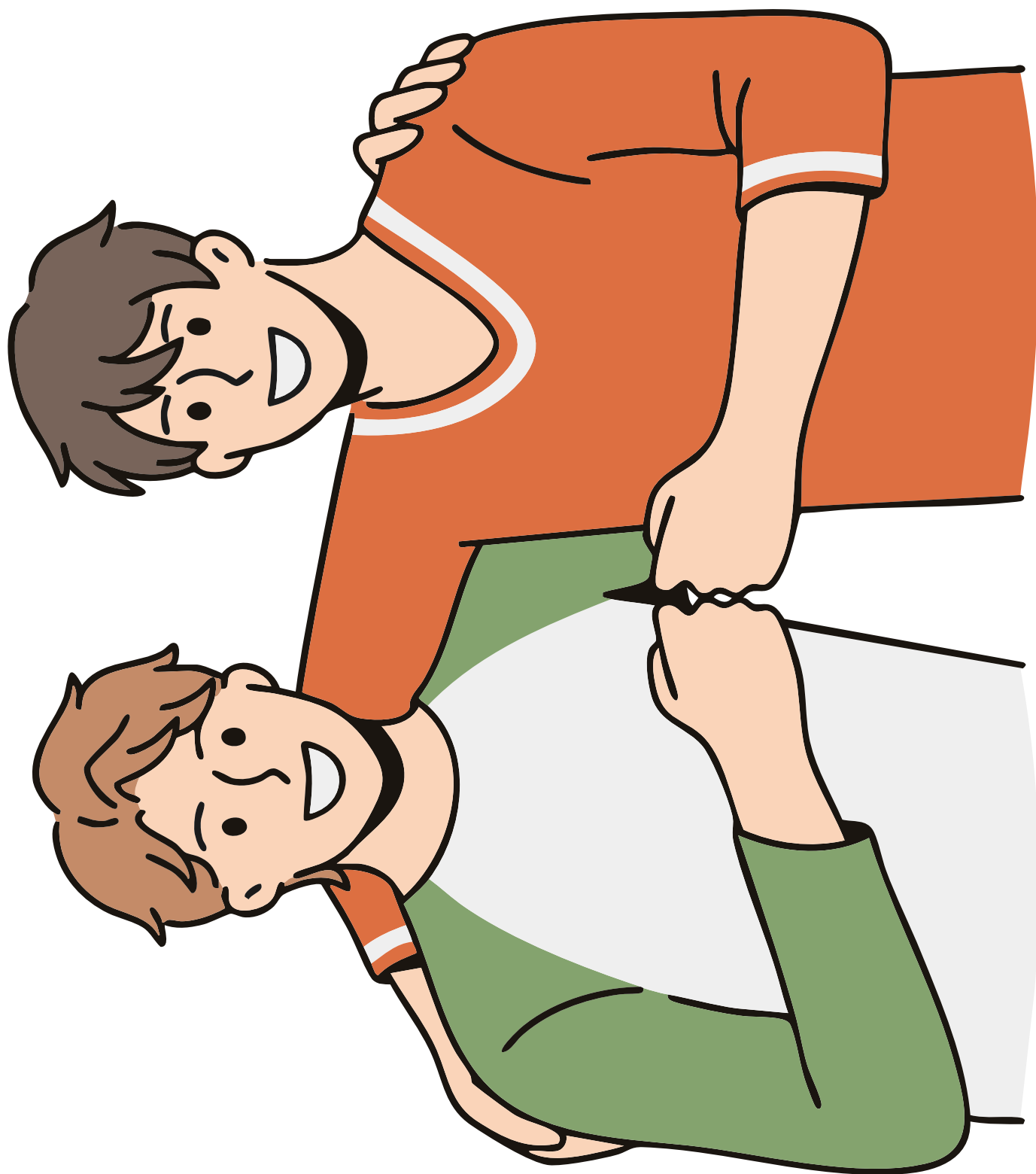


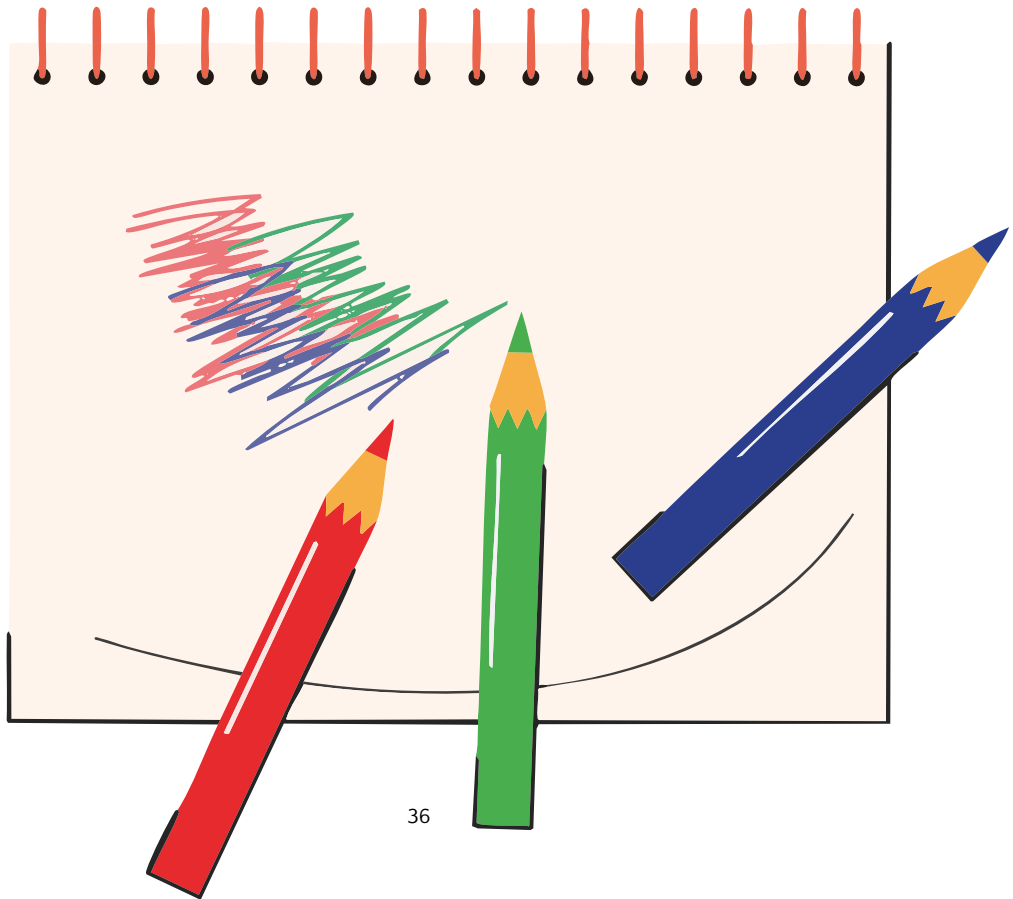










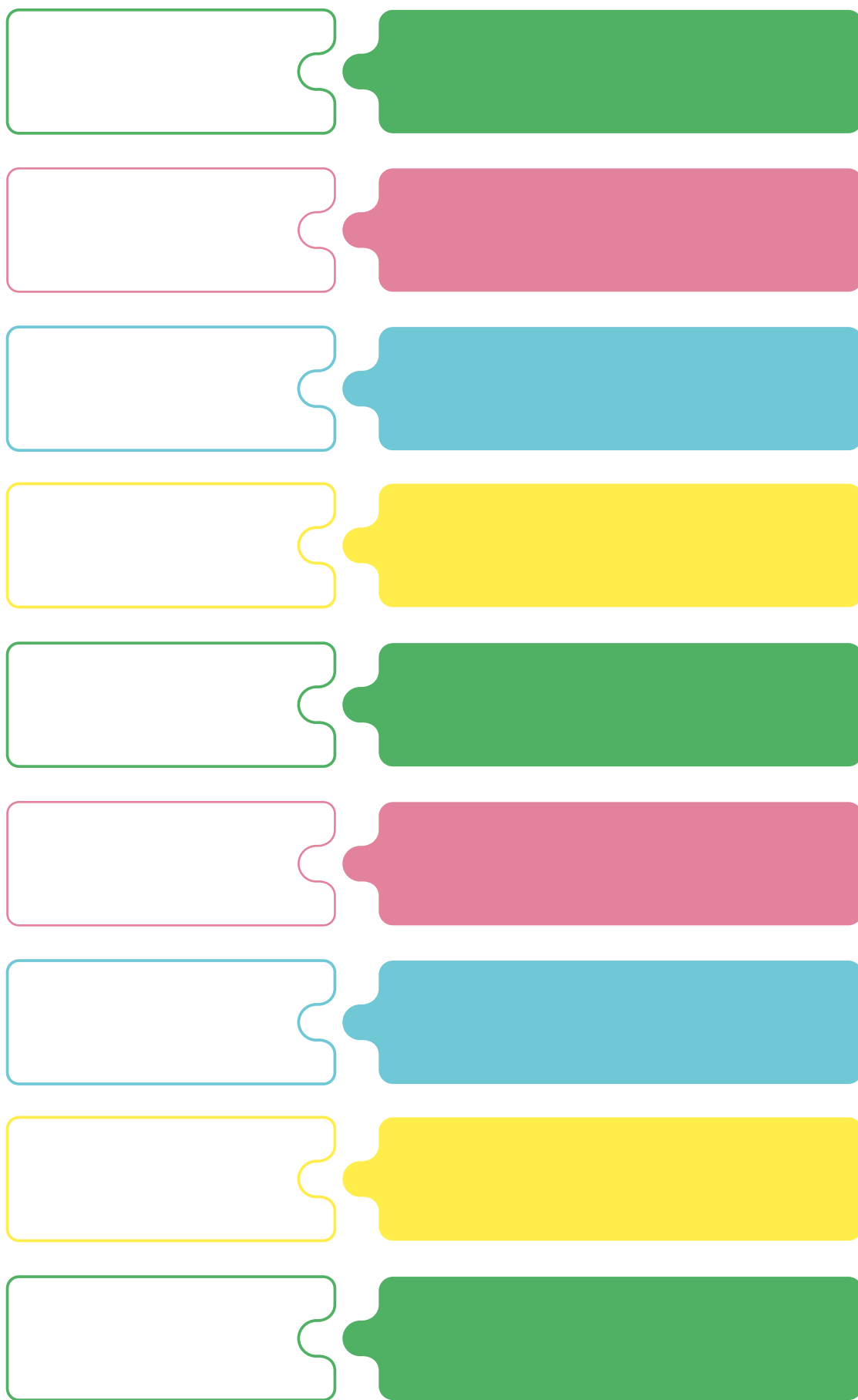


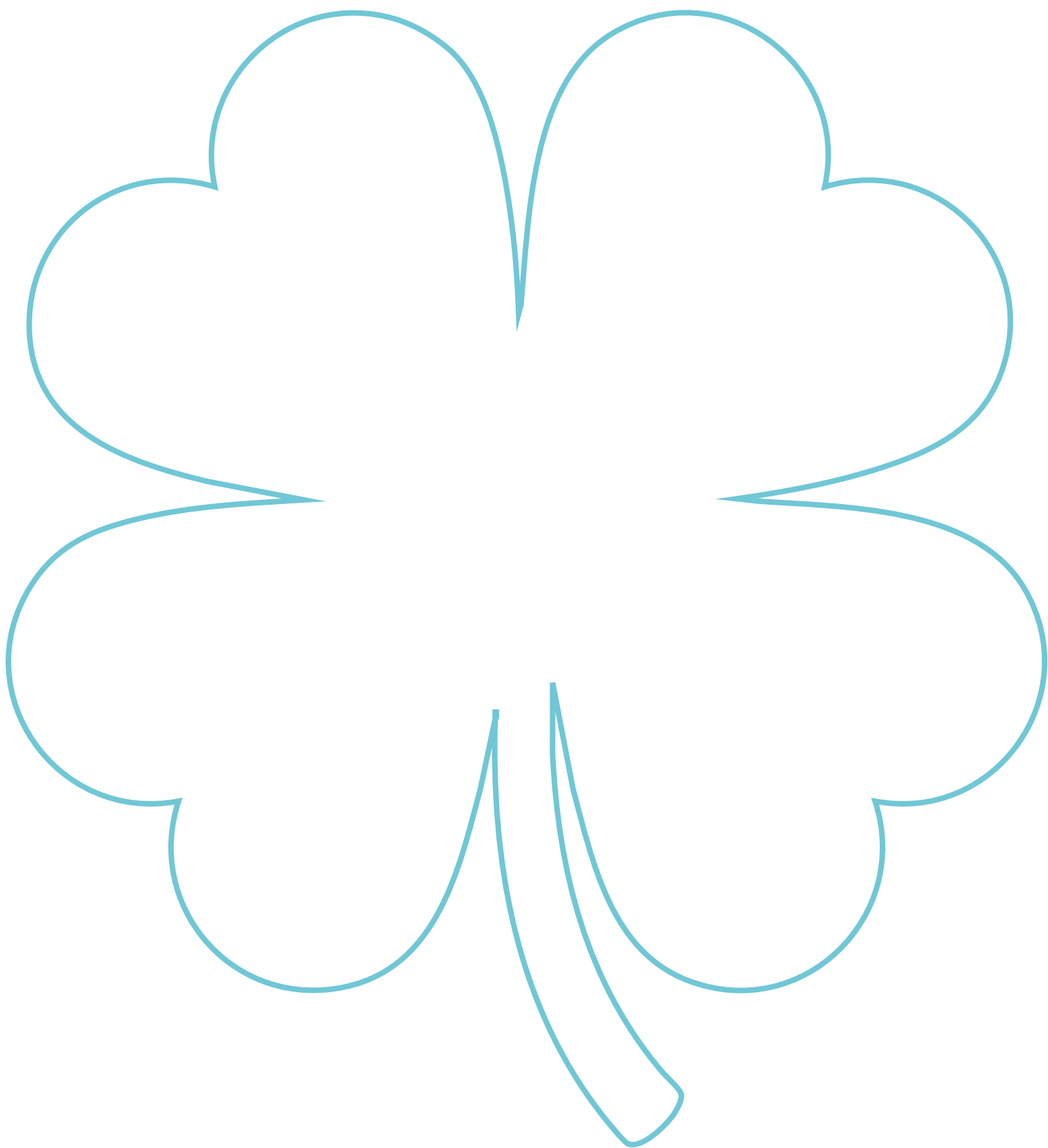




Printable activity 4: Creative and cooperative strategies

Difficulties with time management	Create a to-do list and set priorities
Unfair division of labour	Distribute tasks evenly and take responsibility
Too many distractions	Find a quieter place or take a break
No ideas for the task	Brainstorm and gather different perspectives
Team members are demotivated	Giving positive feedback and defining common goals
Unequal commitment of the group members	Involve and motivate each member according to their strengths
Not enough material or resources	Find creative solutions or ask for help with procurement
Problems understanding the task	Divide the task into smaller steps and ask for help
Conflict in the group	Make agreements and speak respectfully with each other





Montly dashboard

Complementary activity 1: My emotional weekly/monthly map

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Priorities	Notes

Weekly dashboard

Sunday


Notes

Monday


Notes

Tuesday


Notes

Wednesday


Notes

Thursday


Notes

Friday


Notes

Saturday


Notes

Priorities

_____**Guide**

1. Choose an emotion
2. Write down why that emotion started
3. Write down what went through your mind at that moment

Stress and coping strategies

Teacher's Guide



Activities for secondary education

INTRODUCTION

Stress is a natural experience that is part of the **daily life of adolescents**. At this age, many students begin to live with higher academic demands, social pressures, physical and emotional changes, interpersonal conflicts, and external expectations that, **without proper guidance, can generate overload or dysregulation**.

The objective of this module is to offer a safe and structured space so that 7th and 8th grade students **understand what stress is, how it manifests in their body and mind, and what tools they can use to manage it effectively**. Through experiential activities, debates, symbolic games, physical exercises, and guided reflections, students will learn to identify early signs of activation, to regulate themselves in tense situations, and to develop self-care and coping strategies.

The module's approach is practical and respectful of their developmental stage: **it seeks to strengthen emotional autonomy, decision-making capacity, personal responsibility, and peer support**. Additionally, work is done on understanding brain function under stress, the importance of rest, and the need to balance demands and well-being.

Module Objectives

- Understand what stress is from a **scientific and accessible perspective**.
- **Differentiate between functional stress and overwhelming stress**.
- Identify academic, social, and personal situations that generate stress.
- **Recognize the bodily, emotional, and cognitive reactions** linked to stress.
- Explore practical regulation strategies (breathing, thought, movement, pauses, planning).
- Understand the **"emergency program"** of the brain and how to lower it.
- Know and apply **coping strategies**.
- Reflect on one's own **"emotional tank"** and how to keep it full.
- Promote responsibility and collaboration in the group climate.
- Develop personal resources such as the stress poster or emergency strategies.

Key words

- 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 module 2

Upon finishing this module, students will **understand that health also includes how we feel and think**. They will develop a **greater awareness of their emotions and needs**, and will learn to identify the people and resources they can turn to for help, both for themselves and to support others.



Teacher Orientation — 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 available time, 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, enrichment, 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 MA+number (main activity) in pink and A+number (secondary activity) in blue. Ex: **MA1** or **A3**
- Maintain a calm pace, without rushing to "get to everything".
- Remember that the goal 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:** talking about stress can trigger deep emotions. Guarantee confidentiality, respect, and no public exposure of personal situations.
- **Avoid judgments or interpretations:** adolescents can be sensitive to external evaluations; always validate their experiences without minimizing them.
- **Encourage voluntary participation:** do not force sharing personal experiences. Offer observation or writing alternatives.
- **Alternate activity and calm:** combines active dynamics with moments of reflection or physical regulation exercises.
- **Work with general examples:** avoid asking for intimate experiences; use fictitious, anonymous, or hypothetical examples.
- **Observe non-verbal signals:** restlessness, nervous laughter, avoiding eye contact, or difficulty following the rhythm can indicate emotional activation.
- **Promote critical thinking:** invite students to question beliefs such as "I have to be able to do everything" or "if I rest, I fail".
- **Normalize asking for help:** reinforce that seeking support from an adult is not a sign of weakness, but of self-care and emotional intelligence.
- **Maintain a clear structure:** adolescents function better with concrete instructions, defined limits, and an explicit start/close.

1.1.1 Objective:

1. Welcome and introduce the topic of stress in a language that resonates with adolescents.
2. Activate prior knowledge without asking for personal experiences.
3. Explore the first associations students make with the word “stress”.
4. Create a climate of respect, safety, and listening.

Materials

- ☐ Circle of chairs or classroom arrangement that allows us to see each other.
- ☐ Whiteboard or flipchart (optional).
- ☐ Quiet environment, without excessive noise.

1.1.2. Activity Description:

1. Welcome and climate creation
 - Tell the students that this session will be participatory and practical. Suggested phrase:
 - “Today we are going to work on something that absolutely everyone experiences: stress. And we will do it in a clear, respectful, and useful way for your daily life.”
 - Explain that they will talk about general sensations, not intimate experiences.
2. Initial round: “When I think of stress...”
 - Ask each student to briefly complete the sentence: “When I think of stress, I think of...”
 - Important clarifications:
 - Do not speak about specific personal cases.
 - General responses, such as sensations, single words, or images.
 - One can pass their turn if they do not wish to speak.
 - Examples you can offer to inspire without leading:
 - “pressure”, “tiredness”, “exams”, “noise”, “blockage”, “tension”, “not making it”.
3. Record (optional)
 - You can write the most repeated or significant words on the board to:
 - Visualize the general map of the group or use it later on Day 1, during “Modern Times” or “Stress reactions”.
 - Optionally, group ideas into:

Emotions

- Nervousness
- Overwhelmed

Situations

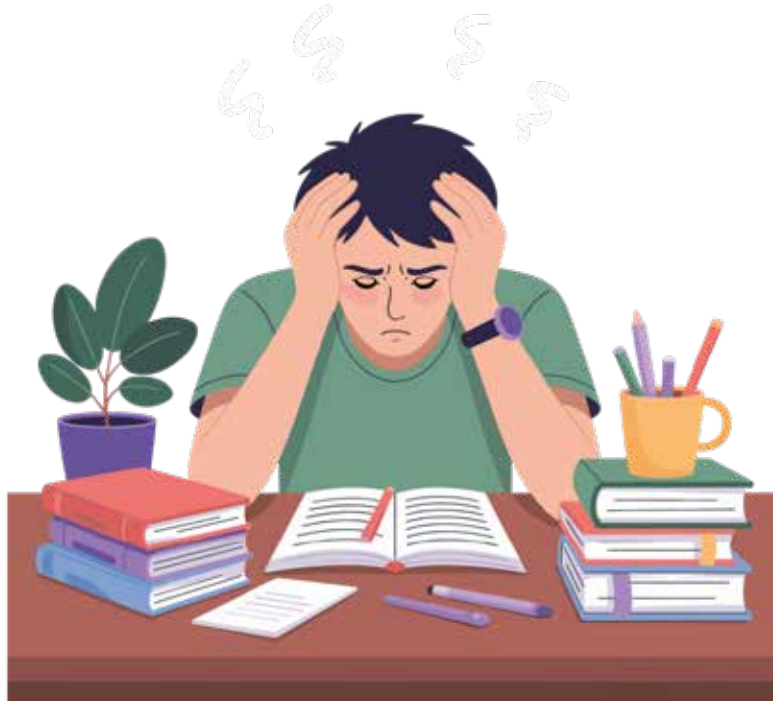
- Exams
- Conflicts

Sensations

- Tension
- Stomach ache

4. Connection with the module

- Close the activity by explaining:
 - *"What you have just said shows us that stress takes many forms. Throughout the next activities, we will see what it really is, how it works in the body, and what we can do to manage it."*



Note for the teacher

- **Avoid letting the group drift toward personal or difficult experiences.** If one arises, validate and redirect:
 - *"Thank you for sharing; today we will talk about stress in general, not individual cases."*
- Keep the activity brief so as not to consume time from the subsequent theoretical block.
- **Observe the initial emotional climate:** apathy, irony, nervousness, or laughter can indicate activation or resistance, which is normal in secondary school.

1.2.1 Objective:

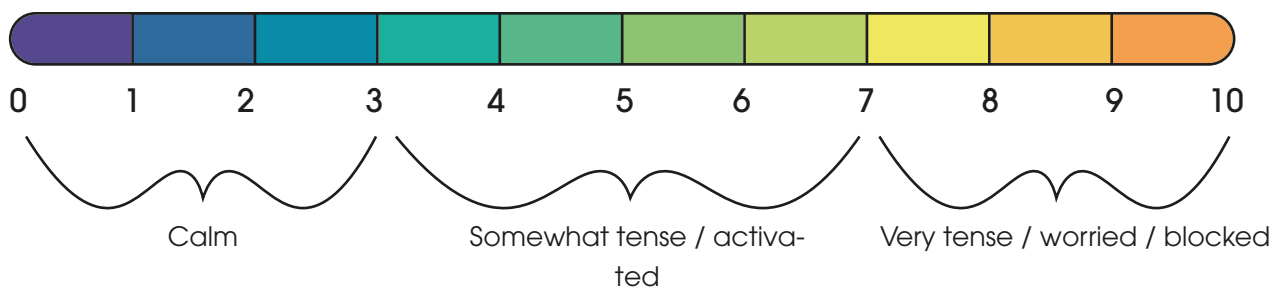
1. Facilitate students **identifying their current level of emotional activation**.
2. Introduce the idea that **stress has gradations** (it is not "all or nothing").
3. Create an **internal reference** to be used in later activities.
4. **Promote self-regulation** through early recognition of signals.

Materials

- ☐ None specific.
- ☐ Classroom in a circle or with good visibility between students.

1.2.2 Activity Description:

1. **Brief introduction:** Explain
 - "Before diving into the workshop content, we're going to do a small exercise to understand how our body is right now. Stress doesn't appear all at once: it works like a scale, from 1 to 10."
 - Clarify that this activity does not ask for personal details, only internal sensations.
2. **Self-assessment exercise:** Tell the group
 - "Close your eyes for a moment if you feel comfortable. Think: 'On a scale of 1 to 10, how stressed do I feel right now?'"
 - Define briefly
 - Do not use words like "bad" or "dramatic"; keep it neutral.



3. **Hand signal:** Ask
 - "When I tell you, show your number with your fingers, so we can see how the group is in general."
 - Indicate that:
 - No comments will be made about high or low levels.
 - It is not an exercise of personal exposure.
 - Reasons are not shared.
 - Time: 3 seconds of group visualization.

4. General group comment (not individual): Say phrases like

- *"I see there is variety, which is normal."*
- *"The goal is not to be at 1; it's learning to manage the levels as they rise."*
- *"Later we will see tools to lower a point or two when you need it."*
- We never point out who has high numbers.

5. Reflection questions (general and non-invasive)

- *"Does it surprise you to see that not everyone is at the same level?"*
- *"What things usually happen that make you go from a 3 to a 6?"*
- *"Have you noticed how your body changes when the scale goes up?"*
- If the group is very quiet, offer options:
 - *"Maybe muscle tension?"*
 - *"Difficulty concentrating?"*
 - *"Faster breathing?"*

Note for the teacher

- **Avoid personal descriptions of stressful situations;** always keep it on a descriptive plane ("sensation", "level") and not a narrative one ("what happened to me").
- If any student shows discomfort, **allow them to pass their turn without giving explanations.**
- **Observe signals:** very tense, closed-off, or excessively scattered students may need more containment or movement in later activities.
- This exercise **helps calibrate the "emotional climate"** of the group before entering more theoretical content.

MA3 Activity 3: What is stress? + Story "The hunter's heart"

(15 - 20 minutes).

Materials

- ☐ Whiteboard or flipchart.
- ☐ Printed or digital copy of the text "The hunter's heart".
- ☐ Classroom in a semicircular or exhibition arrangement.

1.3.1 Objective:

1. Understand what **stress** is from a scientific and accessible perspective.
2. Explain how the brain evaluates threats (real or perceived).
3. Introduce the concept of **functional stress and overwhelming stress**.
4. Understand the **body's physiological response** to danger.
5. Use the narrative metaphor of the hunter to explain activation and recovery.

1.3.2 Activity Description:

1. **Initial activation (2 min):** Begin with a general question
 - "Before explaining anything, what do you understand by stress?"
 - Collect 3-4 ideas on the board (sensations, words, images).
 - Do not go into details yet or correct concepts.
2. **Clear explanation: What is stress? (5 min)**
 - You can say:
 - "When we talk about stress, we refer to the response of the body and brain to a situation it interprets as a threat, a challenge, or a pressure. It is not just an emotion; it is a set of physiological reactions."
 - Clarify these points:

01 Stress is normal and necessary. It helps us react, concentrate, move, and perform

02 The body constantly evaluates situations.

It decides if something is:

- Safe
- Neutral
- A possible threat.

03 The brain does not distinguish well between real and symbolic threats. Examples

- An exam
- An argument
- A message that worries you
- A loud noise.

They can activate the same neural network as a real danger

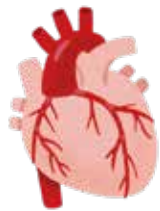
04 Difference between Eustress and Distress.

Eustress: useful activation, concentration, energy.

Distress: overload, blockage, exhaustion.

3. Body reactions to stress (3 min)

- Explain in accessible language:



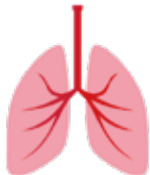
The heart beats faster.



Muscles tense up.



Digestion decreases.



Breathing quickens.



Adrenaline and cortisol are released.



Vigilance increases.



- Guide phrase:
 - *"It's as if the body prepares to run, fight, or react... even when the threat is not physical."*

4. Reading the story "The Hunter's Heart" (5 min)

- Indicate that it is an evolutionary metaphor to understand how stress works.
- Read it yourself or ask a volunteer student to read selected fragments to avoid overextending.

THE HUNTER'S HEART

The hunter's heart beats strongly. His brain and senses work at maximum speed to anticipate his opponent's plan. Not even the slightest movement of the enemy escapes his sharpened senses. His muscles receive maximum blood flow; all organs that are not essential for survival are in a state of rest. The blood sugar level has increased to allow for maximum muscular performance.

Blood clotting is activated to prevent him from bleeding to death in case of injury. To do this, blood flow in the hands and feet is also reduced: the hands with which he holds the spear are freezing. He is not sure if he should fight or flee; the bear in front of him can kill him with one swipe. But the winter is long, and he and his family urgently need meat and a warm coat. He risks everything and thrusts the spear with maximum force against the bear's chest.

A huge roar is heard and, with a shout, the hunter lunges toward the bear, sinking the knife into its chest. He perceives the bear's breath and the smell of its sweat. A burning pain pierces his body as the bear's claws tear his back. The bear lifts him effortlessly into the air, and the hunter prepares to deliver the final blow. But the spear and the knife have already done their job; with a groan, the bear drops him and collapses to the ground. The fight is over.

Back in the safety of the cave, the hunter tells his family about the dangerous combat, and only now does he begin to feel the pain of the many wounds the bear caused him. But his immune system is working at full capacity, and in a few days the wounds have closed. Shortly after the combat, his heart had returned to normal, his blood pressure had dropped, and a deep sense of relaxation had flooded him.

- Key aspects of the story:
 - The hunter feels real fear before a bear.
 - His body reacts strongly and quickly.
 - Tension serves to act.
 - Once the danger ends, the body relaxes.
- Connect it with current life:
 - *"Nowadays, our threats are not bears. But our body continues to react as if they were."*

5. Connection with daily life (2–3 min): Guide the reflection:

- "What situations at school make us react like the hunter?"
- "What symbolic 'bears' do you have in your daily life?"
- Avoid personal examples.
- Accept responses such as:
 - "exams", "fighting with a friend", "too much pressure", "too many tasks" ..

6. Reflection questions

- *"What part of the hunter's story feels like what you experience?"*
- *"What body signals do you recognize when you are activated?"*
- *"Why do you think it is sometimes hard to relax afterward?"*

Note for the teacher

- **Maintain an informative tone:** this activity is "input", not personal debate.
- Prevent students from telling specific or sensitive situations.
- **The hunter metaphor sometimes generates humor or discomfort:** use it to your advantage, keeping the focus on the scientific explanation.
- This activity lays the conceptual foundation needed for "Modern Times", "Weightlifting Game", and "Tank Model".

MA4

Activity 4: Game “The weight of stress” (10 minutes).

Materials

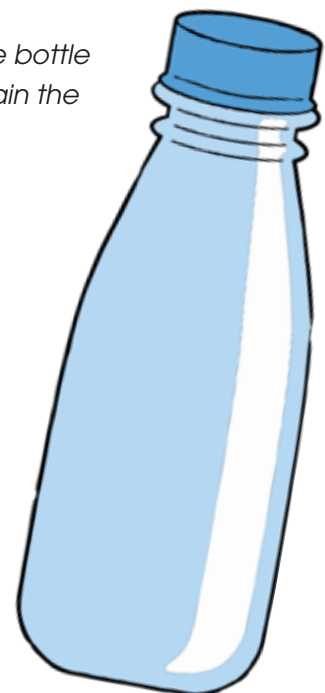
- ☐ Small water bottles (500 ml) or light weights (one per student).
- ☐ Safe space to extend the arm without hitting others.
- ☐ Stopwatch (optional).

1.4.1 Objective:

1. Understand that stress depends not only on intensity but on the **time we sustain it**.
2. Physically experience the metaphor of prolonged “**emotional weight**”.
3. Connect the bodily experience with the theoretical content previously explained.
4. Introduce the importance of **letting go, resting, and asking for support**.

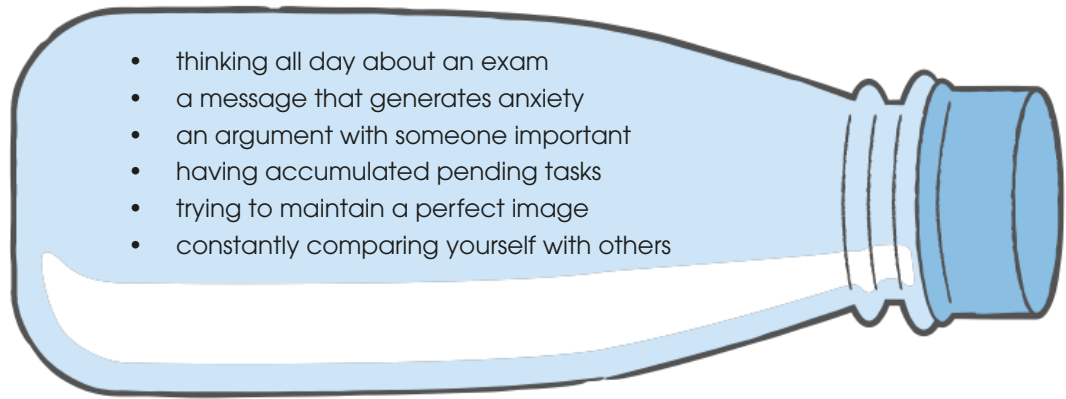
1.4.2 Activity Description:

1. **Presentation of the exercise:** Explain to the group
 - “We are going to do a simple experiment to understand how stress works. It’s not about physical strength, but about observing how the body reacts when it holds something for too long.”
 - Hand out a bottle or weight to each student.
2. **First evaluation: Does it weigh or not?**
 - Question: “Does this object seem light to you? Do you think it would be easy to hold for a while?”
 - Most will answer yes.
 - Confirm: “Perfect. Let’s check.”
3. **Main physical exercise:** Indicate
 - “Stretch your arm forward, parallel to the ground. Hold the bottle without bending your elbow. Breathe normally and maintain the position.”
 - Time: 20–30 seconds (sufficient for adolescents).
 - Observe signals:
 - Tension in the hand
 - Arm trembling
 - Shallow breathing
 - Increasing discomfort
4. **Immediate reflection: Ask**
 - “Has anything changed since we started?”
 - “Does the object weigh more now than before?”
 - Guide the reflection:
 - “The weight is the same... what changes is the time you hold it. And with stress, exactly the same thing happens.”



5. Explicit connection with stress: Explain

- *"Stress doesn't always come from huge things. Sometimes a small worry, if we hold it all day, becomes very heavy."*
- Examples:



- Key phrase:
 - *"It doesn't matter how strong you are: if you never let go of the weight, the arm gives out."*

6. Letting go of the weight: Indicate

- *"Now lower your arm and leave the bottle in your lap."*
- Question:
 - *"What sensation appears when letting go? Relief? Release? Relaxation?"*
- Explain:
 - *"In real life it is the same: when we let go, ask for help, rest, or change strategy, our body is released."*

7. Reflection questions

- *"What things in your life function like this weight?"*
- *"How do you notice that you are 'holding too much'?"*
- *"What signals does your body give when you need to let go?"*
- *"What helps you let go of the 'weight of stress'?"*

Note for the teacher

- Ensure that no student forces their arm too much. If there is discomfort, allow them to hold the weight with two hands or for less time.
- **Avoid the exercise turning into a competition** ("I can hold longer").
- Focus on the **bodily experience**, not on performance.
- This activity functions as a direct bridge to: the analysis of "Modern Times" videos and the identification of stress signals.

A5 Activity 5: “Modern Times” — Permanent stress and how it affects us (10 - 15 minutes).

Materials

- ☐ Projector or screen to show videos.
- ☐ Links to 1-2 brief Modern Times videos.
- ☐ Whiteboard.

1.5.1 Objective:

1. Understand the difference between a **specific threat** (hunter model) and the **permanent stress** typical of modern life.
2. Observe how accelerated rhythms, multitasking, and interruptions generate constant activation.
3. Reflect on the **impact of prolonged stress** on concentration, motivation, and well-being.
4. Prepare the ground for the next activity: “What causes me stress?”

1.5.2 Activity Description:

1. Introduction to the concept of “**permanent stress**” (2 min): Connect with the hunter story.
 - “We have seen how the body reacts to a real danger and how it returns to calm afterward. But today, in modern life, we are in a kind of ‘activated mode’ almost all the time.”
 - Clarify:
 - “We no longer fight bears, but our lives are full of constant small pressures: notifications, tasks, deadlines, conflicts, noise, stimuli... The body has no time to disconnect.”
2. Video viewing (3–5 min): Select videos that usually show:
 - Before playing them, explain:
 - “These videos show what modern stress looks like.”
 - Watch them thinking: “Does this happen to me? Does it accompany my day-to-day?”
 - Project 1–2 clips of 30–60 seconds



“Fragmented daily life”: the modern person is, therefore, under constant tension.

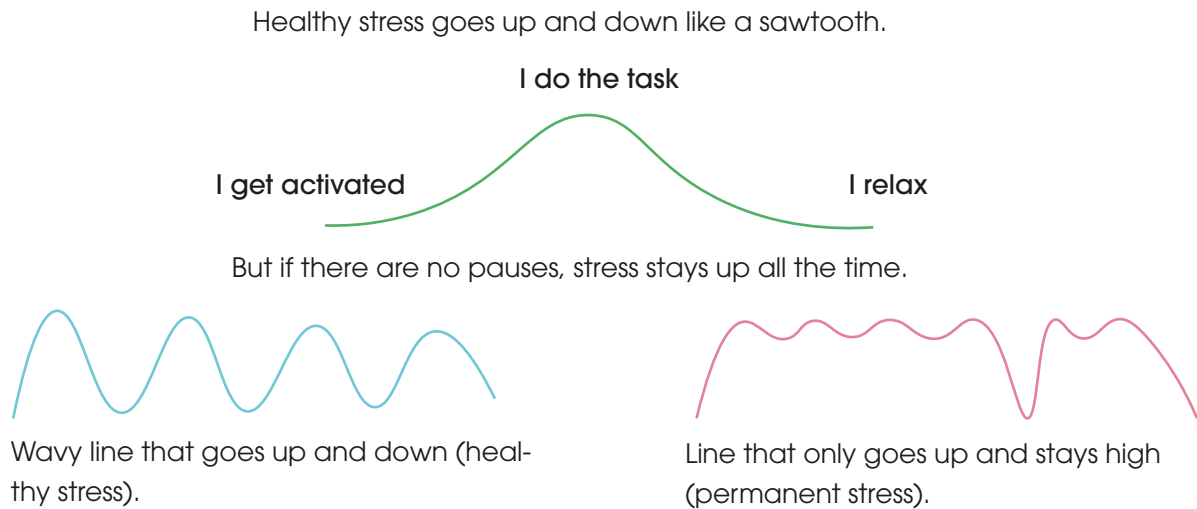


Film - breaks

3. **Brief group reflection (5 min):** Guide the conversation with general questions, without exposing personal cases:
 - *"What sensation did the videos convey to you?"*
 - *"Does this type of rhythm or pressure sound familiar in your daily life?"*
 - *"What things from day-to-day keep stress 'turned on' all the time?"*
 - Avoid delving into individual situations.
 - If the group disperses, redirect:
 - *"Let's think about general elements: noise, screens, tasks, speed, schedules."*

4. **Key concept: the "sawtooth" of stress**

- Explain it in an accessible way:



- Guide phrase:
 - *"The problem is not getting activated, but not having real moments to come down."*
5. **Connection with the following activity:** Anticipate.
 - *"Now that we have seen what permanent stress is, we are going to explore what specific things generate it in your daily life. No personal details, but general situations that affect many adolescents."*
 6. **Reflection questions**
 - *"Why is it so difficult to relax nowadays?"*
 - *"What is the difference between the hunter's stress and modern stress?"*
 - *"What signals tell you that your stress is not going down?"*
 - *"What daily situations do you think generate this permanent stress in adolescents?"*

Note for the teacher

- Keep videos brief. The goal is to generate reflection, not entertainment.
- **Avoid letting the group drift toward intense personal experiences** (common in secondary school).
- If the group shows apathy or irony, **remind them that prolonged stress affects everyone**, even when not verbalized.
- You can return to this diagram on Day 2 when working on the Emergency Program and the Emotional Tank.

MA6 Activity 6: “What things cause me stress?” — Metaplan Cards (10 - 12 minutes).

1.6.1 Objective:

1. **Identify common situations** that generate stress in adolescents.
2. Move from the abstract concept of stress to everyday examples.
3. **Visualize coincidences** within the group.
4. Prepare for subsequent work on stress signs, tank model, and coping strategies.

Materials

- ☐ Metaplan cards (small colored rectangular papers) or post-its.
- ☐ Markers.
- ☐ Whiteboard / wall / panel for posting.
- ☐ An ample space.

1.6.2. Activity Description

1. **Brief presentation (1 min):** Say something like:
 - *“Now that we’ve seen what stress is and how it works in the body, we’re going to identify what situations usually activate it in your day-to-day. We’ll use cards to write general ideas, not personal experiences.”*
 - **Emphasize:** Do not use names, do not tell intimate situations, do not write anything sensitive.
 - Offer general examples only if necessary.
 - Repeat always: **General, not personal.**
2. **Place the cards on the wall (2 min):** Ask the group:
 - *“Come and post your cards here, on the wall or whiteboard.”*
 - Example categories:

Academics	Social	Relatives	Personal	Digital	Physical and health
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High standards / perfectionism

3. **Reading and grouping aloud (3–4 min):**
 - Select some cards without identifying authors.
 - Read varied examples aloud:
 - *“Exams and hand-ins”*
 - *“Sleeping little”*
 - *“Messages that overwhelm me”*
 - *“Conflicts”*
 - *“Having many tasks”*

- Group visually:
 - *"These three seem related to school... These others to social relationships... Here I see stress from the phone..."*
- The idea is to show coincidences without pointing anyone out.

4. Closure and connection with subsequent content (1 min)

- Explain:
 - *"In the modern world, many of these things add up. When they accumulate without pauses, the permanent stress we talked about before appears. Later we will work on what signals the body gives us and what strategies we can use to handle these situations."*

5. Preguntas de reflexión

- *"Which stress categories appeared the most?"*
- *"Do you think adolescents in other classes would have similar cards?"*
- *"Does it surprise you that many of you have sources of stress in common?"*
- *"Which situations do you think can be managed with simple strategies?"*

Note for the teacher

- Avoid reading cards that could be interpreted as too personal or sensitive.
- If an inappropriate card appears (e.g., very intimate or worrying content), remove it discreetly without comment.
- **Maintain light dynamics:** this is not a moment for deep debate, but for general recognition.

A7 Activity 7: “Stress Reactions” — How my body, emotions, and conduct respond (10 - 12 minutes).

1.7.1 Objective:

1. **Identify signs** of common stress in adolescents.
2. Connect physiological responses from previous input with everyday examples.
3. **Increase body and emotional awareness.**
4. Prepare the ground for regulation exercises (“counter-programs”) and for the Day 2 Emotional Tank.

Materials

- ☐ Whiteboard or flipchart.
- ☐ Markers.
- ☐ Three prepared columns (optional):
Body – Emotions – Thoughts / Conduct.
- ☐ Cards / post-its (optional).

1.7.2. Activity Description:

1. **Brief introduction (1 min):** Explain:
 - “When we are stressed, our body and our mind react automatically. These reactions give us clues: they warn us that we are reaching the limit.”
 - Clarify that we will talk about general signs, not personal stories.

2. **Create three columns (1 min):**

- Write:

Body

Emotions

Thoughts / Conduct

- Explain that stress is expressed at different levels.

3. **Generate ideas in a group (4–6 min):**

- Ask students to name typical responses to stress.
- You can phrase it like this:
 - “When someone gets stressed (not necessarily you), what things usually happen...?”
- Collect ideas and write short words in each column.

Body

Emotions

Thoughts / Conduct

- Neck or shoulder tension
- Stomach ache
- Accelerated breathing
- Cold hands
- Sweating
- Trembling
- Tachycardia
- Extreme tiredness

- Irritability
- Nervousness
- Frustration
- Feeling blocked
- Overwhelm
- Fear of failure

- “I won’t be able to”
- Difficulty concentrating
- Going over the same topic repeatedly
- Avoiding tasks
- Responding impulsively
- Procrastinating
- Comparing oneself with others

4. **Integrative comment (2 min):** Say something like
 - *"All these reactions are normal: they are the way the body tries to protect us. But if they are maintained for a long time, they exhaust us."*
 - Connect with what was seen in "Modern Times":
 - *"As we saw before, when stress never goes down, these signals become stronger."*
5. **Preparation for the next block (1 min):** Introduce
 - *"Now that we know how the body reacts to stress, we're going to see what we can do to deactivate those signals. In the next activity, we will explore quick regulation exercises."*
 - This links to: 1.8 Counter-programs: The power of thought + Smile muscle training.
6. **Reflection questions**
 - *"Which body signals do you think appear first when someone gets stressed?"*
 - *"What emotional reactions have you seen in other students when they are under pressure?"*
 - *"What behaviors usually indicate that stress is increasing?"*
 - *"Which of these three levels (body, emotions, conduct) do you find most difficult to manage?"*

Note for the teacher

- **Keep the conversation general**, not personal.
- If a strong emotional reaction arises in a student, validate and redirect:
 - *"Thank you for sharing; now we are going to focus on general examples."*
- **Avoid judgments on any reaction**; all are adaptive.
- This activity helps detect group patterns that can be revisited later during the Tank Model and the Day 2 Emergency Program.

A8 Activity 8: Counter-Programs — “The power of thought” + “Smile muscle training” (10 minutes).

1.8.1 Objective:

1. Introduce quick strategies to reduce stress activation.
2. Move from theoretical explanation to bodily and cognitive practice.
3. Show how thoughts and facial expression influence the nervous system.
4. Prepare students for deeper regulation techniques on Day 2.

Materials

- ☐ None essential.
- ☐ Classroom in a circle or an arrangement that allows observing the group.
- ☐ Whiteboard (optional) to write down key words

1.8.2. Activity Description:

1. **Introduction (1 min):** Explain
 - *“When stress rises significantly, we cannot always change the situation, but we can influence how our body reacts. These small techniques act like ‘switches’ that help reduce activation.”*
 - Clarify that these are simple exercises but based on how the nervous system works.
2. **Counter-Program 1: “The power of thought” (4 min):** Tell the group to sit comfortably.
 - Explain:
 - *“When we think about something stressful, our body reacts as if it were happening right now. But the same occurs in reverse: if we think about something that makes us feel good, the body responds by relaxing.”*
 - **Instructions:** Ask them to close their eyes (if they are comfortable). Tell them:
 - *“Imagine something that generates calm: a place, a memory, a sensation.”*
 - Leave 10–15 seconds in silence.
 - **Question:**
 - *“What has changed in your body? Breathing? Tension? Posture?”*
 - Do not ask for details of the thought; only general sensations.
 - **Teacher guide phrases:**
 - *“Thought can activate or calm the body.”*
 - *“We can choose thoughts that help us in moments of stress.”*
 - *“It’s not about avoiding problems, but about regulating ourselves to think clearly.”*
3. **Counter-Program 2: “Smile muscle training” (4 min)**
 - *“Our facial expression is connected to the nervous system. Activating the smile muscles, even gently, sends signals to the brain that we are safe.”*

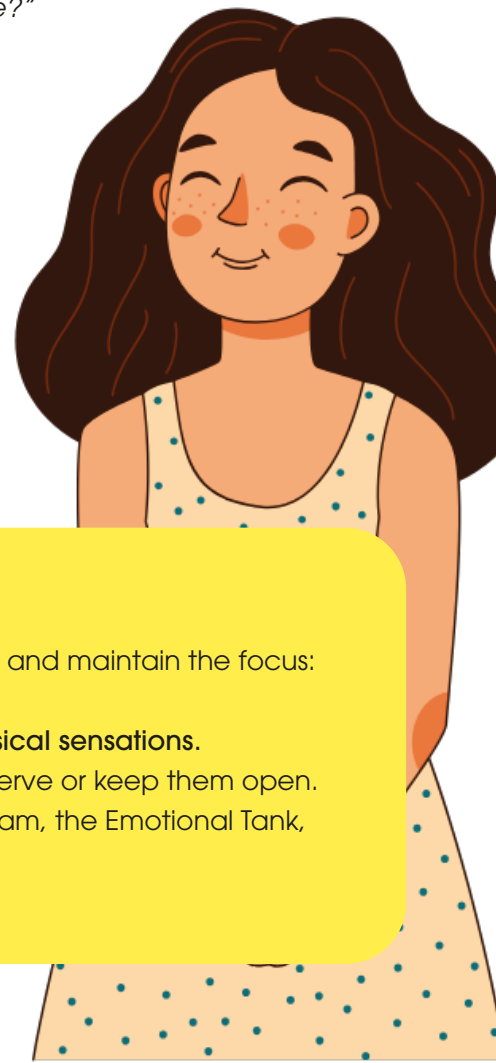
- Instructions:
 - Ask the group to relax their jaw.
 - Then indicate:
 - *"Now, make a very small, almost imperceptible smile."*
 - Hold it for 10 seconds.
 - Then ask:
 - *"Do you notice any change in your body?"*
 - Clarify:
 - *"We are not talking about smiling to hide emotions, but as a physical tool to reduce the activation of the emergency system."*
- Key ideas to highlight:
 - Activating the zygomatic muscle can decrease tension. The body and mind influence each other.
 - It is a quick exercise that can be used before an exam or a high-pressure situation.

4. Final integration (1 min)

- Explain:
 - *"These techniques are small tools you can use in moments when stress starts to rise. They don't solve all problems, but they help lower activation so you can think better."*
- Connect with what's coming in the next activity:
 - *"Now that we've seen quick ways to regulate, we're going to end Day 1 with a brief closure to integrate what we've learned."*

5. Reflection questions

- *"Which exercise was easier for you: thought or smile?"*
- *"In what situation do you imagine yourself using them?"*
- *"Have you noticed real changes in your body?"*
- *"Do you believe that something so small can make a difference?"*



Note for the teacher

- **Some adolescents may joke** when practicing the smile. Normalize it and maintain the focus: the technique is simple but effective.
- Avoid asking them to share personal thoughts; **always focus on physical sensations.**
- If a student shows discomfort in closing their eyes, allow them to observe or keep them open.
- These techniques will be useful on Day 2 when the Emergency Program, the Emotional Tank, and Coping Strategies are explained.

1.9.1 Objective:

1. Integrate in a simple and non-invasive way what was learned during Day 1.
2. **Promote a sense of closure, order, and emotional security.**
3. **Reinforce the concepts worked on:** stress, body signals, permanent stress, and first regulation techniques.
4. Anticipate the content of Day 2 to maintain continuity.

Materials

- ☐ Circle of chairs or a quiet arrangement.
- ☐ Whiteboard (optional) to leave 2–3 key ideas of the day visible.
- ☐ Calm environment (it is recommended to lower the rhythm before closing).

1.9.2. Activity Description:

1. **Gather the group in a circle (1 min):** Explain
 - *"We're going to do a brief closure to integrate what we've learned today. You don't have to share anything personal; just one general idea."*
 - Create a quiet environment, especially if the previous activity generated energy or laughter.
2. **General integration question (2 min):** Offer these options
 - *"In one word or a short phrase, what idea are you taking away from today?"*
 - Suggest phrasing it like this:
 - *"Something I understood better..."*
 - *"Something that surprised me..."*
 - *"Something I didn't know about stress..."*
 - *"Something that helped me relax..."*
 - You can collect 5–8 voluntary contributions, without insisting.
3. **Teacher summary (1 min)**
 - The teacher makes a clear and brief recapitulation:
 - *"Today we saw: what stress is and how the body reacts, the difference between a real threat and permanent stress, what things generate stress for us, how to identify our signals, and two quick techniques to calm down."*
 - Optional: write these 3 words on the board:

Important:

Please do not ask about personal matters. General answers are welcome, even if they are simple (e.g. "constant stress", "breathing", "tension", "smile", "the bear").

Body

Permanent Stress

Regulation

4. **Day 2 Preview (1 min):** Explain
 - *"In the next session, we will learn deeper tools to manage stress; we will understand how the brain's 'emergency program' works, we'll look at the Emotional Tank Model, and we will explore very useful coping strategies."*

- This generates continuity and security.

5. Reflection questions (optional)

- *"What idea do you think could serve you tomorrow?"*
- *"What technique would you like to practice more?"*
- *"Is there anything that surprised you about how stress works?"*

Note for the teacher

- **Do not overextend the closure;** its function is emotional, not academic.
- Avoid deep conversations or personal cases; the closure should be light and contain the group.
- If the group is very activated, incorporate a joint breathing exercise of 10 seconds before dismissing.
- It is a good idea to leave a phrase on the board like:
 - ***"Stress is a normal reaction. The important thing is to learn to regulate it."***

A1

Day 2. Learning to self-regulate and take care of myself

Activity 1: Welcome and Day 1 reframing (10 minutes).

2.1.1 Objective:

1. Reconnect students with the work done on Day 1.
2. Activate the **emotional and cognitive memory** of the module.
3. Establish the objective of Day 2: learning **specific coping and regulation strategies**.
4. Create a calm and focused starting atmosphere.

Materials

- ☐ Circle of chairs or arrangement that encourages dialogue.
- ☐ Whiteboard (optional) to jot down 2–3 key ideas that arise.
- ☐ Posters or Day 1 material visible (optional).

2.1.2. Activity Description:

1. **Welcome and space organization (1 min)**
 - Invite students to sit in a similar way to Day 1.
 - Suggested phrase:
 - *"We are going to start the second day of the workshop. Today we will see very practical tools to manage stress in your daily life."*
2. **Activation question: "What do you remember from yesterday?" (3–4 min)**
 - Ask general and brief questions:
 - *"What main ideas do you remember from yesterday's workshop?"*
 - *"What caught your attention about stress?"*
 - *"Which Day 1 exercises did you find useful?"*
 - You can guide the group if they don't respond:
 - *"Do you remember the hunter's story?"*
 - *"The difference between real threat and modern stress?"*
 - *"The weight game?"*
 - *"What stress signals did we see in the body?"*
 - Write 2–3 key words on the board, no more.
3. **Attendance verification (1 min)**
 - Question:
 - *"Is there anyone who wasn't at the previous session?"*
 - If someone was missing, give a 30-second mini-summary:
 - *"Yesterday we saw what stress is, how the body notices it, what situations generate it, and some quick regulation techniques. Today we will learn to manage it better."*
 - Avoid explaining the entire workshop; it's just a framework.

4. Connection with the Day 2 objective (3 min)

- Explain:
 - *"Today we are going to focus on the most important part: what I can do when I am stressed and how I can regulate myself."*
- Clarify the goals for the day:
 - Understand the brain's emergency program.
 - Discover strategies to lower activation.
 - Work on the emotional tank model.
 - Choose the coping strategies that work best for each individual.
 - And experience a guided relaxation technique.
- Guide phrase:
 - *"Today you will learn tools that will serve you for a lifetime: in exams, in moments of pressure, or when you feel overwhelmed."*

5. Light emotional activation (1 min)

- Voluntary and very brief question:
 - *"Has anyone felt a moment of stress since yesterday?"*
- Only hand raising; do not ask for explanations.
- **Normalize:**
 - *"Stress appears often. That is precisely why we are going to learn new ways to manage it."*

6. Reflection questions

- *"What would you like to learn today about stress?"*
- *"Is there a situation in which you would like to feel more in control?"*
- *"What tools do you think can help you more: physical, mental, or emotional?"*

Note for the teacher

- **This activity must be brief;** the core of Day 2 learning is in the following activities.
- Prevent anyone from sharing sensitive personal situations; **always maintain a general framework.**
- If the group arrives excited, start with a 10-second guided breath.
- This activity directly prepares for the Emergency Program (Activity 2.2).

2.2.1 Objective:

1. Explain clearly **how the brain reacts to stress**.
2. Understand why under a lot of pressure it **is difficult to concentrate, think, or reason**.
3. Introduce the bodily levels in which one can intervene (body-emotion-cognition).
4. Prepare students for the **practical coping strategies** in the next block.

Materials

- ☐ Whiteboard or flipchart.
- ☐ Markers.
- ☐ A simple drawing of the brain (optional):
 - Upper brain (thought)
 - Midbrain (emotions)
 - Reptilian brain (survival)

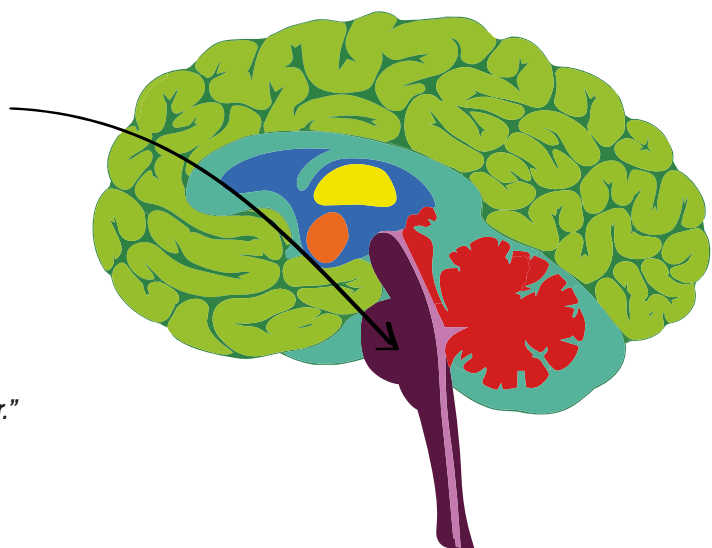
2.2.2. Activity Description:

1. Introduction: “The brain doesn't always think, sometimes it just survives” (1-2 min)
 - Explain:
 - “When stress rises a lot, the brain activates an ‘emergency mode’ designed to protect us. In that mode, it doesn't think clearly: it only tries to survive, just like in the hunter's time.”
 - Connect with Day 1:
 - “The body reacts as if there were a bear in front of it, even if the ‘bear’ is now an exam, a conflict, or a message that upsets you.”
2. Explanation of the “Emergency Program” (4 min):
 - Draw three levels of the brain:

Level 1 — Survival (lower / reptilian brain)

1. Activates fight, flight, or freeze.
2. Automatic reaction.
3. Priority: staying safe.
4. Does not allow for thinking.

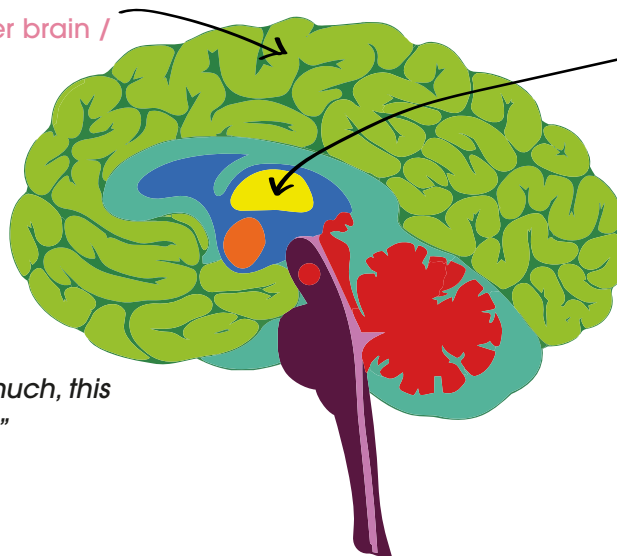
“It is the automatic pilot of fear.”



Level 3 — Thought (upper brain / cortex)

1. Plans
2. Organizes
3. Memorizes
4. Concentrates
5. Makes decisions.

"When stress rises too much, this level... turns off!"



Level 2 — Emotion (midbrain / limbic system)

1. Activates intense emotions.
2. Interprets the threat.
3. Decides if something is safe or not.
4. Can exaggerate dangers.

"Emotion decides if we stay in

3. What happens when the emergency program is activated? (2 min)

- When a person enters emergency mode:
 - It is harder to think.
 - Hard to concentrate.
 - Impulses or blocks appear.
 - Memory decreases.
 - Irritability increases.
 - The body prepares to defend itself.
- Key phrase:
 - *"When you are very activated, it's not that you don't want to think... it's that your brain can't."*
- This reduces guilt and promotes understanding.

4. How do we deactivate emergency mode? (2–3 min)

Level 1. Body

- Slow breathing
- Open posture
- Muscle relaxation
- Gentle movement

"The body is the fastest door to turn off the emergency."

Level 2. Emotions

- Validate what I feel
- Give it a name
- Use calm strategies

Level 3. Thoughts

- Restructure ideas ("it's temporary", "I can ask for help")
- Look for solutions when I am already calmer

"One cannot think well when we are at level 1. First we lower the emotional or bodily level, and then we think."

5. Connection with the following activity

- Explain:
 - *"Now that we know why the brain blocks and how to deactivate it, we are going to learn very specific coping strategies that you can use at any time."*
- This links with: 2.3 Activity — (Coping strategies)

6. Reflection questions

- *"Has it ever happened to you that you knew the answer but stress blocked you?"*
- *"What signals tell you that your brain is entering 'emergency mode'?"*
- *"Why do you think working on the body helps more than thinking when stress is very high?"*
- *"In which level do you notice yourself first: body, emotions, or thoughts?"*

Note for the teacher

- **Avoid overly technical explanations;** maintain accessible and visual language.
- **Ensure you normalize the block:** it is biological, not a lack of effort.
- Some students may use humor to avoid delving deeper; accept the humor without losing the thread.
- This activity should be kept brief to allow sufficient time for the Coping Strategies in the next block.

MA3 Activity 3: “Coping Strategies” — Strategies to manage stress (15 - 20 minutes).

2.3.1 Objective:

1. Learn multiple strategies to manage **stress** on three levels: body, emotion, and thought.
2. Identify which ones work best for each student.
3. Differentiate between useful and non-useful strategies.
4. Prepare the ground for the “Tank Model” in the following block.
5. Promote emotional autonomy and self-regulation capacity.

Materials

- ☐ Printed cards with coping strategies.
- ☐ Whiteboard or flipchart.
- ☐ Markers.
- ☐ Ample space to work in small groups.
- ☐ Optional: envelopes or tables to classify the cards.

2.3.2. Activity Description:

1. Introduction: “Not all strategies work the same for everyone” (1–2 min)
 - Explain:
 - “When we are stressed, each person uses different strategies: breathing, doing sports, talking to someone, distracting themselves, thinking in a different way... Today we are going to discover which ones help you the most.”
 - Important clarification:
 - “We will not talk about personal situations; only about general tools.”
2. Presentation of categories (3 min)
 - Draw three columns on the board:

Body Strategies

To lower physiological activation.

- Slow breathing
- Stretching
- Walking
- Drinking water
- Muscle relaxation

Emotion Strategies

To regulate or name emotions.

- Talking to someone
- Writing what I feel
- Playing calming music
- Short pauses
- Asking for support

Thinking Strategies

To change interpretation or look for solutions.

- Dividing tasks
- Making a plan
- Reminding myself it's temporary
- Questioning catastrophic thoughts
- Prioritizing

3. Small group work with cards (6–8 min)

- Divide the class into groups of 3–4 people.
- Hand out a set of strategy cards. Indicate:
 - “You are going to classify the cards into these three categories: body – emotion – thought.”
- Ask them to discuss:
 - What each strategy means.
 - Examples of how to use them.
 - If they seem useful to them or not.
- **Important:**
 - At no point should they explain personal situations where they use them..
- Circulate among the groups to provide guidance if necessary.

4. Group sharing (3–4 min)

- Each group shares 2–3 useful strategies (no more).
- Write a brief list of “group favorite strategies” on the board.
- You can ask:
 - “Why do you think this strategy works?”
 - “In what general situation could it serve?” (e.g., exams, arguments, blocks, saturation).



- Avoid delving into personal contexts.

5. Personal choice: “My top 3” (2 min)

- Ask the students to individually choose:

1 Body strategy

1 Emotion strategy

Thinking strategy

- Indicate:
 - “These will be your basic tools. You will use them later in the Tank Model and on the stress poster.”
- It is not necessary to share them with the group.

6. Closure and connection with the next activity (1 min)

- Explain:
 - “Each person regulates stress differently. The important thing is to know what works for you, not what works for others.”

- Introduce the following activity:
 - *"Now that we have our tools, we are going to work with the Emotional Tank Model, which explains why we sometimes empty ourselves and what we need to fill it."*

7. Reflection questions

- *"What type of strategies do you find easier: body, emotion, or thinking?"*
- *"Which strategies do you think adolescents use the most today?"*
- *"What signals tell you it's time to apply a body strategy (and not a thinking one)?"*
- *"Which do you think is the most universal strategy in the group?"*

Note for the teacher

- **Keep the activity on a general level;** if someone starts talking about a personal situation, thank them and redirect.
- Some students may devalue strategies like "breathing" or "talking to someone" because they seem simple: **explain that they are the most effective for activating the parasympathetic system.**
- **Observe which categories appear most complete in the group:** it is useful information for understanding general emotional needs.
- This activity links directly with the **Tank Model** and helps students identify what **"fills"** and what **"empties"** their tank.

MA4 Activity 4: “Tank Model” — The Emotional Tank Model (12 - 15 minutes).

2.4.1 Objective:

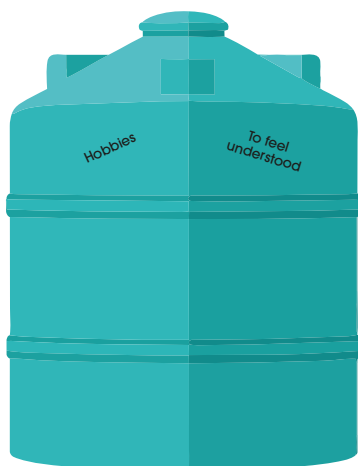
1. Understand why emotional well-being rises and falls throughout the day.
2. Identify what “fills” and what “empties” the personal tank.
3. Introduce the concept of “**emotional gas stations**”: resources that recharge us.
4. Relate the model to the coping strategies chosen in 2.3.
5. Promote self-reflection without the need to share personal experiences.

Materials

- ☐ Whiteboard or flipchart.
- ☐ Markers.
- ☐ Large drawing of a “tank” or container (optional).
- ☐ Cards or post-its (optional).
- ☐ List of personal strategies chosen in the previous activity (“My top 3”).

2.4.2. Activity Description:

1. Introduction: “We all have an emotional tank” (1–2 min):
 - Start by explaining:
 - *“Imagine that everyone has an emotional or energetic tank. When it is full, we feel good, strong, and capable. When it is empty, we get exhausted, irritable, or we block.”*
 - Draw a large tank on the board
2. What fills the tank? (3–4 min): General question
 - *“What body / emotion / thought things help you fill your tank?”*
 - Do not ask them to share specifically.



Typical examples:

1. Supporting friends
2. Resting well
3. Sports
4. Hobbies
5. Laughing
6. Music
7. Time for oneself
8. Feeling understood
9. Having a clear plan
10. Time without screens
11. Moments of calm

*“These are our ‘emotional gas stations’.
Each person has their own.”*

3. What empties the tank? (1 min): Suggested phrase



Typical examples:

1. Too many tasks
2. Sleeping poorly
3. Arguments
4. Comparing oneself with others
5. Academic pressure
6. Saturated schedules
7. Constant notifications
8. Conflict with friends
9. Not having rest time

"They are not 'bad' things, they are things that consume energy."

- This connects with: **2.5 Personal strategies** / "Help system" / Guided relaxation.

Examples of holes:

1. Extreme self-demand
2. Perfectionism
3. Ruminating thoughts
4. Constant anxiety
5. Lack of boundaries
6. Not asking for help
7. Fear of disappointing



"When the tank has holes, no matter how much you try to fill it... it empties quickly."

4. Reflection questions

- "What do you think empties the tank of today's adolescents the most?"
- "What things fill it up quickly?"
- "What is the difference between something that 'empties' and a 'hole' in the tank?"
- "What would happen if we never fill the tank?"

Note for the teacher

- **Keep this activity on general ground**, not personal.
- If sensitive responses arise ("X thing from home empties my tank"), **validate and redirect using generalization**.
- **Observe which categories appear most**: it can indicate the group's stress trends.
- This model is very useful for subsequent tutoring sessions and for integrating **coping strategies**.

MA5 Activity 5: “Help System” + Guided Relaxation (Fantasy / Body Scan / PMR) (10 - 15 minutes).

2.5.1 Objective:

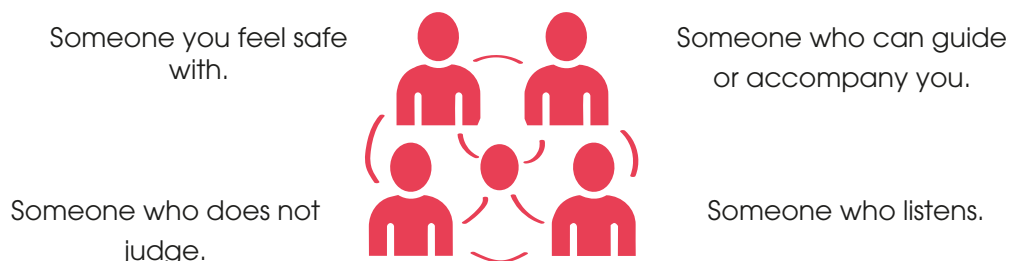
1. Identify who are the people or resources that can help in moments of tension or stress.
2. Give legitimacy to the idea of **asking for help as a self-care tool**.
3. **Connect cognitive, emotional, and physical strategies** with external support.
4. **Promote emotional regulation** through accessible guided relaxation.
5. End the intense part of Day 2 in a **calm and gathered manner**.

Materials

- ☐ Quiet classroom.
- ☐ Possibility to lower lights (optional).
- ☐ Soft music (optional).
- ☐ Chairs or space so that students are comfortable.

2.5.2. Activity Description:

1. Brief introduction: “Stress is not handled alone” (1 min): Explain
 - “We all have moments when we need support. Asking for help is a coping strategy, not a sign of weakness.”
 - Clarify that personal situations will not be shared.
2. What is a “Help System”? (2 min): Define
 - “A Help System is the network of people and resources you can turn to when stress is very high: teachers, trusted friends, family, counselors, coaches...”



- Clarify that they will not be shared and that no one needs to have a very large network.

3. Individual reflection: “Who makes up your support network?” (2 min): Ask silently, without sharing:

- “Think of three people (or resources) you could turn to if your stress were very high.”



4. Explanation: “Asking for help also fills the tank” (1 min): Connect with the Tank Model.

- *“When we share what we feel, we name the emotions and receive support, the emotional tank begins to fill.”*

5. Guided relaxation (5-7 min): Suggested script

- *If you feel like it, close your eyes or look at a fixed point. We are going to do a short exercise to relax the body.*
 - *“We start with the breath... Inhale softly... Exhale slowly. Feel your feet on the floor... Relax them. Now the legs... The abdomen... The shoulders... The jaw... The forehead...”*
- (Brief pause)
 - *Imagine now a place where your body can rest: a forest, the beach, your room, a quiet place... In that place there is no rush. You can let go of the weight of the day. Breathe there for a few seconds...*
- (Final pause)
 - *And little by little, return to the classroom... moving fingers, stretching gently... and opening your eyes when you are ready.*

6. Gentle transition to closing the workshop (1 min): Finalize

- *“Thank you for participating in this part. Now that the body is calmer, we are going to perform the final closing of the module.”*

7. Reflection questions (optional, not personal):

- *“Which part of the relaxation helped you most: breathing, body scan, or imagining the place?”*
- *“What characteristics should a person have to be part of your ‘Help System’?”*
- *“What strategy would you like to remember for the future?”*

Teacher’s Note:

- Some adolescents may use humor to avoid relaxing; normalize it without pressure.
- **Avoid having anyone share specific names** from their support network (privacy).
- Keep the exercise short to avoid discomfort or distraction.
- This activity **reduces activation** before the final closing of the module.

A6 Activity 6: Game “1-7” — Sudden stress and decision making (8 - 10 minutes).

2.6.1 Objective:

1. Observe how we react under **mild pressure**.
2. Work on **attention, coordination, and cognitive flexibility**.
3. Experiment how sudden stress affects response capacity.
4. Connect with the idea that **coping strategies help** even in moments of pressure.

Materials

- ☐ Ample space to form a standing circle.
- ☐ No additional material required.
- ☐ Ensure that students can move without risk.

2.6.2. Activity Description:

1. **Preparation of the circle (1 min):** Ask the students
 - “We are going to play a quick game to see how we react when a sudden stressful situation appears.”
 - Ask them to form a wide standing circle.
2. **Explanation of rules (2 min):** Explain
 - “I will start by making a gesture, and that gesture will pass to the person next to me.”
 - Base gesture:



- The group must repeat the gesture following the indicated direction.
- Now introduce the key element:
 - **We will count from 1 to 7.**
- When it is the number 7's turn, the person receiving the signal must:
 - Raise their hand above their head (not to the shoulder).
- This will cause:
 - The direction to stay the same or the direction to change, depending on where the raised hand points.
- Clarify:
 - “If someone makes a mistake, they sit down for a moment and observe. It is not a punishment; it is part of the game.”

3. **Slow rehearsal (2 min):** First
 - sgesture — gesture — gesture only.
 - then gesture + numbering: 1, 2, 3, 4, 5, 6... 7 (hand up)... 1, 2, 3...
 - Do it slowly to ensure understanding.
4. **Full game (3-4 min):**
 - Increase the pace, the necessary attention, the light “stress” of speed.
 - Normalize errors, laughter, and confusion:
 - *“It is normal to make mistakes; **rapid stress confuses the brain.**”*
5. **Brief reflection (1 min):** Ask
 - *“Did you feel a little stressed?”*
 - *“What happened when we tried to go fast?”*
 - *“Did you find it harder to think when the ‘7’ appeared?”*
 - *“What strategies did you use to concentrate?”*
 - Relate it to the Emergency Program:
 - *“Sometimes, even very small stress affects our mental clarity.”*
6. **Additional reflection questions (optional):**
 - *“Which part of the game was harder: following the direction or remembering the number?”*
 - *“Do you think this type of stress also appears in exams or social situations?”*
 - *“What helps most to keep calm in fast moments: breathing or thinking?”*

Teacher’s Note:

- Avoid increasing the speed too much if the group gets confused or frustrated.
- **Maintain a playful atmosphere**, without competitiveness.
- This activity is ideal for **“waking up” the group** before the final closing.
- Avoid jokes between students that may seem like mocking; redirect to the task.
- If the group is very activated, perform 10 seconds of breathing before closing.

MA7 Activity 7: Module Closing — Integration and Final Reflection (5 minutes).

2.7.1 Objective:

1. **Integrate the learning** from the entire module (Day 1 + Day 2).
2. **Emotionally close the experience**, reinforcing calm and safety.
3. Offer students a clear message: **stress is manageable** and real tools exist to regulate it.
4. **Facilitate a smooth transition** to the rest of the day or other subjects.

Materials

- ☐ Circle of chairs or a quiet arrangement.
- ☐ Whiteboard (optional) to write 2–3 key ideas from the module.
- ☐ Calm atmosphere following the previous game.

2.7.2. Activity Description:

1. **Return to the circle (1 min):** Indicate
 - “We are going to close the module by remembering the **most important things we have learned** about stress and about ourselves.”
 - Ask for a few seconds of silence so the group can calm down after the game.
2. **General integration question (2 min):** Ask
 - “In one word or a short phrase, **what are you taking away** from this workshop?”
 - Suggestions to facilitate:
 - “An idea I want to remember...”
 - “A tool that worked for me...”
 - “Something I understood better about stress...”
 - “Something that surprised me...”
 - Accept brief responses without asking for personal explanations.
3. **Teacher’s final summary (1 min):** Reinforce the key points of the module

- “During these two days we have learned that:
*Stress is a **normal reaction of the body and the brain***
There is a difference between occasional stress and permanent stress.
Our body, emotions, and thoughts react to stress.
*We all have an '**emotional tank**' that fills and empties.*
*We can regulate ourselves with **physical, emotional, and cognitive strategies**.*
*And asking for help is part of **self-care**.”*
- “It is not about eliminating stress, but about **knowing how to handle it**.”

4. **Emotional and empowering closing (1 min):** Choose one phrase as a closing:

Remember that you are not alone: we all feel stress. The important thing is to know **what you need and which tools help**.

You have **more resources than you think**: your body, your mind, your strategies, and your support network.

Stress does not define you; it is only a signal. And now you know how to listen to it.

5. Optional reflection questions:

- “Which strategy do you think will be **most useful** for the coming weeks?”
- “What learning would you like the **whole group** to remember?”
- “What idea makes you feel **calmer** regarding stress?”

Teacher’s Note:

- Keep this closing **brief and respectful**.
- Avoid deep conversations that might open sensitive topics at the end of the workshop.
- If the group is very activated, perform a **10-second joint breathing exercise**.
- You can leave a reminder phrase on the board, for example:
 - “*Stress can be regulated. And you can do it.*”

3.1.1 Objective:

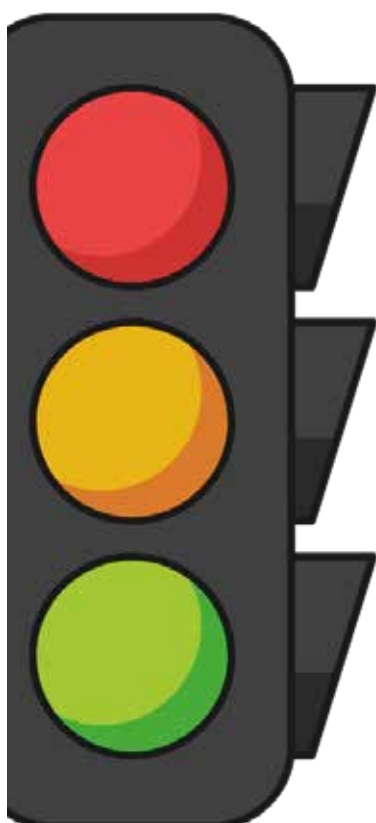
1. Identify the current level of stress: low (green), moderate (yellow), high (red).
2. Normalize emotional fluctuation throughout the day.
3. Facilitate quick self-regulation before exams, presentations, or social situations.
4. Connect with the Emergency Program and the Tank Model.

Materials

- ☐ Red, yellow, and green cardstock.
- ☐ Thick markers.
- ☐ Traffic light template (optional).
- ☐ Whiteboard or flipchart.

3.1.2. Activity Description:

1. **Presentation of the traffic light (1–2 min):** Draw the traffic light on the board
 - **Green:** I am doing well, focused, stable.
 - **Yellow:** Starting to feel tense, nervous, difficulty concentrating.
 - **Red:** Blocked, irritable, racing heart, high anxiety.
 - Explain:
 - *“Stress has levels. It doesn’t appear all at once: it builds up.”*
2. **Examples of each level (3 min): Ask**
 - *“What physical, emotional, or behavioral signals do you see in each color?”*
 - Fill the board with typical responses
3. **“What do I do in each color?” (3–4 min):**
 - Ask for strategies for each color.



Blocked, irritable, racing heart, high anxiety

Signs:

Blocked, wanting to run away, crying, impulsivity, racing heart.

Strategies (Low Emergency):

Slow breathing, asking for help, temporarily changing space, applying coping strategies.

Starting to feel tense, nervous, difficulty concentrating

Signs:

Tension, repetitive thoughts, difficulty concentrating, mild irritability.

Strategies (Lowering activation):

Drinking water, walking for 1 minute, talking to someone, calming music.

I am doing well, focused, and stable

Signs:

Normal breathing, mental clarity, good energy.

Strategies (Maintaining well-being):

Mindful breathing, organizing tasks, short breaks.

4. **Personal traffic light (optional, 2 min):**

- Hand out a template.
- Each student writes:
 - **personal signals** for each color and recommended actions for themselves.

Teacher's Note:

- Ideal for weekly tutoring sessions, **before exams**, or for managing conflicts.

AC2 Activity 2: “Emotional First Aid Kit” — My physical self-care box (15 - 20 minutes).

3.2.1 Objective:

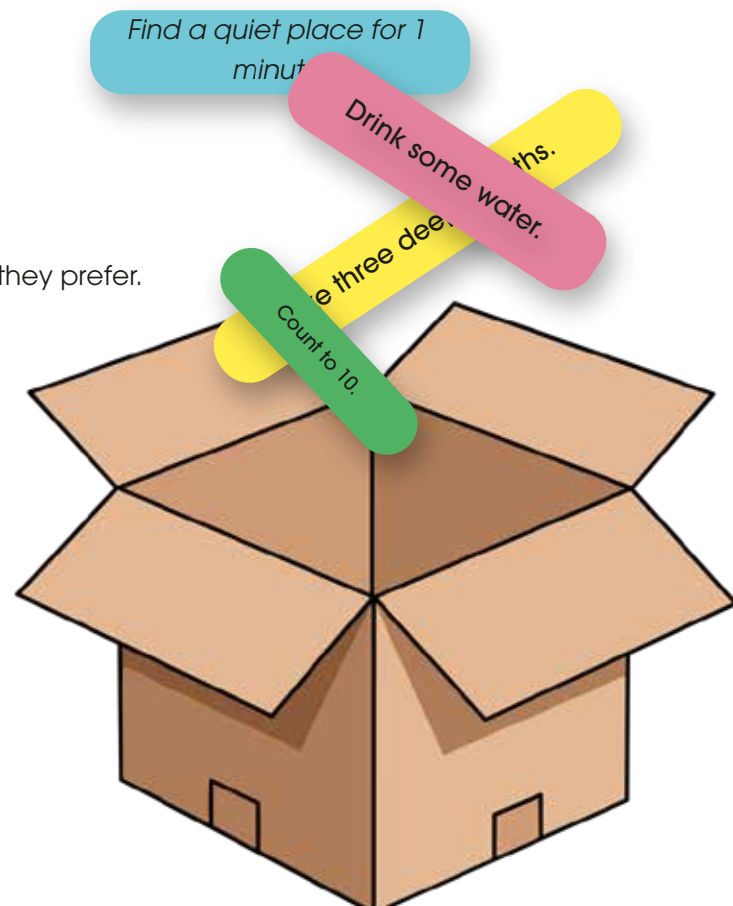
1. Create a physical and personal resource for moments of overwhelm.
2. Connect **copied strategies** with concrete actions.
3. Promote **self-care and emotional autonomy**.
4. Have a **tangible object** to use in the classroom or at home.

Materials

- ☐ Envelopes or small boxes.
- ☐ Small-sized cards.
- ☐ Markers.
- ☐ Stickers (optional).
- ☐ A list of coping strategies from the module.

3.2.2. Activity Description:

1. **Brief presentation (1 min): Explain**
 - “Just as a physical first aid kit exists, we are going to create an emotional kit for moments of stress.”
2. **Decorating the box (3-4 min):** They can decorate it with clouds, mountains, words like “pause”, “breathe”, “calm”, and colors that convey **safety**.
3. **Creating the kit cards (8-10 min):**
 - Hand out paper strips or cards. Indicate:
 - “Write down **short strategies** that work for you when you are very stressed.”
 - Examples (neutral, not personal):
 - “Breathe 4-6.”
 - “Find a quiet place for 1 minute.”
 - “Count to 10.”
 - “Talk to someone you trust.”
 - “Listen to a song that calms you.”
 - “Do your favorite physical strategy.”
 - “Break the task into steps.”
 - “This is temporary.”
 - They can add symbols instead of phrases if they prefer.



4. **Saving the box:** Each student keeps their cards.
 - Optional: *"You can leave the box in your pencil case, backpack, or in the tutoring room."*
5. **Closing (1 min): Ask**
 - *"What type of strategies do you think you will use more: **physical, emotional, or cognitive?**"*

Teacher's Note:

- You can **reuse this box** in later tutoring sessions or during moments of group overwhelm.

Material Checklist for all activities

Day 1. Recognizing stress and perceiving its signals

1.1 Introduction and presentation

- ☐ Circle of chairs
- ☐ Whiteboard or flipchart (optional)
- ☐ Quiet environment.

1.2 Stress Scale 1-10

- ☐ Classroom in a circle with good visibility between students.

1.3 What is stress? + Story "The Hunter's Heart"

- ☐ Whiteboard or flipchart.
- ☐ A printed or digital copy of the text "The Hunter's Heart".
- ☐ A classroom arranged in a semi-circular or lecture-style layout.

1.4 Game "The weight of stress"

- ☐ Small water bottles (500 ml) or light weights (one per student)
- ☐ Safe space for movement
- ☐ Stopwatch (optional).

1.5 "Modern Times"

- ☐ A projector or screen for showing the videos.
- ☐ Short videos from "Modern Times".
- ☐ A whiteboard for jotting down key ideas (optional).

1.6 "What things cause me stress?"

- ☐ Metaplan cards (colored rectangular papers) or post-its
- ☐ Markers
- ☐ Whiteboard/wall/panel for posting
- ☐ Ample space to distribute cards.

1.7 "Stress Reactions"

- ☐ Whiteboard
- ☐ Markers
- ☐ three columns prepared (optional): Body – Emotions – Thoughts / Behavior
- ☐ Cards/post-its (optional for anonymous participation).

1.8 "The power of thought" + "Smile muscle training"

- ☐ Classroom arranged in a circle or in a layout that allows the group to be observed.
- ☐ Whiteboard (optional) for jotting down key words.

1.9 Day 1 Closing — Integration and calm:

- ☐ A circle of chairs or a relaxed seating arrangement.
- ☐ A whiteboard (optional) to display 2-3 key ideas for the day.
- ☐ A calm atmosphere (it is recommended to wind down before finishing).

Day 2. Controlling myself and taking good care of myself

2.1 Welcome and reminder

- ☐ Circle of chairs
- ☐ Whiteboard
- ☐ Posters or materials from Day 1 (optional).

2.2 The Brain Emergency Program

- ☐ Whiteboard
- ☐ Markers
- ☐ Simple drawing of the brain (optional):
 - Upper brain (thinking)
 - Middle brain (emotions)
 - Reptilian brain (survival).

2.3 “Coping Strategies” — Strategies for managing stress

- ☐ Cards printed with coping strategies
- ☐ Whiteboard or flipchart
- ☐ Markers
- ☐ A spacious area for working in small groups
- ☐ Optional: envelopes or tables for sorting the cards

2.4 Emotional Tank Model

- ☐ Whiteboard,
- ☐ Markers,
- ☐ Large drawing of a “tank” or container (optional),
- ☐ Cards or post-its (optional),
- ☐ List of personal strategies chosen in the previous activity.

2.5 Help System / Guided Relaxation

- ☐ Quiet classroom
- ☐ Soft music (optional)
- ☐ Comfortable chairs or space for sitting/relaxing
- ☐ Soft lights (optional).

2.6 Game “1-7”

- ☐ Ample space for a standing circle
- ☐ No additional material.

2.7 Module Closing

- ☐ Circle of chairs
- ☐ Optional whiteboard

Complementary Activities

3.1 Stress Traffic Light

- ☐ Red, yellow, and green cardstock
- ☐ Markers
- ☐ Traffic light template (optional)
- ☐ Whiteboard.

3.2 Emotional First Aid Kit

- ☐ Small boxes/envelopes,
- ☐ Small cards
- ☐ Markers
- ☐ Stickers (optional)
- ☐ List of coping strategies.

Level 3 — Thought (upper brain / cortex)

1. Plans
2. Organizes
3. Memorizes
4. Concentrates
5. Makes decisions

"When stress goes too high, this level... shuts down!"

How is it regulated? **Thought**

- Restructure ideas ("it's temporary", "I can ask for help")
- Look for solutions when I am already calmer

"You cannot think well when we are at level 1. We must first go down to the emotional or body level, and then we think."

Level 1 — Survival (lower brain / reptilian)

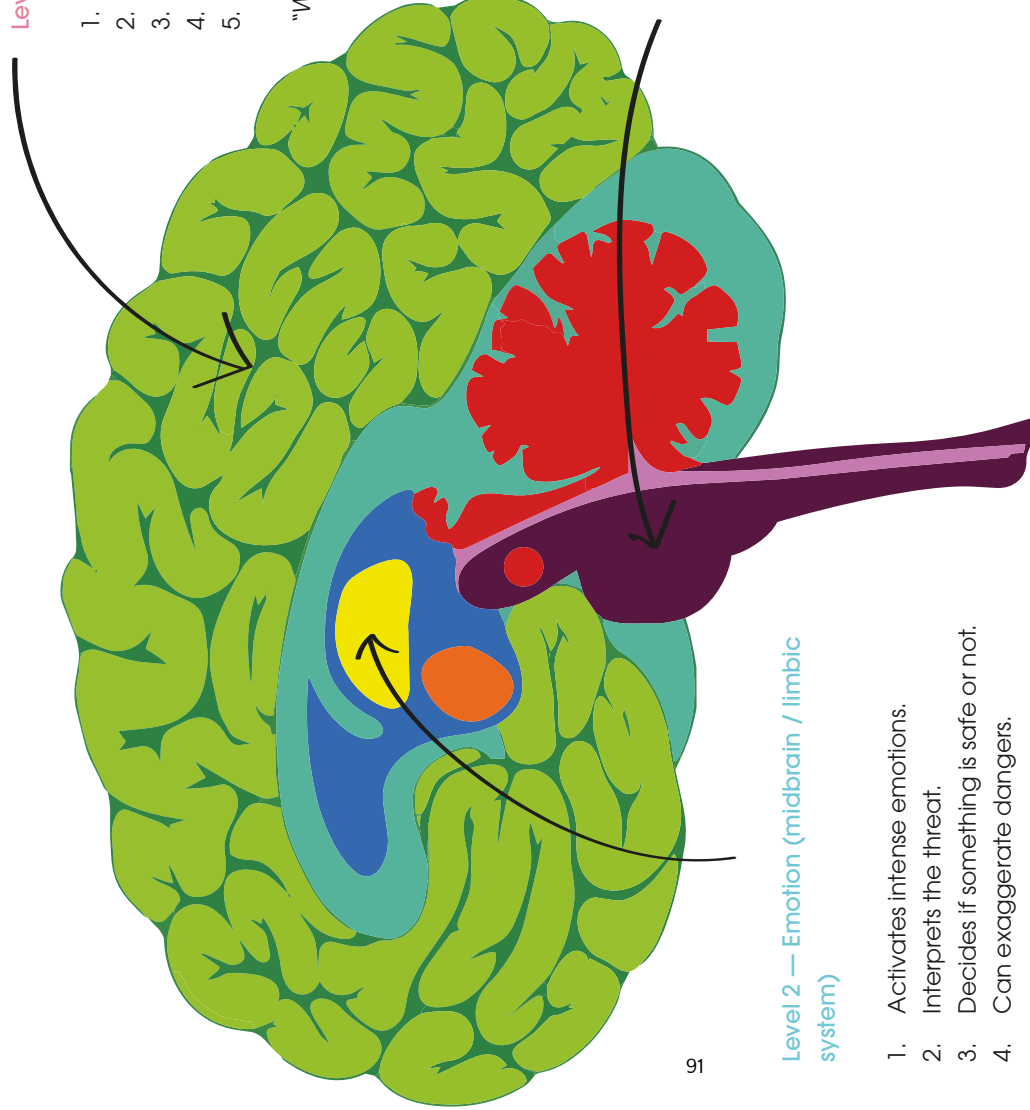
1. Activates fight, flight, or freeze.
2. Automatic reaction.
3. Priority: keep safe.
4. Does not allow thinking.

"It is the autopilot of fear."

(How is it regulated?) **Body**

- Slow breathing
- Open posture
- Muscle relaxation
- Soft movement

"The body is the fastest door to turn off the emergency."



Level 2 — Emotion (midbrain / limbic system)

1. Activates intense emotions.
2. Interprets the threat.
3. Decides if something is safe or not.
4. Can exaggerate dangers.

"Emotion decides if we stay in emergency."

How is it regulated? **Emotion**

- Validate what I feel
- Name it
- Use calming strategies

Go for a run

Call friends

Spend time
in nature

Have a
party/chat
with others

Fantasizing
(dreaming
of a way
out)

Start an
argument

Write about it

Eat less

Cook
something

Flee / Run
away

Sleep less

Getting sick /
feigning
illness

Take the dog
for a walk

Blaming others

Telling
everyone how
bad I feel

Blaming
oneself

Cry

Take a
shower

Go shopping

Searching
for new
friends

Pray

See a
counselor /
advisor

Painting /
drawing

Set goals

Take a day
off

Take risks

Clean

Postpone or
avoid things
that need to
be done

Go swimming

Sleep more

Do
something

Waiting for
everything to
get better

Work out /
Train

Ask a strong
person for
help

Staying
awake for a
long time

Staying
awake for a
long time

Listen to
music

Visit someone
you like

Make jokes
or laugh

Drink
alcohol

Problem
solving

Meditate

Withdraw
(not talking
or thinking
about it)

Play computer
games

Watch TV

Eat more

Smoke

Eating
unhealthy
things

Quitting
(leaving the
team, quitting
the job)

Go out

Comer
cosas poco
saludables.

Play sports

Work harder

Complain

Worrying

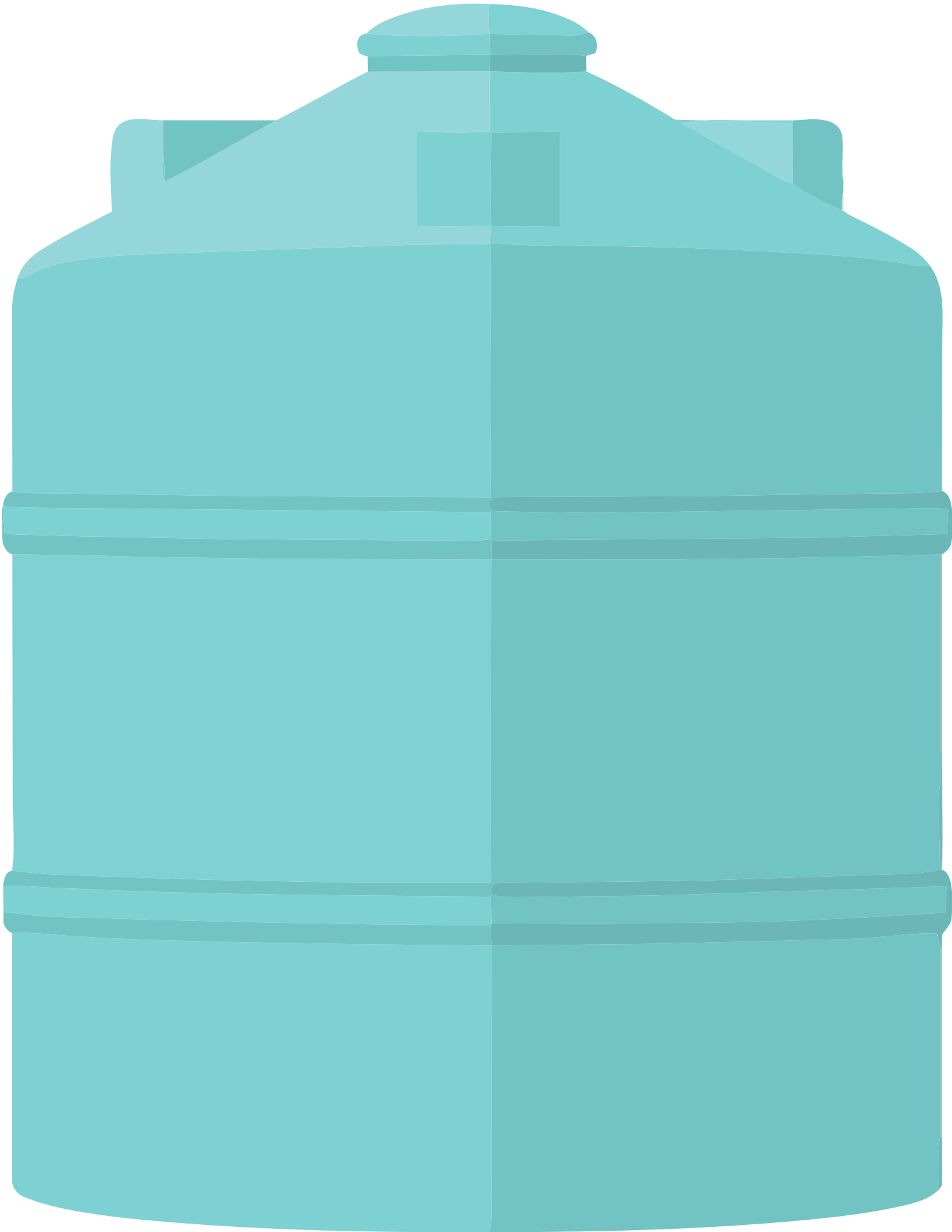
Go to bed
early

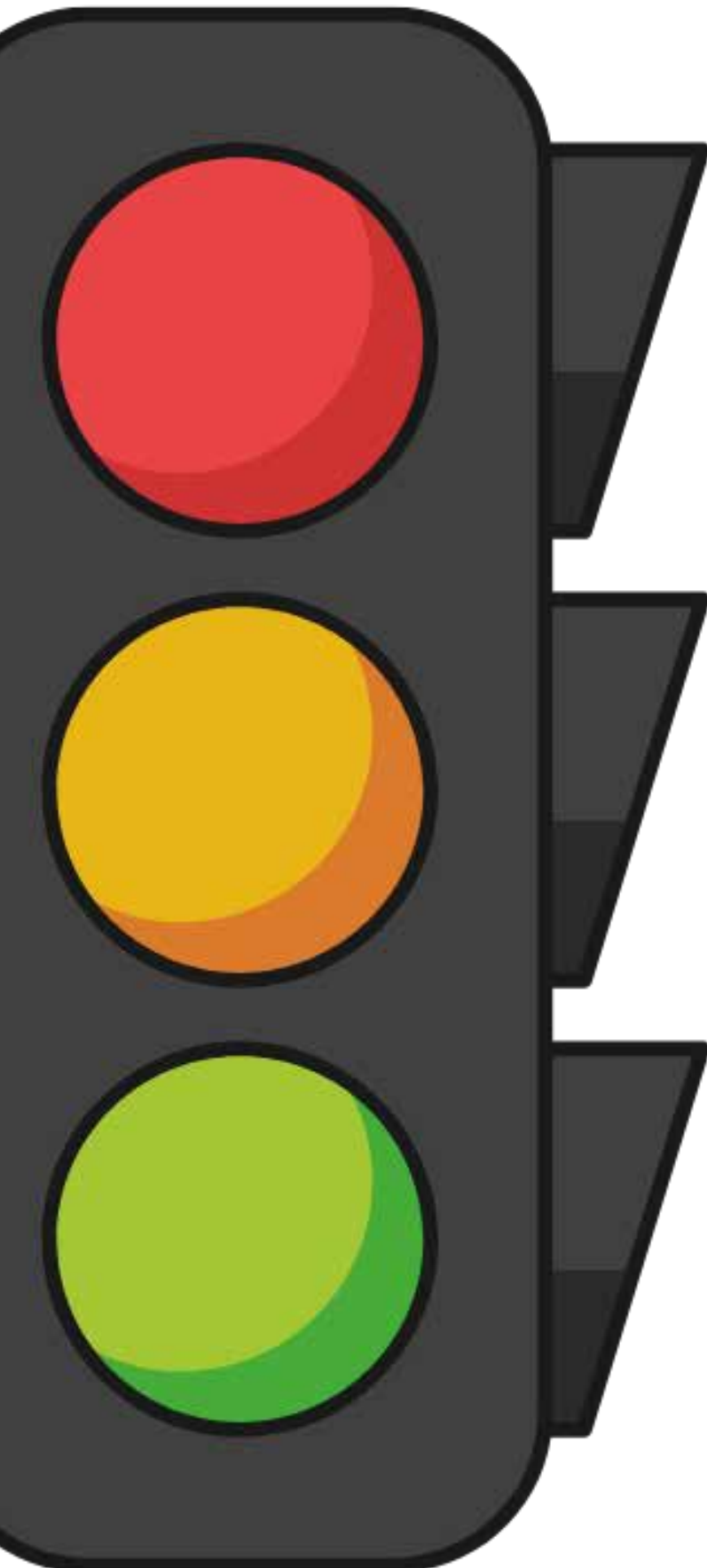
Deep
breathing

Dropping out
(leaving
school,
abandoning
studies)

Set priorities
(giving priority
to important
things)

Planning
(thinking
about what
you want to
do and how
to do it)





Blocked, irritable, racing heart, high anxiety

Starting to feel tense, nervous, difficulty concentrating

I am doing well, focused, and stable

Mental Health and Self-Care

Teacher's Guide



ACTIVITIES FOR HIGH SCHOOL STUDENTS

INTRODUCTION

Mental health, like physical health, is a fundamental part of adolescent well-being. This guide is designed to help teachers address important issues of emotional well-being and self-care in an accessible and effective way, tailored to ESO students.

The activities are designed to encourage reflection, dialogue, and the development of practical tools that adolescents can use in their daily lives. It is important that students 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 quickly assess the overall mood of the class and adjust the focus 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.



1.2. Objectives:

1. To promote mental health awareness among young people.
2. To develop practical self-care strategies that they can use in their daily lives.

Materiales

- ☐ Diapositivas con conceptos clave sobre salud mental.

1.3 Description of the activity:

1. Mental health introduction:

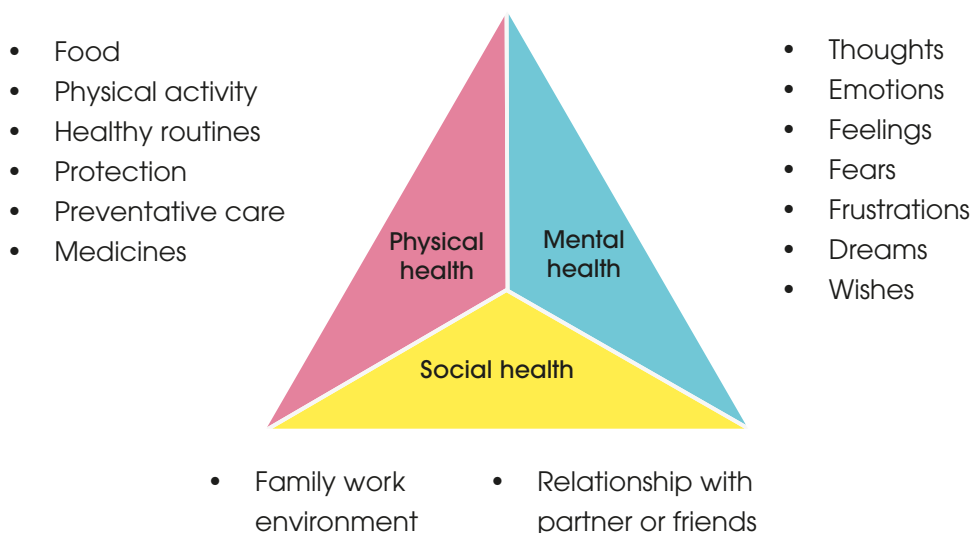
- Teacher starts by asking, "What does mental health mean to you?"
- Explain that just as we take care of our bodies when we are sick or tired, we should also take care of our minds when we feel stressed, sad or anxious.
- Make a direct comparison: "Taking care of our mental health is just as important as taking care of our physical health. Both allow us to enjoy life, feel good and relate better to others".

2 Visual presentation:

- **Show a simple slide** that defines mental health and how it affects our emotions, thoughts and relationships.
- Introduce more complex concepts that teens may be experiencing, such as stress from school, social anxiety, or pressure from social media.
- You might say something like, "It's normal to feel more pressure at this stage in your life. The important thing is to learn how to manage it so that it doesn't affect your mental health."

3. Closing discussion:

- Close with a small group discussion, starting with questions such as
 - *"What do you do when you feel overwhelmed by your studies or a situation?"*
- Encourage students to share tips and strategies they already use or would like to try.



Suggestions for the teacher:

- **Make the conversation more relatable:** use examples that relate to their everyday lives, such as social media use, exam pressure or conflicts between friends.
- **Encourage dialogue,** but don't force anyone to talk if they don't feel comfortable. Some young people may feel more comfortable listening before participating.
- **Emphasise the importance of self-care:** mention that asking for help is not a sign of weakness, but a way of taking responsibility for their wellbeing.

A2

Activity 2: The Wellness Tree (30 minutes)

2.1. Objective:

1. Help young people identify actions and resources to help them manage their mental health by creating a visual reminder in the classroom that promotes self-care.

Materials

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

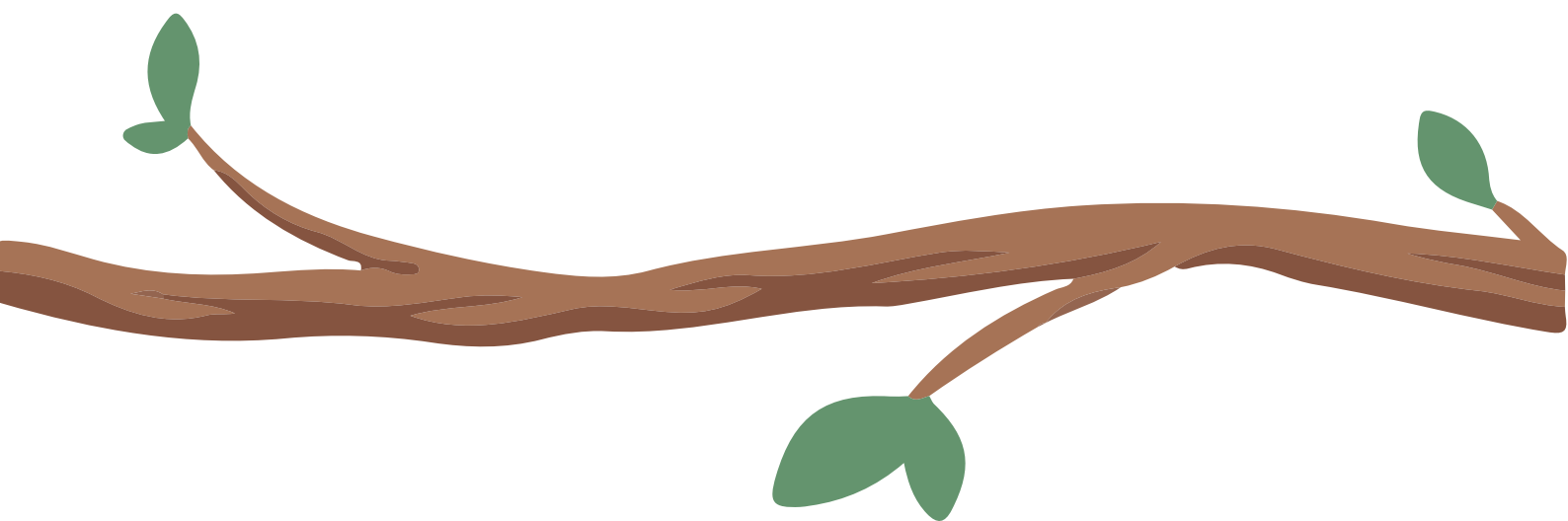
2.2. Description of the activity:

1. Preparing the tree:

- On a blackboard or large piece of paper, draw a large tree that represents spiritual well-being.
- Explain: *"This tree represents that we also need care to be well, just like a tree needs water and sunshine to grow. Let's think about actions we can take to feel better when we are stressed, sad or nervous".*

2. Creation of the leaves:

- **Distribute sheets of paper cut out in the shape of tree leaves (or post-its).**
- Ask students to write or draw something they do to make themselves feel better during difficult times, such as "listen to music", "go for a walk", "talk to a friend" or any other personal strategy.
- To help them, suggest some ideas from the printable material or give personal examples.



3. Building the Tree of Wellbeing

- Each student will add their leaf to the tree, creating a collective mural of ideas and resources that promote self-care.
- At the end of the activity, the tree will be filled with useful strategies to use when needed, creating a visual reminder of emotional wellbeing in the classroom.

4. Closing discussion:

- Do a little group reflection by asking, "What are some things we can all do to look after our wellbeing?"
- Encourage them to share their favourite strategies aloud.
- Explain that the tree is not just a drawing, but a reminder that we all have the ability to take care of ourselves and support each other when things get tough.

Suggestions for the teacher:

- Encourage students to be creative and honest in what they write or draw on the leaves, and **remind them that there are no wrong answers.**
- Keep the tree in a visible place in the classroom during the course as a constant reminder of strategies they can use to take care of their mental health.
- Use the tree during times of collective stress (such as before exams) to remind them of the tools they have identified.

2.4 Closing reflection

- At the end of the 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?"* or *"Which tools from the tree would you like to use more often?"* can help them do a self-assessment and reflect on their own self-care.

A2

Activity 3. My circle of support (20 minutes)

Main concepts of the activity:

- Help teens identify and appreciate the people who are part of their emotional support network.
- Promote reflection on the importance of relationships that provide security and well-being at key moments in their lives.

3.1 Objective:

1. To help young people identify the people in their lives who make up their emotional support network, and to reflect on the importance of these relationships to their well-being.

Materials

- ☐ A template with concentric circles for each student.
- ☐ Markers or pens.

3.2 Description of the activity:

1. Introduction to the “Circle of Support” concept:

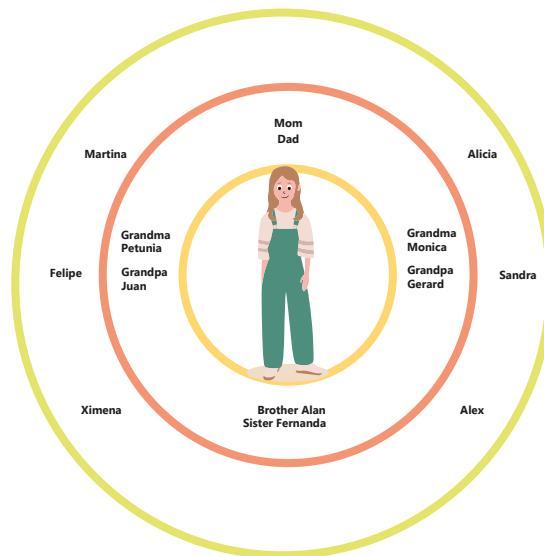
- Teacher begins by explaining, “We all have people we turn to when we need help or someone to talk to. This group is what we call our ‘circle of support.’”
- Ask, “Who do you think is part of your circle of support?”
- Have them give some examples, such as friends, family members, teachers, or coaches.

2. Create a circle of support:

- Give each student a **template of concentric circles**. The center represents the student, and the outer circles represent the people who support the student, from closest to farthest.
- Ask students to write inside the circles the names of the people they consider to be emotionally supportive (they can be friends, family, classmates, teachers, etc.).
 - Example: The innermost circle could be their mother or best friend; the outermost circles could be classmates or teachers with whom they feel comfortable but are not as close.

3. Thinking about support in specific situations:

- Ask questions such as, “*Who helps you when you feel stressed about your studies?*” or “*Who would you go to if you had a problem with a friend?*” Encourage them to identify different types of support (emotional, practical).
- Have them share their answers as a group or, if they prefer, individually.



Closing reflection

- She ends with a reflection on the importance of having a circle of support and how they, too, can be a part of supporting others.
- *"It's important to recognize who supports us, but also how we can be a good support for our friends and family."*

Suggestions for the Teacher:

- **Remember that there are no right or wrong answers:** each student may have a different circle of support, and all are valid.
- Some teens may feel uncomfortable sharing. Encourage them to write only the names that make them feel comfortable, and reinforce that their circle may change over time.
- **Facilitate group reflection:** Emphasize that we don't all have the same people in our circles, and it's okay to have differences.

4.1. Objective:

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

Materials

- ☐ A box or envelopes for personal kits.
- ☐ Cards or small pieces of paper.
- ☐ Markers, pens and coloured pencils
- ☐ Optional: Decorative materials to personalise the kit (stickers, ribbons, etc.).

4.2. Description of the Activity:

1. Introduction to Emotional Tools:

- Begin by explaining that just as we use tools for practical tasks (such as fixing a bicycle or assembling a piece of furniture), we also need tools to manage our emotions.
- Ask the group, *"What do you do when you are stressed about studying or after a fight with a friend?"*
- Allow them to share their answers, and reinforce that we all have different ways of coping emotionally and that it's okay to have our own ways.

2. Creating the "Emotional Self-Care Kit":

- Distribute small pieces of paper or cards to each student.
- Ask students to write or draw an action or strategy that helps them calm down and feel better during difficult times.
 - Examples: "Listen to relaxing music," "Exercise," "Disconnect from social media," "Talk to someone you trust."
- You can suggest that they think of activities they can do alone or together that are realistic and have worked for them in the past.

3. Building the Self-Care Kit:

- Instead of a simple box, suggest that they create an "emotional self-care kit."
 - Each student can add his or her tool card to a shared box that they decorate together. This kit can stay in the classroom as a group resource, or you can suggest that each student create their own personal kit to keep in their backpack with tools or cards they can refer to as needed.
- The idea is to have both the group and individual versions available to help them remember that they have ways to manage their emotions, even in difficult times.

4. Using the Kit in the Classroom:

- Explain that the **emotional self-care kit will be available throughout the course** and that the teacher or students can refer to it at times when the class is more stressed (e.g., before exams) or when someone needs it to remember and use these tools.
- From time to time, select a card from the kit as a self-care reminder and reflect as a group on its usefulness.

5. Closing reflection:

- At the end of the activity, reflect with the group on how these tools can be useful in caring for their emotional well-being.
 - Ask, "What will you do the next time you feel stressed or sad?"
- Emphasize the importance of **sharing tools** and emotional support in the classroom, but also of creating a personal space where they can access these strategies when they need them.



Suggestions for the Teacher:

- Encourage teens to **think honestly and thoughtfully** about their emotional tools, emphasizing that there are no wrong answers.
- **Encourage creativity** and customization of the kit, suggesting that they include tools that really help them calm down or center themselves.
- Make sure students feel free to refer to the kit as needed, and remember that it can be a valuable resource in stressful group situations.

AC2 Complementary activity 2: Which tree are you?

(20-30 minutes total duration of the activity)

5.1. Objective:

1. To encourage reflection on identity and self-knowledge through the analogy with a tree.
2. Explore values, emotions and important aspects of their lives through the metaphor of the tree.
3. Reinforce the importance of emotional well-being 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 also need care 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 sheet. Then look carefully at your drawing and answer the following questions
 - 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 this part:
Why do you think it represents you? What does it mean to you?

4. Written reflection

- Complete the following sentence:
 - *"When I feel sad or insecure, I remember that I have strengths and things that make me special. I connect with my family, friends and anything that makes me feel good. I remember that I am important and part of something bigger."*

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 reflections as a group if they feel comfortable doing so.
- This reinforces the idea that we all need to recognise our strengths in order to grow and feel good.
- You can end the activity with a short discussion about the importance of taking care of ourselves and recognising what makes us feel happy and secure.

AC3

Activity 3 extra: Listening to your Body

(20-30 minutes total duration of the activity)

6.1. Objective:

1. To help students identify their emotions by actively listening to their bodies.
2. Differentiate between physical thoughts and emotions to improve emotional self-awareness.
3. Learning to regulate emotions through breathing and conscious observation.

Materials

- ☐ Blank sheets of drawing paper.
- ☐ Pencils, pens or felt-tip pens.

6.2. Description of the Activity:

1. Introduction

- Our body is our main tool for discovering what we are feeling and what we need, but we often find it difficult to listen to it because our mind generates too much noise. This exercise will help us to focus our attention on our physical sensations and distinguish them from our thoughts.

2. Initial drawing

- Each student takes a sheet of paper and draws the silhouette of their body. Separately, they will draw the head as a separate element.

3. Guided visualisation

- The teacher will read the following script while the students close their eyes and follow the visualisation:

"Imagine you go into a cinema and sit down. You are comfortable, eating popcorn and drinking while the film starts.

Suddenly you realise that the film is about a situation that affects you. It could be a memory, an experience that makes you uncomfortable, or something that has been on your mind for a long time.

As you watch the film, you gently remove your head and place it on the seat next to you. You put it in a transparent glass box. Now the head is no longer yours, it just sits there while you are left alone with your body.

Pay attention to how your body feels right now:

- What feelings are you experiencing?
- Where in your body are you feeling them?
- Are you feeling hot, cold, tingly, tense, etc.?
- Does any part of your body light up or activate in any way?

Now begin to breathe deeply. With each inhale and exhale, notice if anything changes in these sensations.

When you feel ready, take your head out of the glass box and put it back in.

Watch the film again.

Do you feel any different now?

Has anything changed in the way you see her?

4. Written reflection

- In the silhouette of the body, write down what you felt in the body during the visualisation.
- In the head, write down the thoughts that came up as you watched the film.
- Think about the differences between what you feel and what you think.

5. Group reflection

If the students wish, they can share their experiences in groups.

Some questions to guide the reflection:

- *What differences did you notice between your thoughts and your feelings?*
- *physical sensations?*
- *How did your feelings change after you took a deep breath?*
- *How can you use this technique in everyday life to deal with difficult situations?*

Suggestions for teachers:

- It creates a relaxed and comfortable viewing environment.
- Encourage students to close their eyes and focus on their sensations.
- Emphasise that there are no wrong answers and that everyone experiences emotions differently.
- If a student does not feel comfortable sharing, respect their silence and validate their experience..

This activity will help students to develop a greater awareness of their emotions and to differentiate between what they think and what they really feel in their lives. their emotions and to differentiate between what they think and what they really feel in their lives.



Material Checklist by Activity

Activity 1. Introduction to mental health

- ☐ Slides with key concepts on mental health.

Activity 2. The wellness tree

- ☐ Large paper or whiteboard to draw the tree.
- ☐ Paper sheets cut into leaf shapes (or post-its).
- ☐ Printable material with suggested ideas.
- ☐ Markers, pens, and colored pencils.

Activity 3. My support circle

- ☐ Concentric circles template for each student.
- ☐ Markers or pens.

Complementary activity 1. My emotional self-care kit

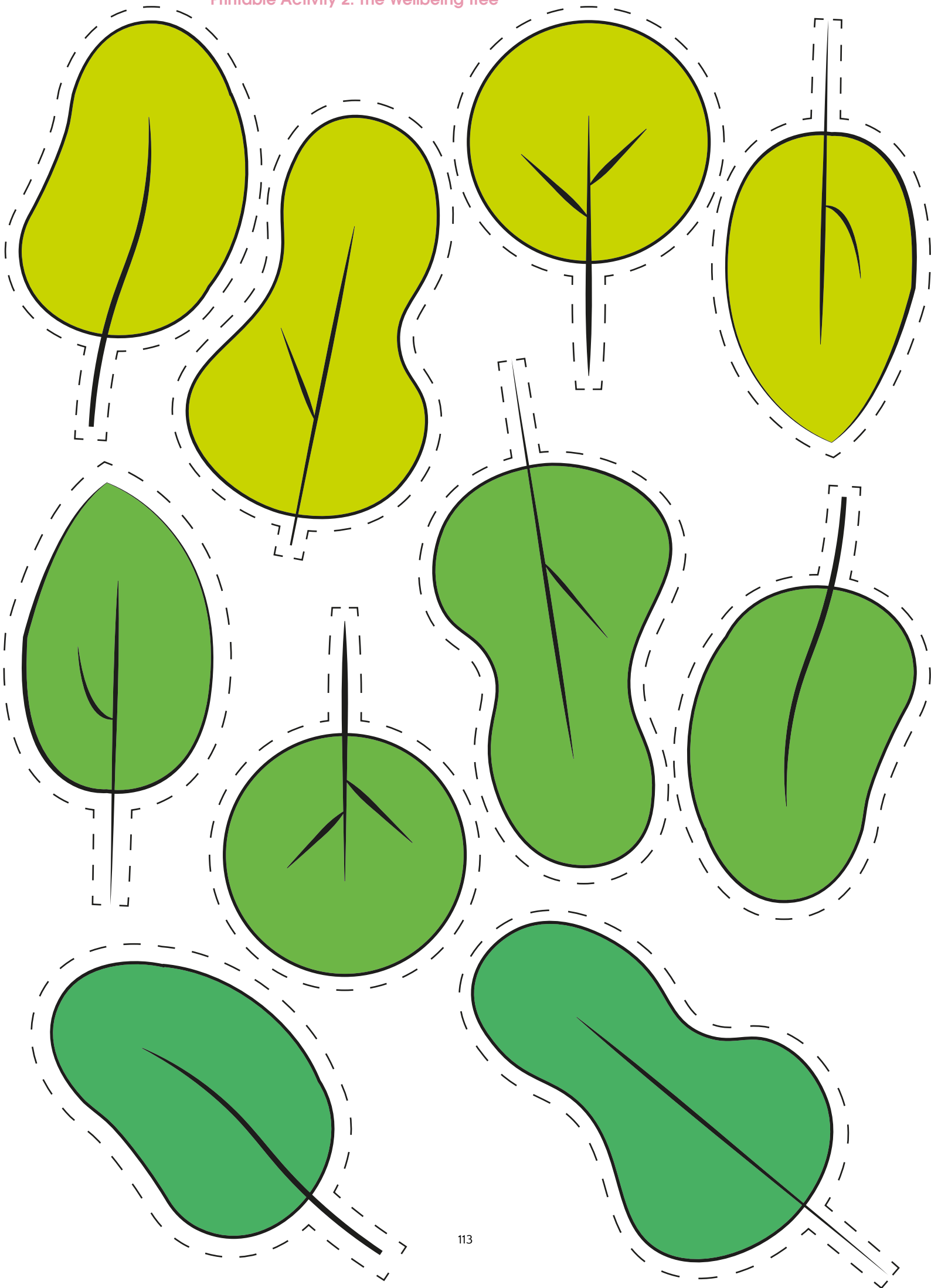
- ☐ A box for the emotional self-care kit or envelopes for personal kits.
- ☐ Small cards or papers.
- ☐ Markers, pens, and colors to write or draw.
- ☐ Optional: Decorative materials to personalize the kit (stickers, ribbons, etc.).

Complementary activity 2. Which tree are you?

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

Complementary activity 3. Listening to your body

- ☐ Blank sheets for drawing.
- ☐ Pencils, pens, or markers.



Reading

Drawing

Sleep well

Talking to Dad

Exercise

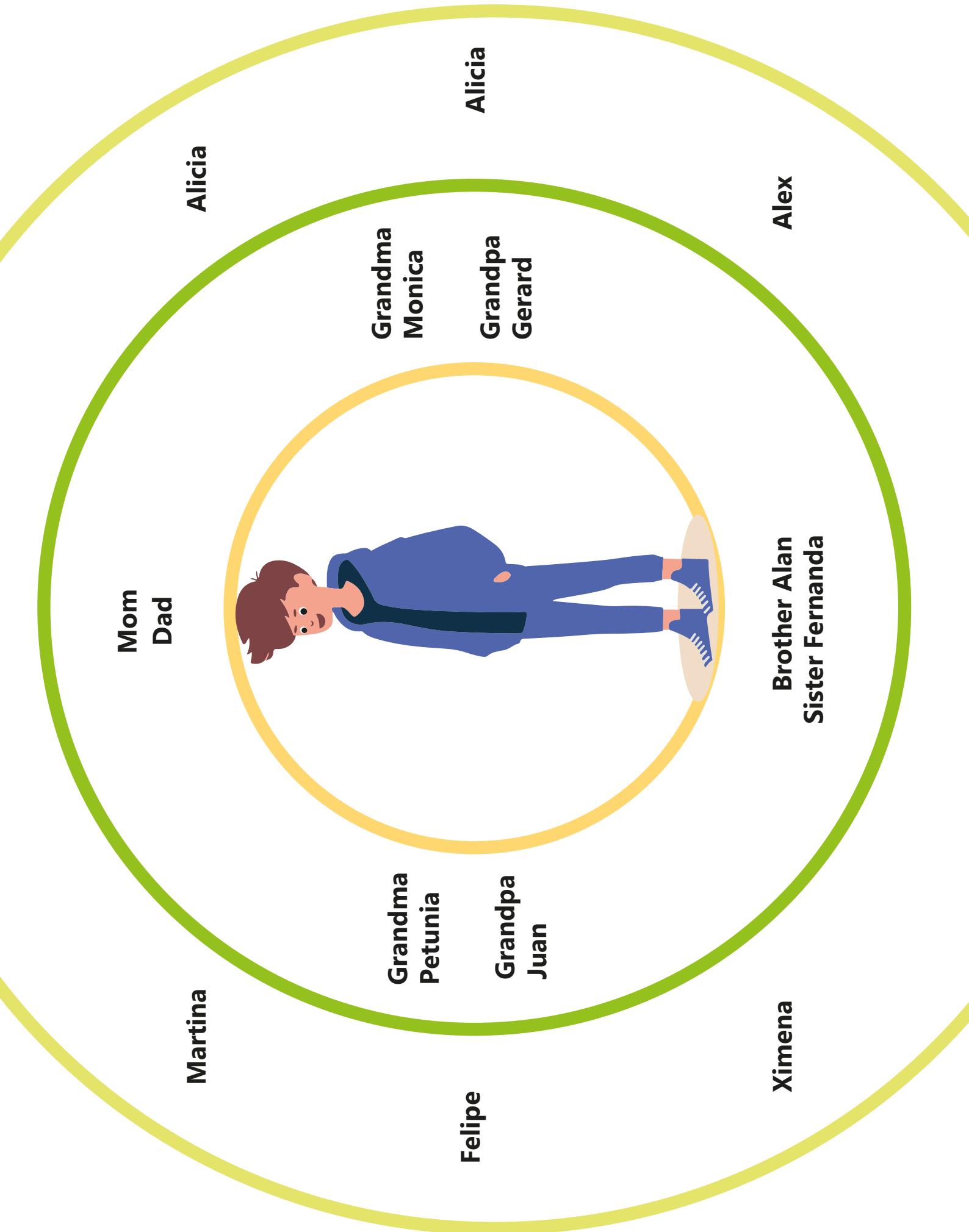
Talking to Mom

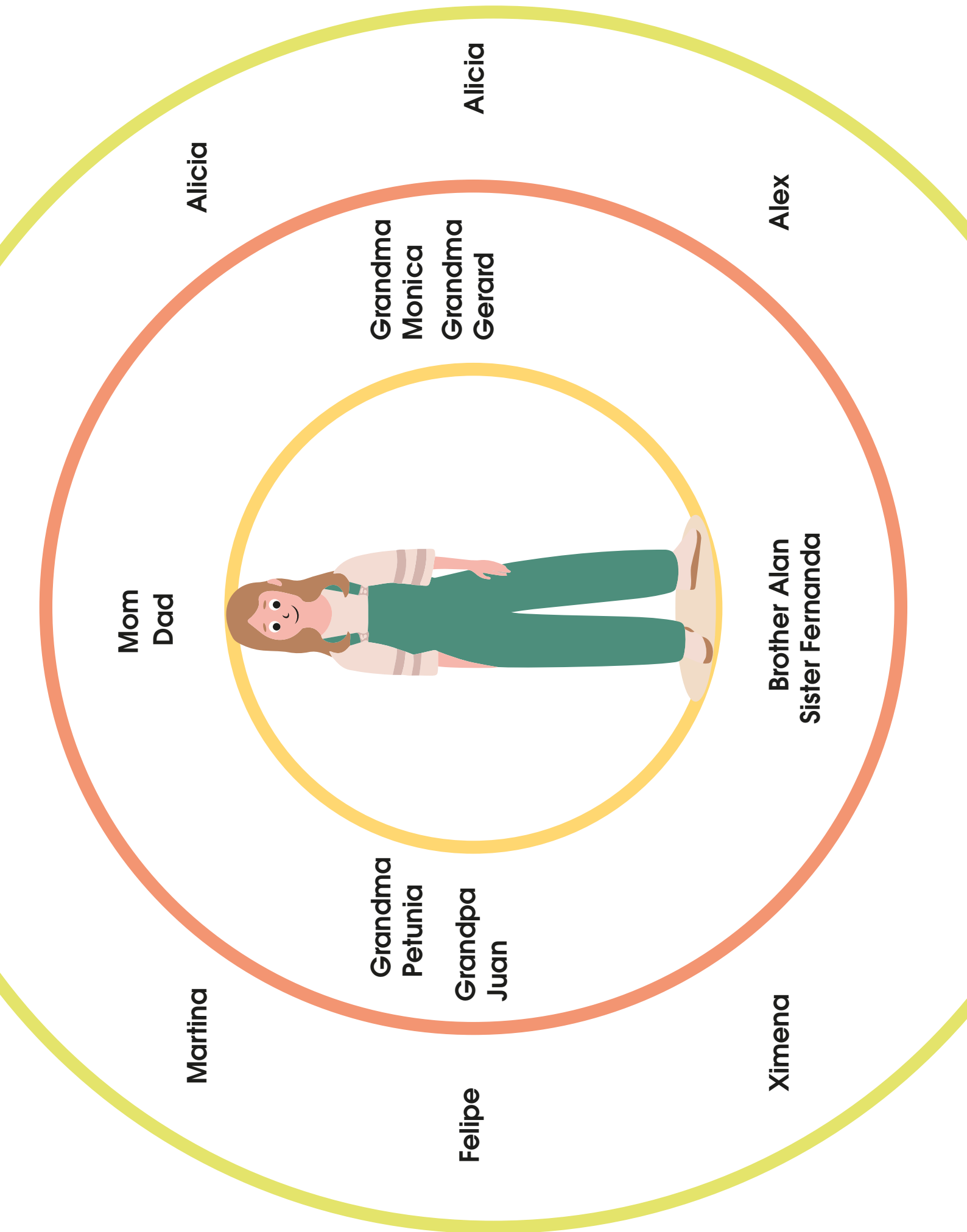
Eat healthy

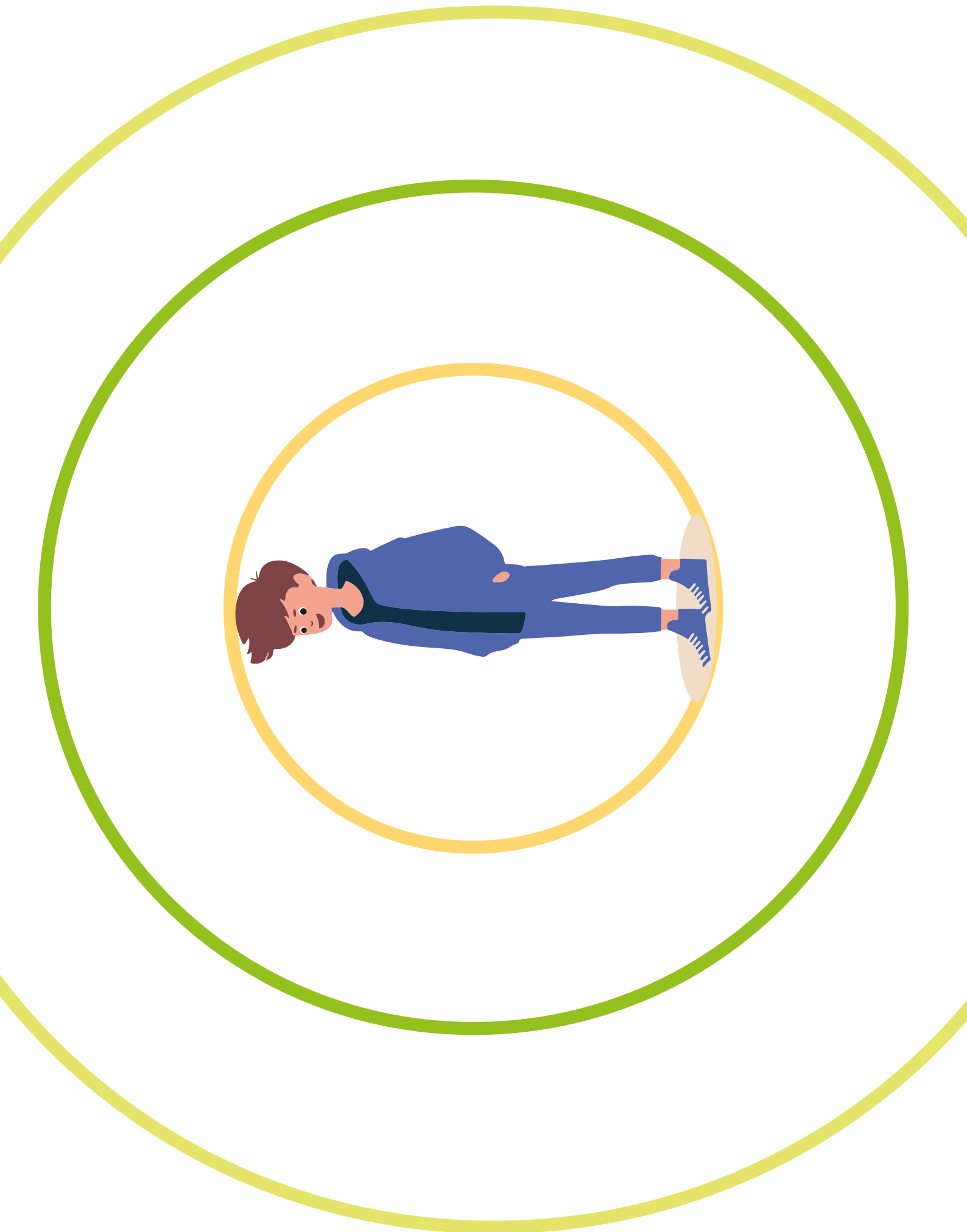
Writing

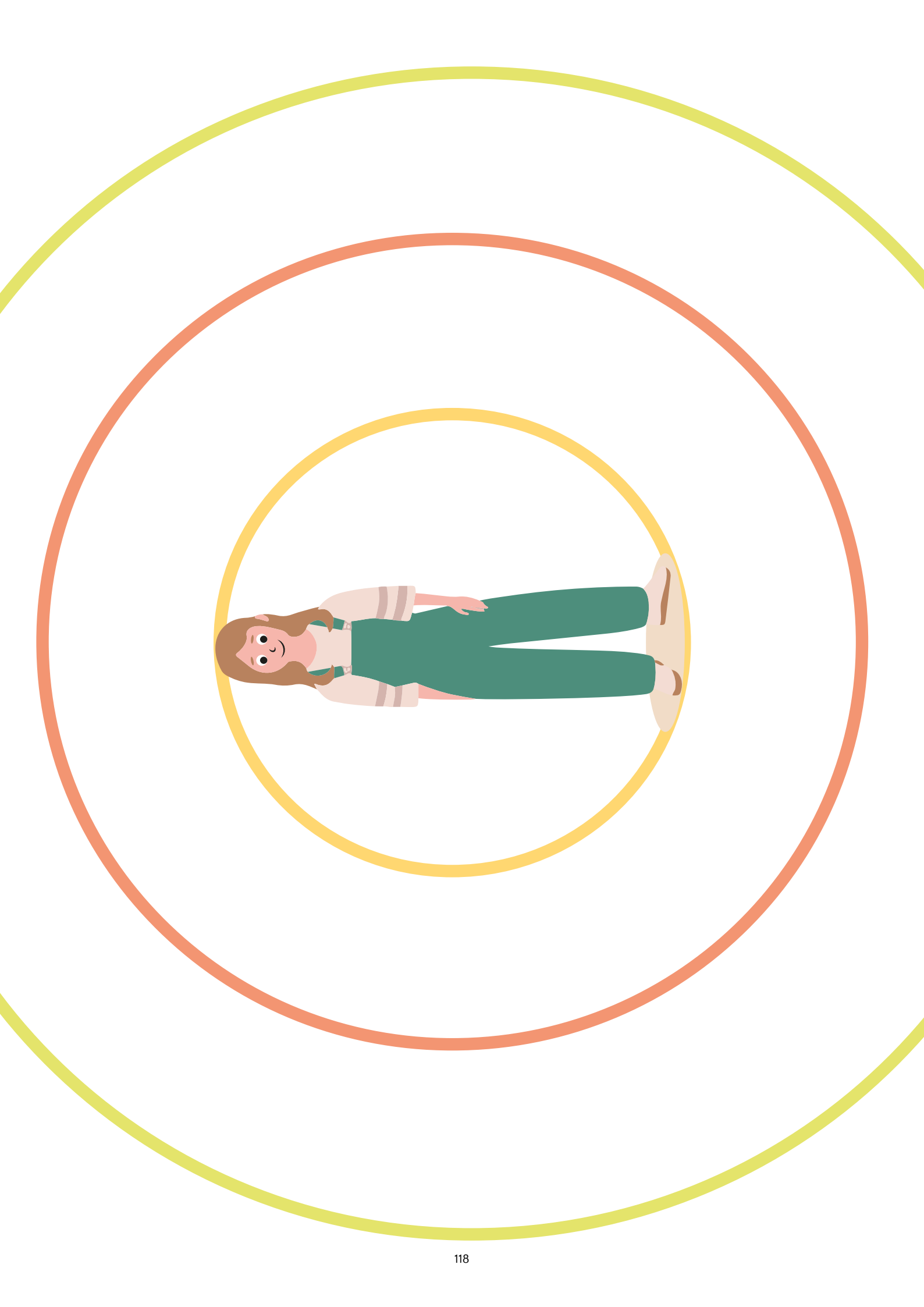
Talking with friends

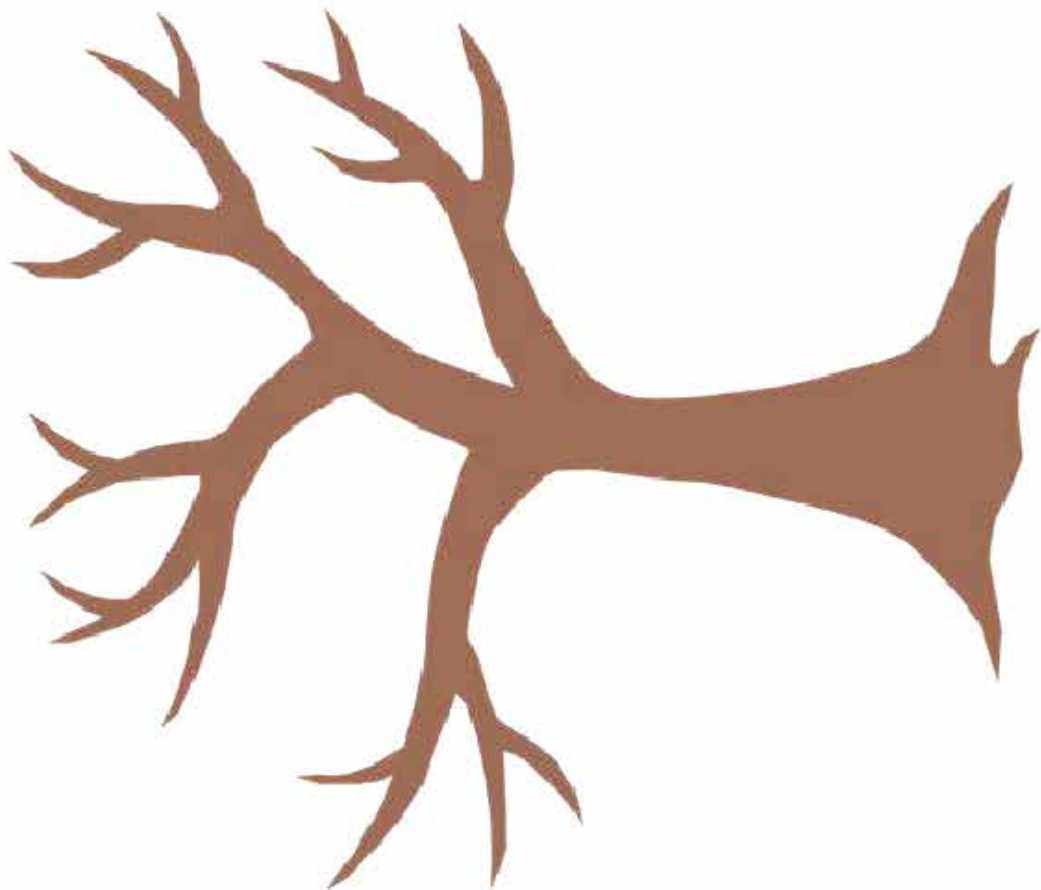
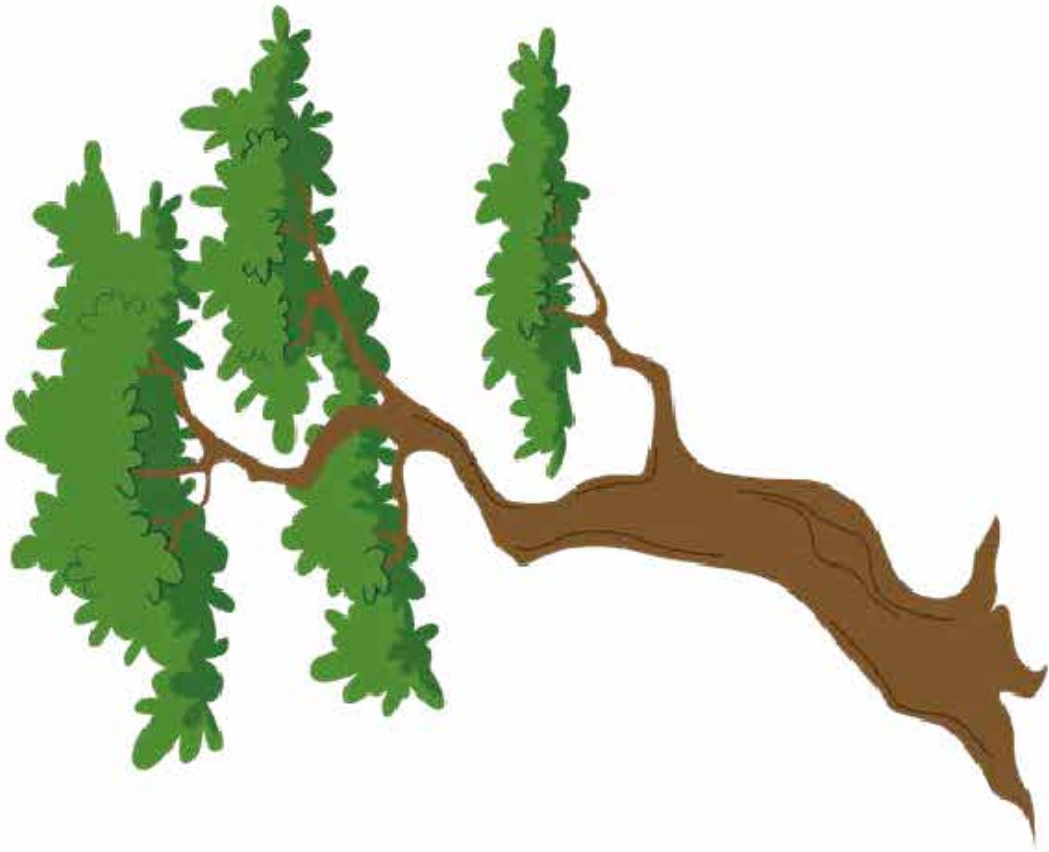
Listening to music

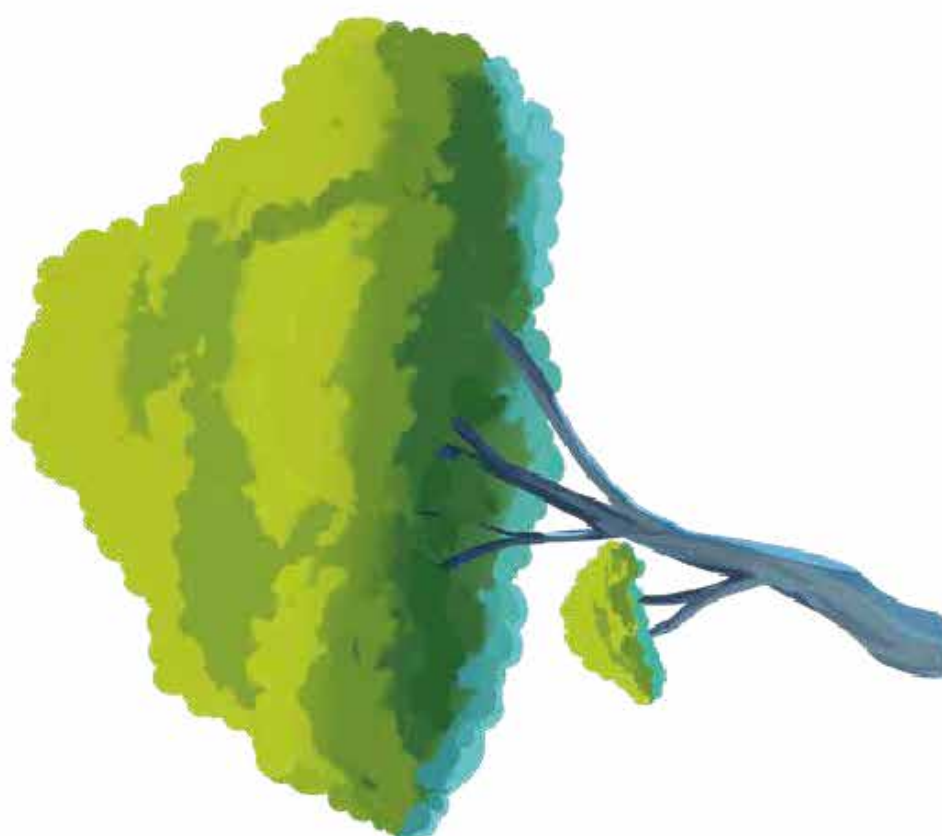
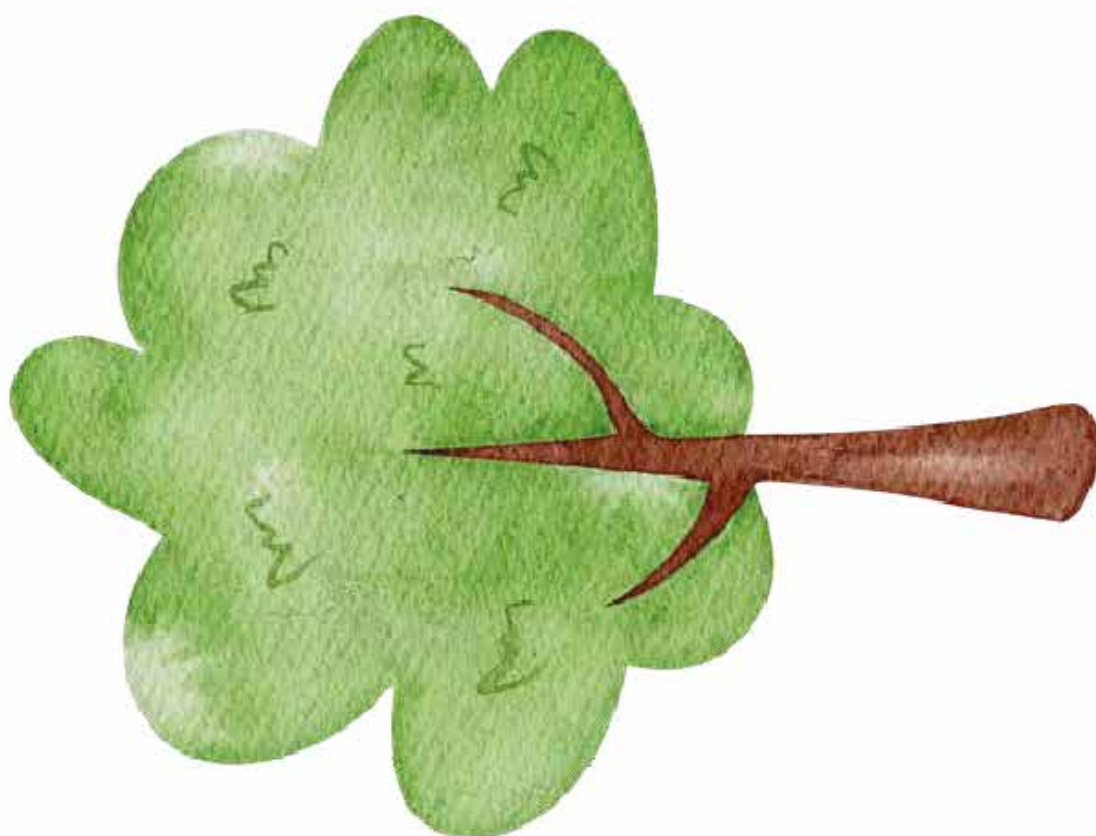




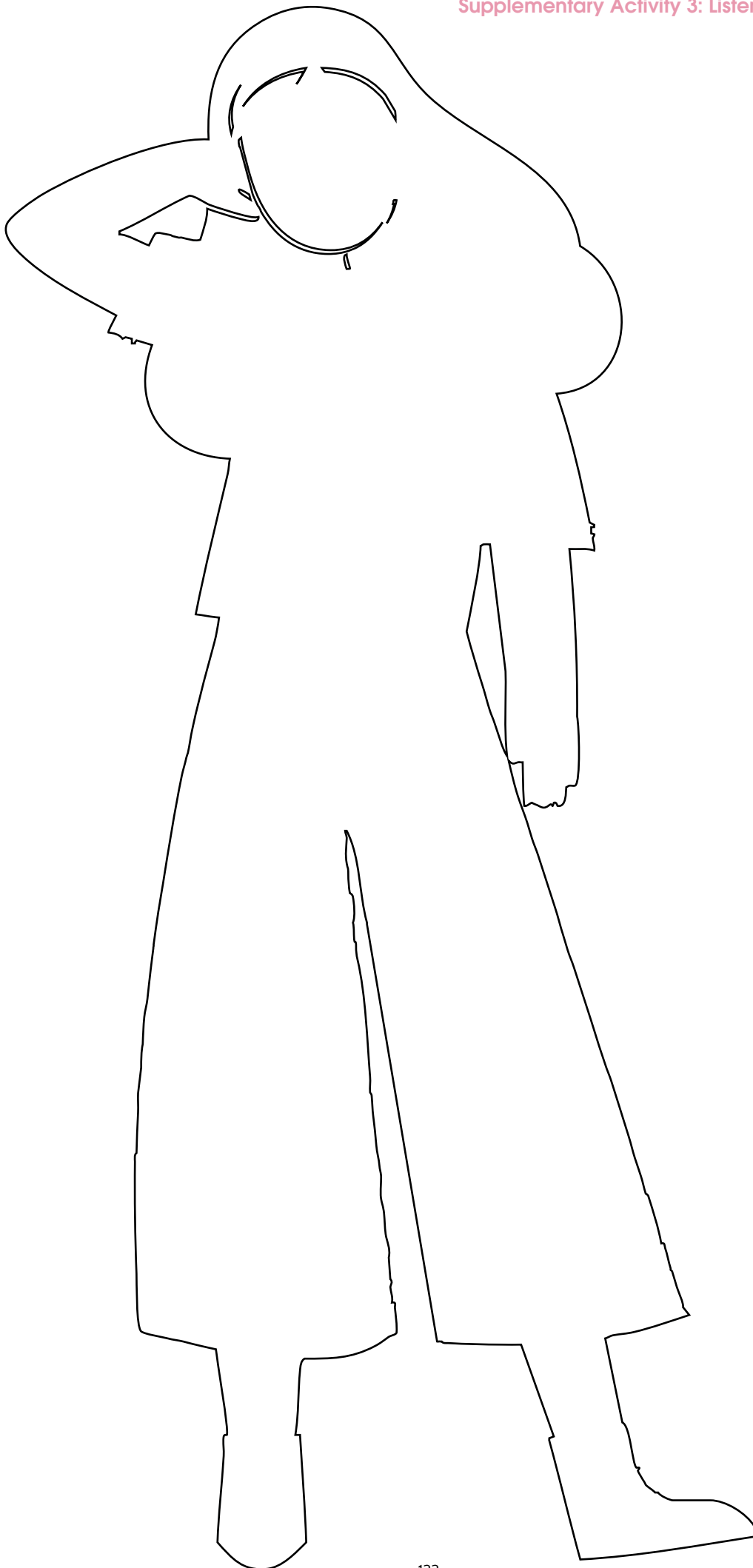


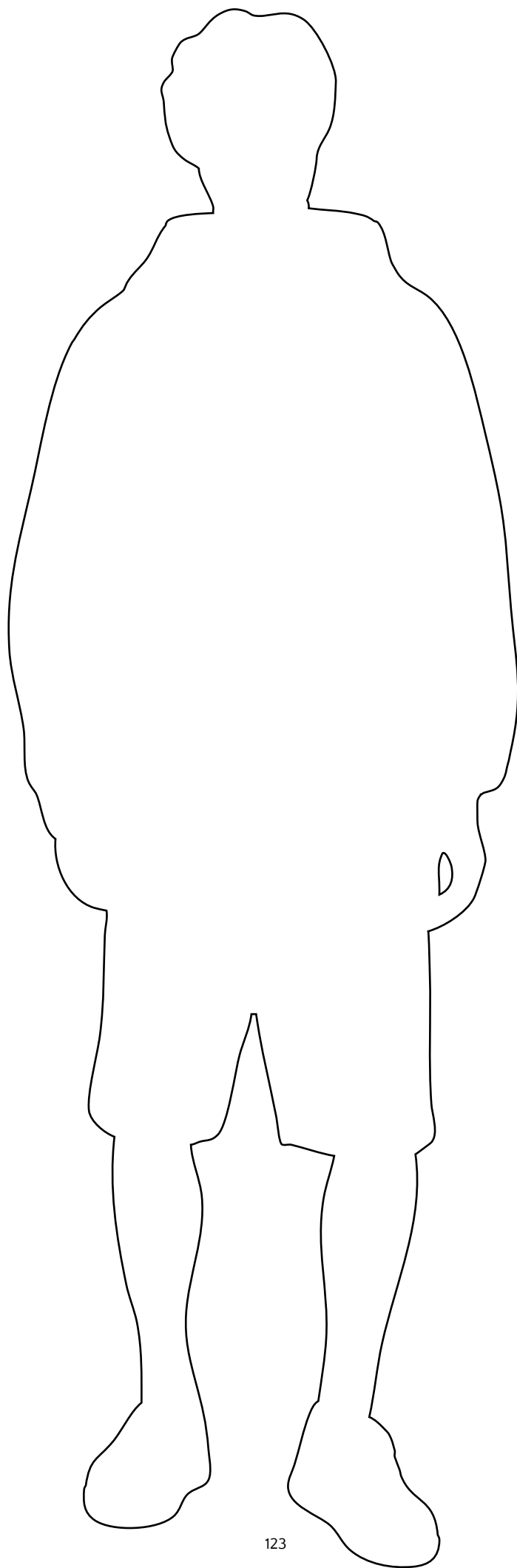






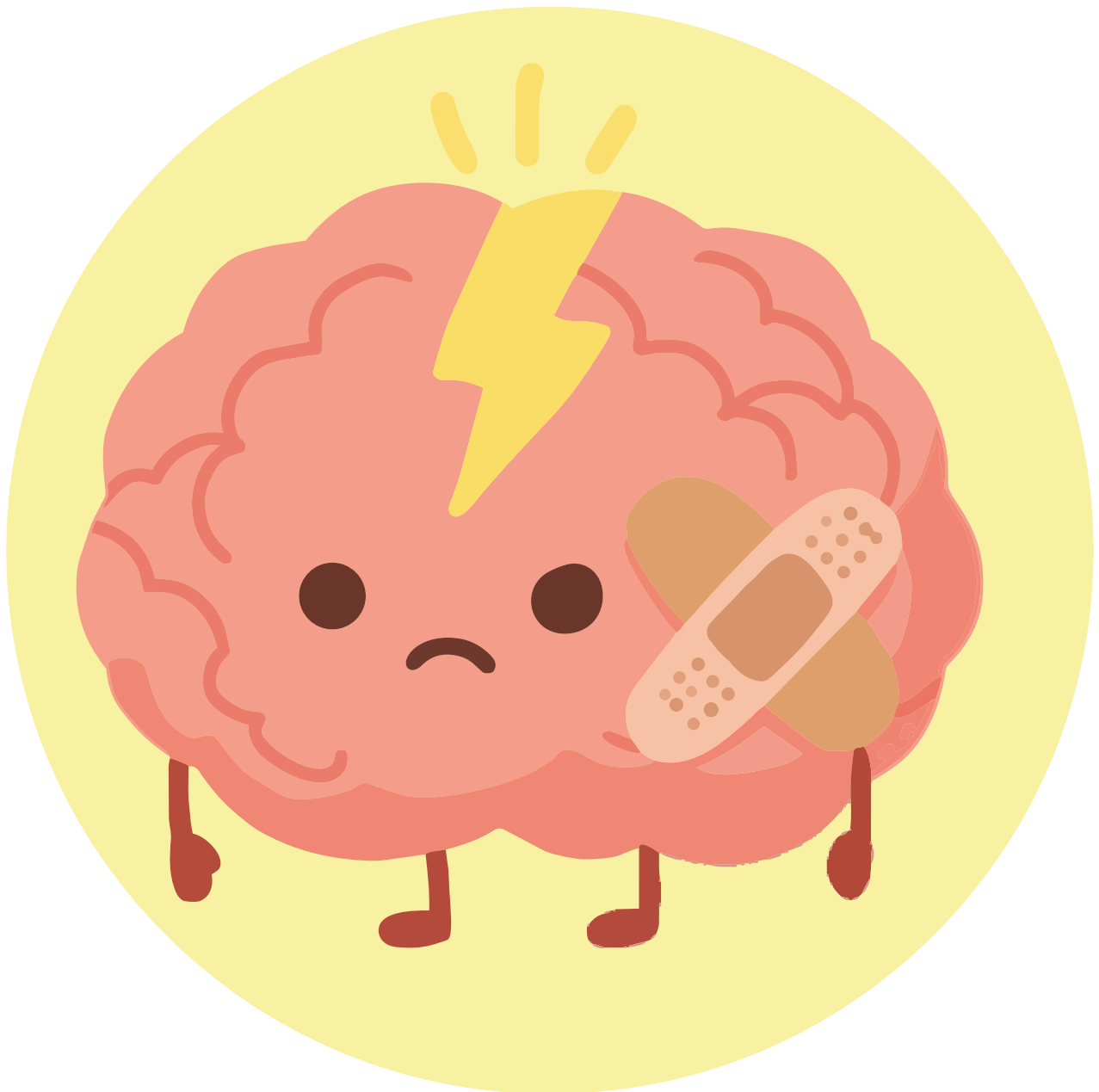






Mental Illness

Teacher's Guide



Activities for secondary education

INTRODUCTION

Mental health is a **fundamental part of the overall wellbeing** of adolescents. It affects how they think, feel, relate to others, and react to everyday situations. During the secondary school years, young people go through a stage of **profound changes**: academic pressure, identity building, more complex social relationships, and a natural increase in stress. All of this makes understanding mental health especially important.

This module offers students a **safe space** to reflect on their own wellbeing, identify signs of emotional distress, and learn about support resources. Through participatory activities, pupils will explore what influences their mental health, how to manage stress, and how to create or strengthen a **reliable support network**. The intention is not to diagnose or delve into sensitive personal experiences, but to provide **basic tools for self-care**, emotional recognition, and help-seeking.

The role of teachers will be to support students, facilitate dialogue and set an example of an open, respectful and non-judgemental attitude. The module is designed to encourage realistic and mature discussions about mental health, always within clear boundaries and with an educational focus.

Module Objectives

- **Understand what mental health is** and how it affects general wellbeing. Pupils will explore the factors that influence mental health and how they relate to their daily lives.
- **Identify signs of stress**, distress, or emotional overload. Recognising early symptoms helps prevent deeper difficulties.
- **Learn basic self-care strategies**. Through the "Wellness Tree", students will reflect on habits that strengthen their physical, emotional, and social wellbeing.
- **Understand the importance of asking for help**. We will work on the idea that **seeking support is an act of self-care** and not a sign of weakness.
- **Identify different sources of support**. The "Circle of Support" will help pupils visualise people and resources they can turn to in times of need.
- **Promote a culture of respect and stigma reduction**. Normalising conversations about mental health is key to breaking taboos and **fostering empathy**.

Key words

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

Expected results for 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 able to **recognise 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 and trusting environment.** Before starting the activities, establish clear rules: respect, confidentiality, and voluntary participation. Students must feel free **not to share personal details**.
- **Avoid letting the debate drift into clinical situations.** The objective is educational: to talk about wellbeing, stress, support, and self-care. This is not a space to evaluate, diagnose, or resolve clinical problems.
- **Model an open and non-judgemental attitude.** Listen actively, validate emotions, and show empathy. Avoid minimising ("It's not a big deal") or dramatising ("That is extremely serious") the experiences expressed.
- **Maintain clear boundaries.** If a significant concern arises, avoid delving deeper in public. Take note of the concern and **direct the pupil towards the school's appropriate channels**.
- **Encourage balanced participation.** Some pupils will share easily; others will prefer not to. Both options must be accepted without pressure.
- **Facilitate the use of visual tools.** The **Wellness Tree** and the **Circle of Support** are key to understanding the module. Give them enough time and space.
- **Always end with a closing activity.** Sessions must end in a contained manner, ensuring that no pupil remains emotionally triggered or uncomfortable.



The proposals in this module are designed as a flexible guide for working on mental health with naturalness and sensitivity. You can adapt the dynamics to the rhythm and needs of your group.

You know your pupils better than anyone and will know how to support them in the most appropriate way.

A1 Day 1. Introduction to mental health (50 running time)

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

1.1.1 Objective:

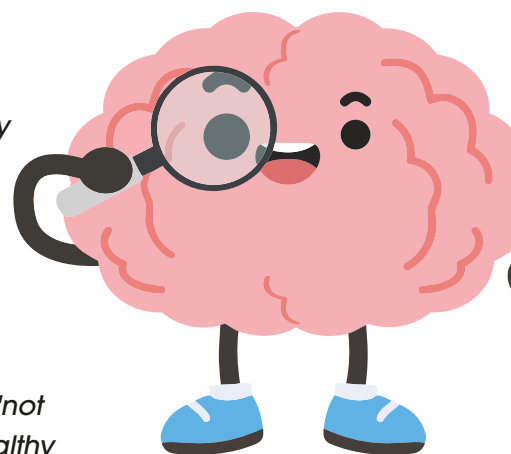
1. Introduce the concept of mental health, promote an initial reflection on what influences the emotional well-being of adolescents, and normalise talking about mental health as part of general health.

Materials

- ☐ Whiteboard or flipchart
- ☐ Markers (felt-tip pens)
- ☐ Initial written question (optional)
- ☐ Space prepared for open dialogue

1.1.2. Activity Description:

1. **Initial activation:** What does mental health mean to you?
 - Explain to students that this module will cover topics related to **well-being, emotions, and thoughts**, and that everyone — just as they have physical health — has mental health.
 - Pose the central question: *"What does mental health mean to you?"* Invite voluntary responses.
 - Ensure they know **there are no right or wrong answers**: the goal is to explore initial perceptions.
 - You can guide them with gentle questions:
 - *"What things affect how you think or feel?"*
 - *"Is mental health only about problems?"*
 - *"What relationship could it have with daily life at secondary school?"*
 - This phase **helps break taboos** and opens space for non-judgmental reflection.
2. **Brief and accessible explanation:** What is mental health?
 - Offer a definition: *"Mental health is part of overall well-being. It affects how we think, feel, act, and relate to others. It is not just 'not being unwell', but also being able to manage stress, make healthy decisions, and relate in a positive way."*
 - Underline: *"We all have mental health and we need to look after it."*
 - **Guided debate:** factors that influence mental health.
 - On the whiteboard, draw two columns:



Factors that hinder:

- Sleep
- Home environment
- Friendships
- School workload.

Factors that help

- Screen use (monitored)
- Physical activity
- External expectations.

3. **Synthesis and final reflection:** Close with a clear message:
 - Mental health **changes** depending on what we experience.
 - Many **external and internal factors** influence it.
 - Talking about it helps us **understand ourselves better**.
4. **Looking after our mental health is as important as looking after our body.**
5. You can reinforce this with a final question: *"What new idea are you taking away about mental health?"*

Teacher's Note

- Maintain a climate of **active listening and respect**.
- **Avoid delving** into students' deep personal experiences.
- Do not turn the dialogue into a clinical space: the objective is educational.
- Observe signs of significant distress, but address them outside the classroom following the **school's protocols**.
- **Validate all contributions** and avoid judgements or corrections.
- **Model an open and normalising attitude:** talking about mental health is healthy and necessary

A2 Activity 2 - What influences my mental health? (15-20 minutes). Adjust according to the size of the group and the atmosphere in the classroom

1.2.1 Objective:

1. Help students **identify factors** that positively or negatively influence their **mental health**, promoting personal awareness and **critical thinking** about their own well-being.

Materials

- ☐ Whiteboard or screen
- ☐ Markers
- ☐ Space for open discussion
- ☐ (Optional) Sticky notes for students

1.2.2. Activity Description:

1. **Introduction: connecting mental health and daily life**
 - Explain: *"Mental health is not something abstract: it is affected by things we do, think, experience, and feel every day."*
 - Pose the question: *"What things do you think influence how you feel mentally and emotionally?"*
 - Allow free responses.

2. **Brainstorming: factors that influence well-being**

- Draw two columns on the whiteboard:

Factors that affect me negatively

Factors that help my well-being

- Invite students to participate and write their contributions under each column.
- You can guide them with questions:
 - *"How does sleep influence your mental health?"*
 - *"Does social media help you or affect you? When?"*
 - *"What role do friendships play?"*
 - *"Does school pressure influence how you think or feel?"*
- Important: Keep the conversation at a general level, not personal..

3. **Brief activity: My own influence map**

- Optional for greater participation.
- Hand out 3 sticky notes per student, or ask them to think mentally.
- They can place them on the board or share voluntarily:

1 thing that
improves their
well-being

1 thing that makes it
difficult

1 thing they want to
improve

4. Teacher's synthesis

- Summarise the patterns that have emerged:
 - There are **external factors** (school, family, networks, friendships).
 - And **internal factors** (thoughts, emotions, expectations).
 - All of them influence our **mental well-being**.
- Highlight: *"Mental health does not depend on a single thing, but on a set of elements that we can learn to recognise."*

Teacher's Note

- Do not allow the conversation to drift into deep personal experiences.
- Keep the **focus on identifying factors**, not on clinical analysis.
- If a **sensitive issue** arises (violence, ideation, etc.), continue the activity and manage the concern outside the classroom following the school's protocol.
- Reinforce that there are **no right or wrong answers**: each student experiences different influences.
- Model **balanced examples** if the group remains silent.

A3 Activity 3 - Closure: Integrating what has been learnt (10 minutes).

Adjust according to the size of the group and the atmosphere in the classroom

1.3.1 Objective:

1. Consolidate the **main ideas** worked on during the session, reinforce the understanding of the **concept of mental health**, and prepare students to move towards the topic of **self-care** in the next session.

Materials

- ☐ Whiteboard or flipchart
- ☐ Marker pens
- ☐ (Optional) Sticky notes for short answers

1.3.2. Activity Description:

1. Integration question: What key ideas are you taking away today?

- *"What important idea are you taking away about mental health?"*
- Invite them to share voluntarily.
- You can guide them with gentle questions:
 - *"What have you discovered about how mental health affects us?"*
 - *"Is there anything you hadn't considered before?"*
 - *"Why do you think it is important to talk about this in secondary school?"*
- Write keywords on the whiteboard as they appear (Well-being, emotions, stress, support, balance, thoughts, habits...).

2. Teacher's clarification: debunking common myths

- Clarify aloud:

01 We all have mental health, not just "people with problems".

03 Talking about these topics is not a sign of weakness, but of self-care.

02 Mental health changes depending on our experiences.

04 Looking after your mental health is just as important as looking after your body.

3. Optional mini-activity: One word to summarise my state

- Ask students to share (voluntarily):
 - *"One word that describes how you are ending this session."*
- It can be an emotion, a reflection, or a neutral word.
- **Do not delve** into personal explanations; naming the word is enough.
- Quick alternative: If they do not want to share aloud, they can write the word on paper and stick it **anonymously** on the whiteboard.

4. Transition to Session 2: Close by saying:

- *"In the next session, we will see what things we can do to look after our mental health, how to manage stress, and which habits help us feel better. We will work with the Wellness Tree and explore strategies you can apply in your daily life."*

Teacher's Note

- Keep the closure brief and with a **positive tone**; avoid ending the session with unresolved doubts or activated emotions.
- Remind them that they **do not need to share anything personal** if they don't want to.
- Observe if any student shows **significant distress**; manage any concerns outside the classroom following the school's protocols.
- Reinforce the **idea of normalisation**: talking about mental health in a secondary classroom is an act of prevention and well-being.

A1

Day 2 - Self-care and stress management (45 running time)

Activity 1: My "Wellness Tree" – Self-care and well-being strategies (20-30 minutes). Adjust according to the size of the group and the atmosphere in the classroom

2.1.1 Objective:

1. Help students identify **behaviours, habits, and resources** that contribute to their physical, emotional, and social well-being; foster awareness of **self-care and stress prevention**.

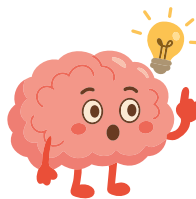
Materials

- ☐ Printed 'Wellbeing Tree' worksheet (1 per pupil)
- ☐ Pencils, felt-tip pens or coloured pencils
- ☐ Whiteboard or screen to display examples
- ☐ Optional soft music to accompany the activity
- ☐ Tables set up for individual work

2.1.2. Activity Description:

1. Introduction: What things help me to be well?

- "What things do you do that help you feel good about yourself?"
- Allow them to share spontaneous ideas.
- Guide with examples: Resting well, limiting screen time, talking to someone, doing sport, creative activities, disconnecting from stress.



- Get plenty of rest
- Limit screen time when needed
- Talk to someone
- Take part in sport
- Creative activities
- Take a break from stress

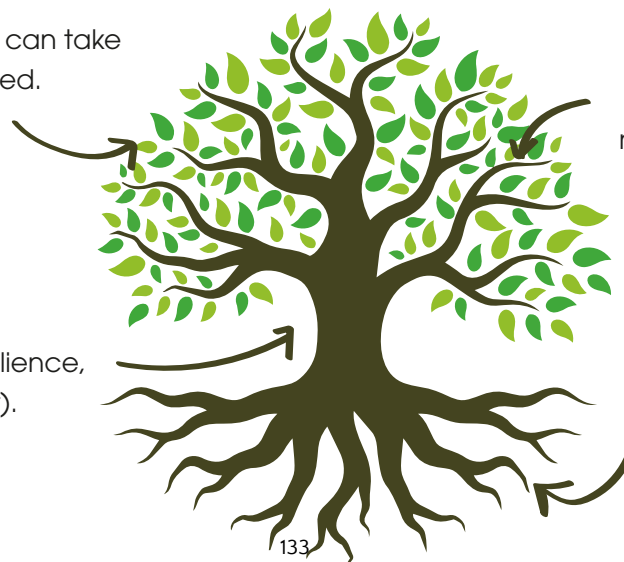
- Do not delve into personal experiences; keep it at a general level.

2. Explanation of the "Wellness Tree": Hand out the template to each student.

- Explain:
 - "Each part of the tree represents different areas of your well-being. We are going to identify what things help you look after yourself in your daily life."
- Clarify that they can use words, phrases, drawings, or symbols.

Leaves: Small actions I can take when I am stressed.

Trunk: My strengths (resilience, creativity, humour).



Branches: Activities that nourish me (friends, sport, music).

Roots: Habits that sustain me (sleep, eating well, routines).

3. Individual work:

- Ask the students to work quietly for 10–15 minutes.
- Instruct:
 - *"It will not be graded. This is a personal exercise for you to get to know yourself better."*
- You could play some soft music to create a contemplative atmosphere.
- If someone is stuck, suggest some questions:
 - *"What has helped you this week?"*
 - *"Who supports you when you are stressed?"*

4. Optional group discussion: Ask volunteers to share part of their tree (not the whole thing).

- You can display common patterns on the board without mentioning names.
- Emphasise that there are no 'correct' trees: each one reflects a personal reality.

5. Final synthesis:

- **Self-care is an essential part** of mental health.
- **We cannot always control what happens to us**, but we can control how we look after ourselves.
- Transition:
 - *"In the next session, we will work on how to ask for help using the 'Circle of Support'."*

Teacher's Note

- **Avoid correcting or judging** the elements of the tree: every student has their own process.
- Look out for signs of distress or significant gaps (for example, trees without leaves or roots), but address any concerns outside the classroom.
- **Emphasise that self-care is not a luxury**, but a necessity for maintaining mental health.

A2 Activity 2: Guided reflection – What actually helps me to feel good? (10-15 minutes). Adjust according to group size and classroom atmosphere.

2.2.1 Objective:

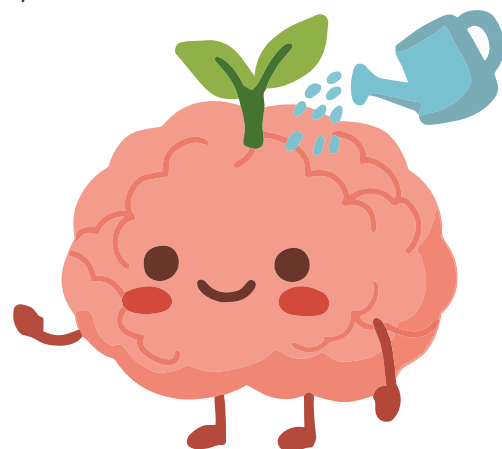
1. To help students identify common patterns in their self-care strategies, deepen their understanding of their own well-being, and promote respectful exchange among peers.

Materials

- ☐ The “Wellness Trees” completed by the students
- ☐ Whiteboard or flipchart
- ☐ Felt-tip pens
- ☐ Space for quiet dialogue

2.2.2. Activity Description:

1. Opening: connecting with the previous activity
 - Begin by saying:
 - *“Now that you have completed your Wellness Tree, let’s reflect on what things actually help you in your day-to-day life.”*
 - Clarify that it is not necessary to share anything personal, only general ideas.
2. Guiding questions to analyse their own tree
 - Invite students to look at their tree in silence and answer mentally:
 - *“Which part of my tree is the **fullest**?”*
 - *“Which soil do I usually turn to when I am stressed?”*
 - *“Which **roots (habits)** support me best?”*
 - *“Which **leaves (quick actions)** really work for me?”*
 - You can write these questions on the board as a visual aid.
3. Voluntary sharing
 - Ask a few students to share one idea from their tree.
 - Suggestions to keep it from being too personal:
 - *“One thing that helps me to be well is...”*
 - *“An important root in my case is...”*
 - *“A leaf I use when I need to calm down is...”*
 - While they share, **note down keywords on the board to highlight patterns:**
 - E.g. rest, music, sport, friends, talking, disconnecting from social media, nature...
 - Ensure that **no one comments on or judges anyone else's tree.**



4. Integration: identifying similarities and differences

- Guide this group reflection:
 - “Which things are **repeated across several trees?**”
 - “Which things are **different depending on each person?**”
- Highlight conclusions from the lesson plan:
 - **Not all strategies work the same for everyone.**
 - **Self-care is personal and adaptable.**
- Knowing what helps you is a **tool for managing stress.**

5. Gentle closing: a sentence for integration

- Ask each student to complete in their mind (or on paper):
 - “One thing I want to **keep doing to look after myself is...**”
- It is not necessary to share this out loud.
- Connect with the next activity in the following session:
 - “In the next session, we will see **who can support us** when what we do for ourselves is not enough.”

Teacher's Note

- **Avoid students delving into experiences of intense distress;** redirect towards general strategies.
- **Validate all forms of self-care** without judgement.
- If you observe empty trees or signs of disengagement, **make a discrete note for private follow-up.**
- Keep the **atmosphere quiet and supportive**, avoiding rushing.
- Finish by ensuring that **everyone feels regulated** before moving on to other content.

A1

Day 3. My support network (60 minutes)

Activity 1: Who can help me? – Discovering my support network (10-15 minutes). Adjust according to group size and classroom atmosphere.

3.1.1 Objective:

1. For students to **identify the people and resources that form part of their emotional support network**: friends, family, teachers, professionals and services.
2. To help them understand that **asking for help is an act of self-care**, and that different types of support exist for different needs.

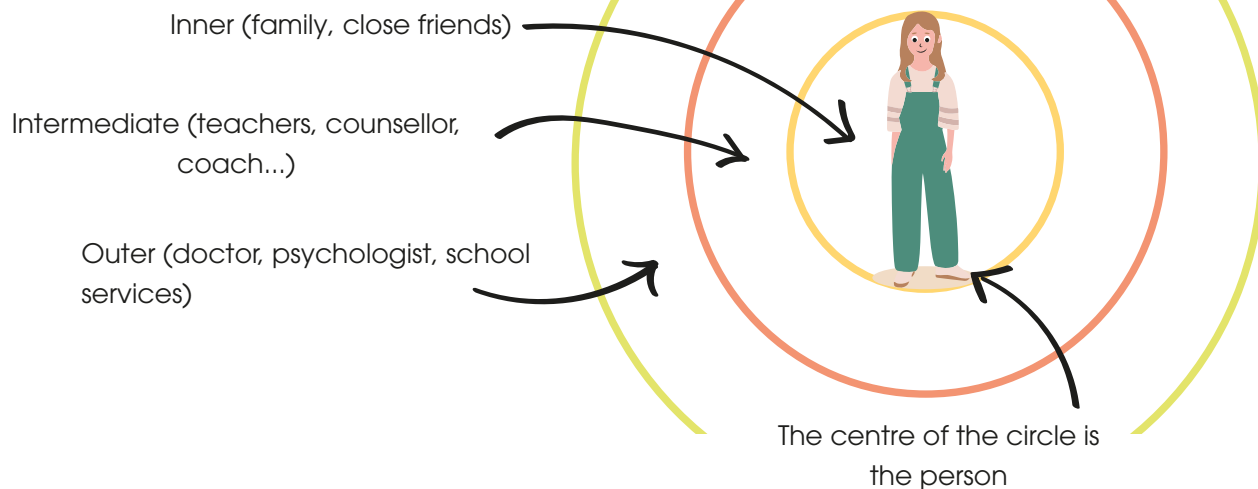
Materials

- ☐ Printed "Circle of Support" template, 1 per student
- ☐ Pencils, felt-tip pens or colours
- ☐ Whiteboard or flipchart
- ☐ Felt-tip pens
- Chairs in a flexible arrangement (circle or work tables)

3.1.2. Activity Description:

1. Initial question: Who helps in different situations?
 - "Who helps you when...?"
 - Ask 2-3 questions to activate their thinking:
 - "Who helps you when you have a **physical problem**, like a strong pain?"
 - "And who helps you when **something worries you on the inside**?"
 - "Who would you turn to if you felt **very stressed**?"
 - Allow spontaneous answers: family, friends, doctors, school psychologist, teachers, etc.
 - Objective: to normalise that there are many types of help and that we all need them at different times.
2. Explanation: What is a support network?
 - "A support network is the **set of people and resources you can turn to when you need help**. No one has to handle everything alone."
 - You can add:
 - Not everyone helps us in the same way.
 - We don't always turn to the same people depending on the situation.
 - **Identifying your network helps you feel more secure.**
3. Presentation of the "Circle of Support" – hand out the template to each student.
 - Indicate and clarify that:
 - It is not compulsory to fill everything in.
 - They do not have to share anything personal.

The circles around represent different levels of support:



4. Individual activity: completing the circle

- Ask them to write or draw in each section:
 - People they feel safe with
 - **Adults they can turn to**
 - School resources
 - External services (if they know them)
 - **Actions they usually take when they need support**
- You can guide them with questions:
 - *"Who listens to you without judging?"*
 - *"Which adult do you feel comfortable asking for help?"*
 - *"Which professional could help you if you felt very low for a while?"*
- Reminder for the group:
 - **This is not an assessment. It is a personal tool.**

5. Voluntary sharing

- Invite anyone who wants to share only a part of their circle:
 - *"Someone I trust is..."*
 - *"A support I sometimes forget about is..."*
 - *"A person who helps me with school matters is..."*
- Write common categories on the board: friends, family, teachers, tutor, counsellor, doctor, activities, etc.
- Highlight that:
 - **There is no "correct" number of supports. Every network is different.**

6. Final reflection: Pose the question

- *"What have we learned today about asking for help and about the different supports we have?"*
- **Gather key ideas:**
 - We all need help sometimes.
 - We can ask for help at different levels.
 - We don't have to manage stress or difficult emotions alone.
 - Talking to someone can greatly change a situation.
 - Sometimes we help others; other times we need help ourselves.
- **Transition to the next activity:**
 - *"In the next part, we will see how to ask for help and how to accompany someone who needs it."*

Teacher's Note

- **Avoid the conversation becoming personal or clinical.**
- If a student shows a total absence of a support network, **observe them discretely for subsequent follow-up.**
- **Stress that asking for help is not a sign of weakness, but of emotional responsibility.**
- Reinforce the importance of **seeking an adult at the school** when the situation requires it.
- **Maintain a safe environment:** each person's support network is not judged or compared.

A2 Activity 2: How do we accompany someone who needs support? (15-20 minutes). Adjust according to group size and classroom atmosphere.

3.2.1 Objective:

1. To develop **observation, empathy, and communication skills**; to reflect on appropriate ways to offer help and to understand the **boundaries of what an adolescent can handle**.

Materials

- ☐ Question cards for groups (one per group)
- ☐ Sheets or paper for noting down ideas
- ☐ Felt-tip pens
- ☐ Chairs or tables to form small groups (3-5 students)

3.2.2. Activity Description:

1. **Group organisation:** Divide the class into groups of 3 to 5 people.
 - Hand out a question card to each group.

What can I say if someone doesn't want to talk?

What DOES NOT help in these situations?

How does someone behave who has been sad for a long time?

- Indicate that they will work for a few minutes to share ideas and reach joint conclusions.
 - Clarify:
 - *"This is not about personal experiences, but about **thinking through general situations**."*
2. **Guided debate within the groups:** Ask them to answer the questions on the card.
 - If necessary, remind them of these guidelines:
 - Listen without judging.
 - **Do not minimise problems.**
 - Do not try to "fix" everything.
 - **Knowing when to ask an adult for help.**
 - You can walk among the groups to offer support without intervening too much.
 3. **Recording ideas:** Each group should write their conclusions on a sheet.
 - Emphasise that there is no need to write a lot, just clear ideas.

Signs that someone needs support

1. _____
2. _____

What a friend can do

1. _____
2. _____

What an adult should handle

1. _____
2. _____

How to accompany without pressure

1. _____
2. _____

4. Sharing ideas

- Ask each group to share 1 or 2 key ideas.
- Note down common categories on the board, for example:

What **DOES** help

1. Listening
2. Showing availability
3. Validating emotions
4. Accompanying them to find an adult

What **DOES NOT** help

1. Giving quick solutions
2. Mocking or making fun
3. Minimising ("it's nothing")
4. Spreading what the person tells you

- This reinforces real socio-emotional skills.

5. Teacher's conclusion

- Summarise by highlighting:
 - Everyone has a limited role: **an adolescent is not a therapist**, but they can accompany.
 - Some problems require **adult or professional help**.
 - Knowing how to recognise signs and ask for help is a **vital skill**.
 - Accompanying is not pressuring: it is being available and listening.
- Transition to the next activity:
 - *"Now we will look at some real situations and practice **how to respond appropriately**."*

Teacher's Note

- **Observe group dynamics:** dominant students, silences, discomfort.
- **Keep the debate at a general level** without allowing real classroom cases to be mentioned.
- **Gently redirect if personal experiences arise** ("We can talk about this at another time; here we are working on general ideas").
- **Reinforce healthy boundaries:** what corresponds to a friend and what corresponds to an adult.
- **If signs of distress appear in any student**, make a note for subsequent follow-up.

A3 Activity 3: Practising how to help someone in need (20-25 minutes).

3.3.1 Objective:

1. To **practise peer emotional support skills**, learn to **react appropriately** to signs of distress, and understand when it is necessary to turn to an adult or professional.

Materials

- ☐ Scenario cards (1 per group)
- ☐ Ample space to move around or perform
- ☐ Sheets for jotting down quick ideas (optional)

3.3.2. Activity Description:

1. **Preparation: handing out scenarios**
 - Divide students into small groups (3–5 people).
 - **Hand out one scenario card to each group.**
 - Indicate: *"You are going to think about how you would act in this situation and perform it briefly."*
 - Clarify:
 - This is not professional theatre; a simple representation is enough.
 - **No one should act as a "psychologist"**, only as a peer who accompanies.
 - If the scenario touches on something sensitive, they may ask to change it.

Someone stops talking to their friends without giving any explanation.

A friend has a constant fear of making mistakes in class.

A friend says they cannot cope with the academic pressure.

2. **Planning the role and dialogue** – ask groups to reflect:
 - *What signs show that the person needs help?*
 - *How can we approach them without being intrusive?*
 - *What phrases help?*
 - *What phrases DO NOT help?*
 - *When would we ask an adult for support?*
3. **Role-play performance**
 - Each group performs their scene for 1–2 minutes.
 - The rest of the class observes with respect.

What DOES help

1. "I'm here if you need to talk."
2. "Would you like me to go with you to talk to someone?"
3. **"What you feel is valid."**
4. "You are not alone."

What DOES NOT help

1. "You're exaggerating."
2. "That's nothing."
3. "Just get over it."
4. "I'm also doing terribly, don't complain."

- You can ask them to perform two versions:
 - A correct one
 - An incorrect one (for comparison)
- This usually **generates reflection without exposing real experiences**.

4. Brief discussion after each scene

- Ask questions immediately after:
 - *"What worked well in this scene?"*
 - *"What should be avoided?"*
 - ***"When would it be important to notify an adult?"***
 - *"How was support shown without pressuring?"*
- Summarise the answers on the board.

5. Closing the activity: make a clear summary

- *"Helping does not mean solving another person's problem. It means **accompanying, listening, and seeking adult support** when necessary."*
- Connect with the module objective:
 - *"Asking for help is an act of care. Offering help is too."*

Teacher's Note

- Supervise that no scenario becomes too personal.
- Remind them that these role-plays are generalised and **should not be based on real cases** within the group.
- If a scene reflects deep distress, **redirect and address the issue outside the classroom** according to school protocol.
- **Always validate the effort**, more than the acting itself.
- Reinforce that the student's role is to **accompany, not to solve**.
- **Keep the session light and safe**; avoid role-plays emotionally triggering the group.

4.1.1 Objective:

1. To help students **identify internal and external resources** they can use when they feel low, reinforcing **emotional autonomy and self-care**.

Materials

- ☐ Sheets of paper or small cards
- ☐ Felt-tip pens or pencils
- ☐ Whiteboard or flipchart

4.1.2. Activity Description:

1. **Introduction: What is an emotional first-aid kit?**
 - Explain:
 - *“Just as we have a physical first-aid kit to treat ourselves when we get hurt, we can also have an emotional first-aid kit for when we feel hurt on the inside.”*
2. **Individual activity: creating their own first-aid kit**
 - Ask each student to divide the paper into 3 sections:
 - Things I can do myself (breathing, listening to music, walking...)
 - **People I can talk to** (friends, family, teachers...)
 - Places or actions that calm me (my room, reading, disconnecting from screens...)
3. **Voluntary sharing**
 - Each student can share 1 item from their kit.
 - Write examples on the board.
4. **Closing**
 - Reinforce:
 - *“Having identified what helps you allows you to **react better** when you are stressed or sad.”*

Teacher's Note

- Prevent students from sharing sensitive personal situations.
- If a student is unable to fill in the first-aid kit, **observe them for subsequent follow-up**.
- Reinforce the idea that **self-care is personal and should not be compared**.

AC2 Complementary activities

Activity 2: “Emotional traffic light” (15-20 minutes).

4.2.1 Objective:

1. To understand **different levels of emotional distress** and learn to act appropriately according to intensity: self-help, asking a friend for help, or asking an adult for help.

Materials

- ☐ Cardboard or paper
- ☐ Felt-tip pens
- ☐ Space for group work
- ☐ (Optional) Printable emotional traffic light

4.2.2. Activity Description:

1. **Presentation of the emotional traffic light**
 - Draw a traffic light on the board.
2. **Work in pairs or small groups**
 - Give each group a piece of card with a traffic light drawn on it.
 - Ask them to write examples for each colour:
 - Situations
 - Thoughts
 - Body signals
 - What to do at each level
3. **Sharing ideas**
 - Each group shares 1 example of each colour.
 - The teacher adds clarifications:
 - **Green:** self-care
 - **Amber:** seek support from someone close
 - **Red:** immediate adult help
4. **Closing**
 - Connect with the module objective:
 - “Recognising the level of distress helps us **ask for the right help at the right time.**”



Strong emotions or serious problems

I need help from an adult NOW!

“I feel overwhelmed”, “I think I can’t take any more”

More intense emotions

Necesito I need to talk to someone

“I’ve been worried for days”, “I’m arguing a lot with someone”

Manageable emotions

I can solve it on my own

“I’m nervous about an exam”, “I’m angry but it will pass”

Teacher's Note

- Monitor how they categorise the examples to spot any potential red flags.
- Reinforce clear boundaries: a teenager should never be left to deal with a 'red' issue.
- Keep the tone practical, not clinical.

Material Checklist for all activities

Day 1: Introduction to mental health

1.1 Emotional safety rules

- ☐ Whiteboard or flipchart
- ☐ Markers (felt-tip pens)
- ☐ Initial written question (optional)
- ☐ Space prepared for open dialogue

1.2 Factors influencing my well-being

- ☐ Whiteboard
- ☐ Markers
- ☐ (Optional) Sticky notes for students to write ideas
- ☐ Space to write columns: "Factors that help / Factors that hinder"

1.3 Session closure

- ☐ Whiteboard (optional)
- ☐ Markers
- ☐ (Optional) Small slips of paper to write a closing word

Day 2: Self-care and stress management

2.1 Wellness Tree

- ☐ Wellness Tree printed template (1 per student)
- ☐ Pencils, markers or colours
- ☐ Whiteboard or screen to explain the tree structure
- ☐ Desks prepared for individual work
- ☐ (Optional) Soft background music

2.2 Guided reflection on the Wellness Tree

- ☐ Completed Wellness Trees by the students
- ☐ Whiteboard (to identify patterns)
- ☐ Markers

2.3 Session closure

- ☐ (Optional) Whiteboard to write final ideas

Day 3: Support network

3.1 Support circle

- ☐ Support Circle printed template (1 per student)
- ☐ Pencils, markers or colours
- ☐ Whiteboard or flipchart
- ☐ Markers

3.2 How do we support someone in need?

- ☐ Question cards for each group
- ☐ Sheets or paper to jot down ideas
- ☐ Markers
- ☐ Chairs or desks for cooperative work

3.3 Role-play: Practising how to help

- ☐ Scenario cards (1 per group)
- ☐ Clear space for role-playing
- ☐ Paper for notes (optional)

3.4 Module closure

- ☐ Whiteboard (optional)
- ☐ Markers
- ☐ (Optional) Cards to write a final reflection

Supplementary activities

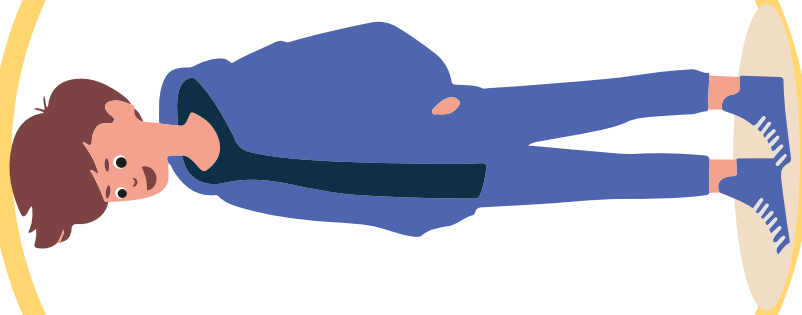
4.1 My emotional first-aid kit

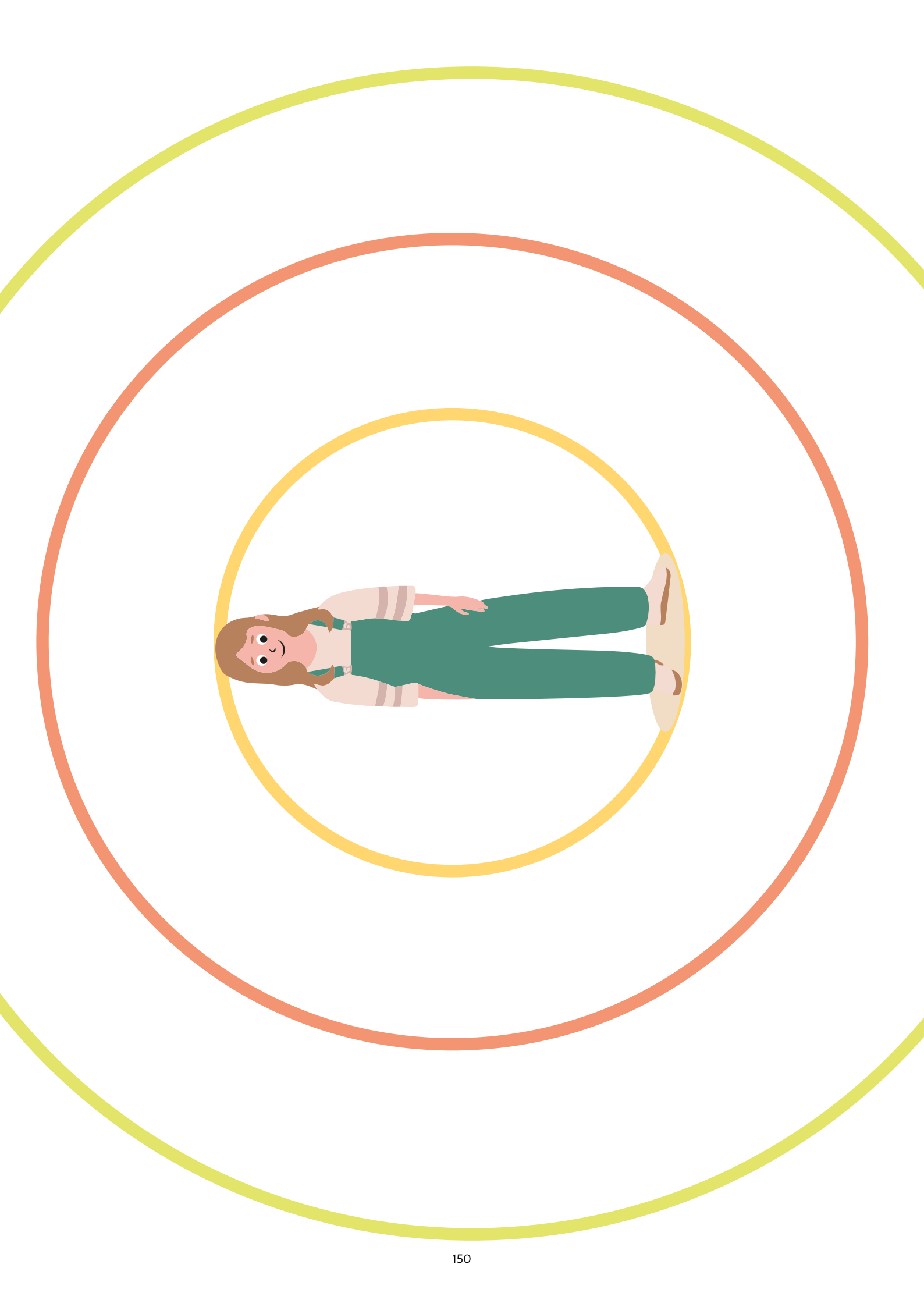
- ☐ Sheets or small cards
- ☐ Markers or pencils
- ☐ Whiteboard or flipchart

4.2 Emotional traffic light

- ☐ Cardboard or paper
- ☐ Markers
- ☐ Space for group work
- ☐ (Optional) Emotional traffic light printable







How can I tell if
someone needs
help?

When can a friend
help?

When is it better to
turn to an adult?

What can I say if
someone doesn't
want to talk?

What DOES NOT
help in these
situations?

How does someone
behave who has
been sad for a long
time?

What can I say if
someone doesn't
want to talk?

What does "being
there" for someone
mean?

What happens if we
don't know what to
do?

Why might saying
"it's nothing" not be
helpful?

Can I help
someone if I don't
feel well myself?

How do I know
when a situation is
too big for me?

What things can a
friend do to help?

Which words can
make someone feel
better?

What things can
cause harm, even if
we don't mean to?

A classmate is irritable almost every day and gets angry easily.

Someone mentions that they feel empty or demotivated

A classmate is isolating themselves from the group and avoids meeting up outside school.

Someone stops talking to their friends without giving any explanation.

A friend has a constant fear of making mistakes in class.

A friend says she cannot cope with the academic pressure.

Someone gets angry when asked how they are.

Someone feels attacked and gets angry when asked how they are.

A friend expresses that she feels very lonely, even when surrounded by people.

A friend loses interest in things she used to enjoy very much.

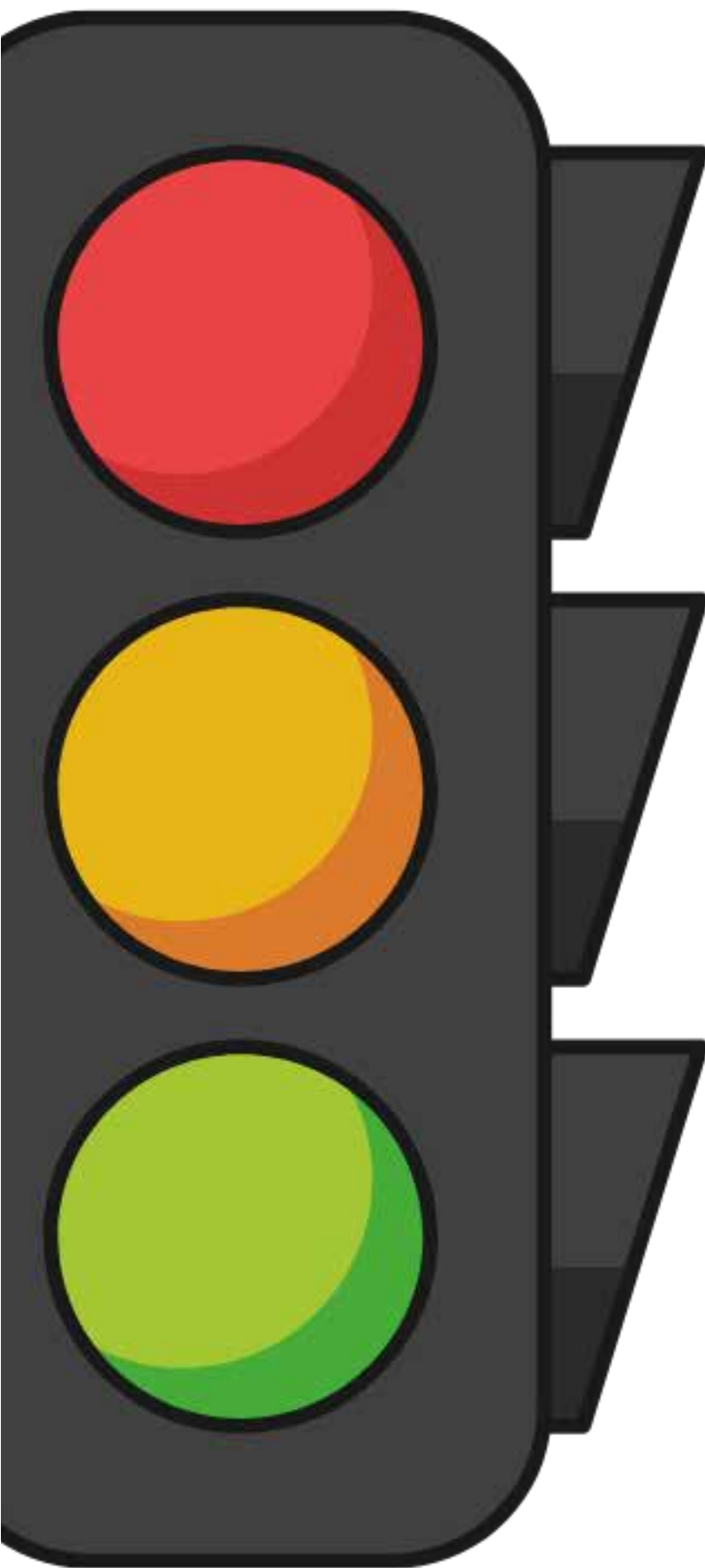
A classmate minimises what they feel, saying "it doesn't matter".

A student freezes in exams even though they have studied.

A classmate feels pressured by their group to do things they don't want to do.

A friend says she feels constantly nervous without knowing why.

A friend feels like she doesn't fit in with her group of friends.



Emociones fuertes o problemas serios

Necesito apoyo de un adulto YA!

Emociones más intensas

Necesito hablar con alguien

Emociones manejables

Puedo resolverlo solo/a

Bullying and Cyberbullying

Understanding, Reflecting, and Acting

Teacher's Guide



Secondary School

INTRODUCTION

Bullying is a form of peer violence characterized by repetition over time, a power imbalance, and the intention to cause harm. It is not an isolated conflict but a dynamic in which one or more students exercise power over another who finds it difficult to defend themselves.

Bullying can manifest in different ways:

- **Physical:** hitting, pushing.
- **Verbal:** insults, mockery.
- **Social:** exclusion, rumors.
- **Digital or cyberbullying:** through technology.

In secondary school, adolescents are building their identity and sense of belonging to the group. In this context, **bullying can have particularly severe consequences: low self-esteem, emotional problems, anxiety, school absenteeism, and even depression.** Cyberbullying amplifies these risks, as it can happen at any time, anonymously, and reach a much wider audience.

Bullying affects not only the victim but also the classroom climate. Bystanders play a crucial role: their silence can reinforce the bully, while their support can become a protective factor. Therefore, **students must understand that there are no neutral bystanders: everyone has an influence on the situation.**

Objectives

- Understand what bullying is and how it differs from normal conflict.
- Identify the roles involved: bully, victim, followers, bystanders, defenders.
- Reflect on the feelings of each role to foster empathy.
- Learn about the risks and characteristics of cyberbullying and prevention strategies.
- Promote digital responsibility and safe use of social media.
- Provide the group with practical action strategies to improve coexistence.
- Strengthen a safe and respectful school climate.



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

- Prepare the space: arrange chairs in a circle to encourage participation and equality.
- Set clear rules: respect, active listening, and confidentiality during activities.
- Facilitate without judging: guide debates with open questions, encouraging reflection.
- Balance participation: ensure that everyone takes part, avoiding monopolization.
- Ensure emotional safety: use films, stories, or puppets instead of real examples to avoid exposing anyone.
- Reinforce the search for support: explain that asking for help is not “snitching,” but a form of protection.
- Connect with real life: link the content to students’ daily experiences, both at school and online.

Keywords

- Emotional regulation
- Active empathy
- Group dynamics
- Non-violent communication
- Personal boundaries
- Active listening
- Mutual respect
- Trust
- Discrimination
- Exclude / include
- Conflict management
- Social intelligence
- Classroom climate
- Social roles
- Bullying prevention

Expected outcomes for module 5

By the end of this module, students are expected to become aware of the impact of their actions on coexistence, develop tools for respectful conflict management, and understand their role in preventing bullying and exclusion in the classroom.

A1

Day 1. Bullying in General (1h 30m total duration)

Activity 1: Introduction and Presentation (Approximately 5 minutes) **Adapt it** according to the size and pace of the group.

1.1.1 Objective

1. Welcome and explain the dynamics of the workshop.
2. Create an atmosphere of trust and openness.
3. Introduce the topic of bullying in secondary school.

Materials

- ☐ Classroom arranged with chairs in a circle.
- ☐ (Optional) Blackboard/flipchart and markers

1.1.2 Steps to facilitate the activity:

1. **Form the circle**
 - Arrange all the chairs in a circle, making sure that all students can see each other.
2. **Explain the dynamics of the workshop**
 - Indicate that there will be activities, debates, breaks, and a space for questions or comments.
 - Reinforce that this is a safe space to share ideas and opinions, always with respect.
3. **Introduce the topic**
 - Say something like:
 - “Today we are going to reflect on how we treat each other in class and what bullying means.”
4. **Ask the initial question**
 - “What is bullying?”
 - Listen and collect some spontaneous answers from the students.
5. **Present Olweus’ definition**
 - Explain:
 - “According to Dan Olweus, bullying is when someone suffers repeated negative behavior, which continues over time and where there is a power imbalance between the victim and the aggressor.”



Note for the teacher:

- Keep the explanation brief and simple, so you can quickly move on to student participation.
- Validate all initial answers, even if they are not exact: they serve as a starting point.
- If questions arise about the definition, remember that it will be explored in more depth in later activities.

A2

Activity 2: Introduction Round – Positive Qualities (Approximately 10 minutes)

Adapt it according to the number of students

1.2.1 Objectives

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

Materials

- ☐ Classroom organised in a circle of chairs

1.2.2 Steps to facilitate the activity:

1. **Explain the instructions:** “Now we are going to introduce ourselves in a special way. Each person will say their name and a positive quality they believe they have. It can be something they are good at, a characteristic of their personality, or something they like about themselves.”
2. **Give examples:** Examples: “I’m Marta and I’m a good friend,” “I’m Alex and I draw well.”
3. **Model the dynamic:** Start yourself as the teacher to give an example, sharing your name and a real positive quality.
4. **Carry out the full round:** The turn moves around the circle until everyone has introduced themselves.
5. **Optional – Reinforcement variation:** After each student shares their quality, the group can respond with a simple gesture of recognition (a short applause, a thumbs up, or a smile).



Note for the teacher:

- Encourage students to be specific and authentic in their qualities.
- If a student feels uncomfortable or does not know what to say, suggest simple examples or allow them a moment to think.
- Reinforce the importance of respecting and listening to each intervention, without mockery or interruptions.

A3 Activity 3: Movement Game – “Yes / No” (Approximately 15 minutes) Adapt it according to the size and energy of the group.

1.3.1 Objectives

1. Explore opinions and attitudes toward bullying.
2. Encourage group reflection in a brief and dynamic way.
3. Identify common perceptions within the group about bullying.

Materials

- ☐ Large poster with “YES.”
- ☐ Large poster with “NO.”
- ☐ Wide space in the classroom to move freely.

1.3.2 Steps to facilitate the activity:

1. **Prepare the space**
 - Place the “YES” poster at one end of the classroom and the “NO” poster at the opposite end.
 - Explain that you will read statements related to bullying and that each student must stand on the side that best reflects their opinion.
2. **Explain the instructions**
 - Clarify: “There are no right or wrong answers. We want to see what we think and feel. After each statement, we will talk very briefly.”
3. **Present statements to the group**
 - Read a statement out loud and let students position themselves on the corresponding side.
 - Examples of statements:

01 “If I see someone being bullied, I prefer to walk away.”

- Why walk away?
- Is it because you are afraid of being bullied too?
- How could you protect yourself without putting yourself in danger?

02 “I am afraid that I will also be bullied if I help someone.”

Explain that this fear is common, but helping does not mean exposing yourself: asking for help works.

03 “If someone is being bullied and tells an adult, they are a snitch.”

Explain the difference:

- **Snitching** is when there is no real harm (e.g., cheating on a test)
- **Asking for help** is when someone is suffering and needs support.

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

Reinforce how important it is to talk about concerns: bullying can affect health. Ask:

- *who else could you go to if you don't want to talk to your parents or partner?* (e.g., teachers, counselors, school support system).

- **Optional question:** “I have personally seen someone in my class constantly mocked or excluded.”
 - Normalize: most will say yes, which shows that bullying affects us all.
- 4. **Brief dialogue** After each statement, invite 2–3 students to explain why they chose “YES” or “NO.”
 - Keep the interventions short, since the topic will be addressed in more depth later.
- 5. **Closing the activity**
 - Summarize with a key idea:

“Bullying is not an isolated problem: it affects us as a group. These statements show us that we all have thoughts and fears about the issue, and that it is worth talking about them.”

Note for the teacher:

- Monitor carefully so that responses do not generate mockery; intervene quickly if it happens.
- Keep the activity dynamic: deeper exploration will come later.
- Use this exercise as an initial “thermometer” to get to know the group’s perceptions.

A4

Activity 4: Video Dynamic – “The Impact of Words”

(Approximately 20 to 25 minutes) Includes viewing the video and the subsequent discussion.

1.4.1 Objectives

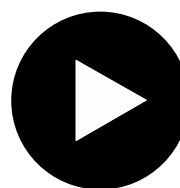
1. Reflect on how negative words (insults, mockery, labels) affect people.
2. Raise awareness that bullying is not always physical: verbal harm also leaves a mark.
3. Promote respect and empathy in everyday communication.

Materials

- ☐ Projector or screen with sound
- ☐ Internet access to play the video (YouTube – The Impact of Words)
- ☐ Blackboard or flipchart to note down key ideas

1.4.2 Steps to facilitate the activity

1. Introduction to the video (2–3 min)
 - Say to the group:
 - *“We are going to watch a video that shows how a girl feels when she starts receiving insults and mockery from her classmates. Pay attention to the words that are used and to what they cause in her.”*
2. Viewing (3–4 min)
 - Play the full video in class.
 - Ask students to observe especially how the protagonist’s expression and mood change.
3. Initial reaction (3–4 min)
 - Ask the group:
 - *“What did you feel when you saw how they treated the girl?”*
 - *“What words did they say to her and what effect did they have on her?”*
 - *“How do you think she felt?”*
4. Guided debate (7–8 min)
 - Lead the reflection with questions:
 - *“Why can words hurt as much as a blow?”*
 - Have you ever seen or experienced something similar?
 - *“What responsibility do those who observe without intervening have?”*
 - Write key ideas on the board such as: pain, sadness, loneliness, self-esteem, indifference, support, respect



Click here!

It is also available in the Power Point and below is the direct link.

<https://www.youtube.com/watch?v=3Jl4KgRLefE>

5. Closing the activity (2–3 min)

- Summarize with the key idea:
 - *“Bullying is not always seen in fights or shoving. Many times it happens with words, insults, or labels that hurt and leave a mark. Every word we say can destroy or can support: we are responsible for the effect they have on others.”*

Teacher’s note

- Monitor reactions: it may stir up personal experiences in students.
- Reinforce the importance of naming the positive as well as detecting the negative.
- If a real case arises in the group, do not address it publicly: acknowledge it and follow up separately.

A5

Activity 5: Paper Cards – Feelings During Bully

(Approximately 25 to 30 minutes) Adapt it according to the number of students and the depth of the discussion.

1.5.1 Objectives

1. Put oneself in the shoes of the different people involved in a bullying situation.
2. Explore the feelings, thoughts, and perspectives of each role.
3. Reflect on the consequences of bullying and on possible ways of finding solutions.

Materials

- ☐ Cards with different roles written on them (victim, bully, parent, bystander, follower, teacher, etc.).
- ☐ Large space in the classroom to form a circle and place the cards on the floor.

1.5.2 Steps to facilitate the activity

1. **Prepare the space**
 - Place the role cards on the floor, inside a circle formed by chairs or by students standing around.
 - Ask the group to stand around the cards, observing all the possible roles.
2. **Assume the roles**
 - Explain the dynamic:
 - *“One by one you will choose a card, stand on it, and say a short sentence from the perspective of that role, expressing what that person might feel or think in a bullying situation.”*
 - Start yourself as the teacher to give an example. Examples:
 - **Victim:** “I don’t want to go to school anymore.”
 - **Victim’s mother:** “What is happening to my daughter?”
 - **Bully:** “It’s fun to pick on others.”
 - **Bystander:** “I hope I’m not the next one...”
3. **Symbolic closure of the role**
 - When everyone has participated, guide the gesture of “taking off the role”:
 - *“Imagine you are wearing a painter’s suit with a zipper. Pull the zipper from your head down to your feet and shake your arms and legs to release the character.”*
 - This helps leave behind the role played and return to neutrality.



4. **Plenary debate:** Lead a group dialogue with the following reflections:

If we remove the victim card

("had to leave school"),

- *what will happen?*



The bully will probably look for another victim, because the root of the problem lies in the bully's behavior, not in the affected person.

If we remove the bully card

("had to leave class"),

- *what will happen?*



Things may calm down, although it is also possible that another student with bullying behavior may emerge.

- *What prevents the people involved from seeking solutions?*
- *What feelings are at play in each role?*
- *Who could contribute to the solution and how?*
- *What do you expect from teachers? And what do they expect from you?*
- *What other support systems could intervene?* (Counseling services, school social work, parents of those involved...).

5. **Perspective toward the next session**

- Connect with what will come next:
 - *"Today we have seen how the different people involved in a bullying situation feel and what they think. In the next session we will talk about another type of bullying: cyberbullying, which happens through cell phones and the internet."*

Teacher's note

- Be careful that students do not use real hurtful phrases; guide them toward general expressions that help understand the role.
- Make sure all roles are represented at least once to show the complexity of bullying.
- Reinforce that no role is "the bad one" or "the good one": all reflect real positions that exist in a bullying case and must be understood in order to intervene.
- The gesture of "taking off the role" is important so that students do not remain emotionally attached to the role they assumed

A1

Day 2. Cyberbullying, civic courage and anti-bullying strategies (1h 40m duration)

Activity 1: Review Circle and Introduction to Cyberbullying (Approximately 10 to 15 minutes) Adapt it to the time and energy of the group.

2.1.1 Objectives

1. Recall what was learned on Day 1 about bullying.
2. Reinforce the roles involved (victim, bully, followers, bystanders, class).
3. Introduce the topic of cyberbullying.

Materials

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

2.1.2 Steps to facilitate the activity

1. **Organize the chairs**
 - Arrange all the chairs in a circle so that everyone can see each other face to face.
2. **Check attendance and recap**
 - Ask if anyone was absent in the previous session and allow classmates to summarize the most important parts of Day 1 (Kim's story, roles, emotions, consequences)-
3. **Ask guiding questions**
 - "What is bullying?"
 - "What did we learn about the different roles in bullying?"
 - "What happens to the entire class in a bullying situation?"
4. **Collect key words**
 - Write down on the board key words that come up (e.g., fear, loneliness, power, indifference, support, responsibility).
5. **Introduce the Day 2 topic**
 - Say:
 - "Today we are going to look at another type of bullying, the one that happens on the internet and with cell phones: cyberbullying. We will see what makes it different and what we can do to stop it."

Teacher's note

- Keep the review brief. The goal is not to repeat everything, but to connect the learning from Day 1 with the new topic.
- Keep the review dynamic: 5-6 students speaking is enough to activate collective memory.
- Do not correct wrong answers immediately: use them as a starting point to go deeper later.
- Reinforce the idea that bullying and cyberbullying do not happen in isolation: they always involve the class.
- If the group is quiet, you can briefly recall Kim's story yourself or mention examples from the previous day to reactivate memory.

A2

Activity 2: Video - No Hate Speech + Debate

(Approximately 15 to 20 minutes) Adapt it to the time and energy of the group.

2.2.1 Objectives

1. Understand what cyberbullying is and its characteristics.
2. Differentiate it from face-to-face bullying and hate speech.
3. Raise awareness about its legal and emotional consequences.

Materials

- ☐ Projector or screen with internet access.
- ☐ Blackboard or flipchart.

2.2.2 Steps to facilitate the activity

1. **Introduce the video**
 - Explain that they will watch a short video about cyberbullying (No Hate Speech).
 - *"This video shows how a message on the internet can turn into hate and cause great harm."*
2. **Watch the video**
 - After this ask students to pay attention to what they feel while watching it.
3. **Open the debate with questions**
 - *"What are the differences between face-to-face bullying and cyberbullying?"*
 - *"What characteristics make it more dangerous?"*
 - Reinforce key ideas: **anonymity, reach, 24/7 availability, permanence of messages, and the simplicity of spreading them.**
4. Explain hate speech refers to messages directed at entire groups, based on prejudice.
5. Emphasize the legal dimension
 - *"Cyberbullying is not a game or a small mistake. It is a criminal offense that can have serious consequences. That's why it's important to talk about it with someone you trust and to keep evidence."*

It is also available in the Power Point and below is the direct link.

<https://www.youtube.com/watch?v=nc-mR8gH8PU>



Click here!

Teacher's note

- Make sure comments do not drift into overly personal experiences; keep them focused on understanding the phenomenon.
- Before showing the video, check that the sound and internet connection work well to avoid interruptions.
- Ask students to write down one word describing how they feel during the video, so the debate flows better.
- Be prepared with a short definition of hate speech, as it may be a new concept for many.
- Set a boundary: this is not about debating politics or religion, but about understanding how hate works on social networks.
- *If you notice nervous laughter, explain that it is normal because the topic is uncomfortable, but ask for respect: "Laughter doesn't mean it doesn't matter, but sometimes it's how we process difficult emotions."*

A3

Activity 3: Game – “Common Messages” (Approximately 20 to 25 minutes) Including reflection.

2.3.1 Objectives

1. Experiencing the impact of digital messages.
2. Reflect on how anonymous and known messages affect differently.
3. Raise awareness that the group has the power to hurt or to care.

Materials

- ☐ A doll or stuffed animal.
- ☐ Laminated cards with mobile messages (both positive and negative).
- ☐ Circle space with chairs

2.3.2 Steps to facilitate the activity

1. **Prepare the space**
 - Arrange the chairs in a circle and place the doll in the center.
2. Explain the dynamic
 - *“This doll represents a real person who is alone, sad, and starts receiving messages on their phone.”*
3. **Distribute the message cards:** Ask them to read them silently first to familiarise themselves with them.
4. **Negative messages round:** Each student takes turns reading aloud a negative message directed at the doll.
5. **Pause and reflection:** Ask
 - *“How would the doll feel when receiving these messages?”*
 - *“Is it different if the message comes from someone known or anonymous?”*
6. **Explain:**
 - Digital messages can be stored, forwarded, and spread quickly.
 - Legally, they can be considered insults, defamation, threats, or violations of image rights.
7. **Positive messages round:** Now ask each student to share a positive message with the doll (e.g., “You are important,” “You can count on me”).
8. **Group closing reflection:**
 - *“How did you feel when saying negative messages? And when saying positive messages? Just like on the internet, we can choose: our words can destroy or they can help.”*

Your voice matters.

You have incredible strength.

Don't let anyone dim your light.

Teacher's note

- Do not allow students to invent real messages from the group. Use only the prepared cards.
- **Never place a student in the center:** the doll or stuffed animal symbolizes the victim to protect the group emotionally.
- Read the **first (negative) message** yourself to model how it is done and to set a serious tone.
- If the group takes it as a joke, pause and ask:
 - *"Why do you think some people don't realize the harm of their words?"*
- Remember to explain that positive messages also circulate and are very powerful: this prevents the activity from focusing only on the negative.
- Have extra cards ready: if the group is large, ensure everyone participates.
- After the positive round, encourage reflection: *"What difference do you notice now in the classroom atmosphere?"*

A4

Activity 4: Exercise – “Silent Steps Forward”

(Approximately 15 to 20 minutes)

2.4.1 Objective

1. Make visible how frequent bullying and support are.
2. Foster empathy and reflection on the class climate.

Materials

- ☐ Large space so the group can form a big circle.

2.4.2 Steps to facilitate the activity:

1. **Form the circle:** the class form a large circle.
2. Explain the dynamic
 - *“I am going to read sentences. If you have ever seen it or experienced it yourself, take a step forward into the circle in silence.”*
3. **First round – negative experiences**
 - Examples: seeing hitting, insults, exclusion, threats, pushing, rumors.
4. **Second round – positive experiences**
 - Examples: receiving help, support with studies, defense against injustice, a compliment, someone trusting you.
5. **Return to the big circle after each round**
6. Group debate: ask
 - *“What did you observe?”*
 - *“What is the climate like in our class?”*
 - *“What can we improve to feel safer and more supported?”*

Teacher’s note

- Reinforce that nobody is alone: the exercise shows that almost everyone has seen or lived these situations.
- **Emphasize that the exercise must be done in complete silence:** words or laughter break the impact.
- If you notice discomfort, remind students that no one has to explain themselves: the step forward speaks for itself.
- Stand in the circle and participate yourself; this builds trust and shows that everyone is involved.
- After the first (negative) round, pause briefly before beginning the second (positive) to “reset” the atmosphere.
- **Reinforce that the activity is not about pointing fingers but recognizing that most of us have been exposed to these situations.**
- At the closing, avoid leaving it only on the negative: balance by highlighting the steps forward in supportive experiences.

A5 Activity 5: Strategies Against Bullying – Review of Class Rules

(Approximately 10 to 15 minutes)

2.5.1 Objectives

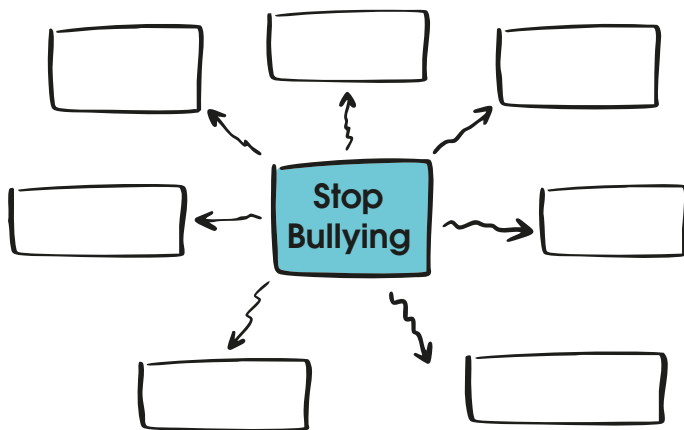
1. Identify strategies to prevent and stop bullying and cyberbullying.
2. Review existing class rules and strengthen them with specific anti-bullying measures.
3. Encourage collective responsibility for maintaining a safe and respectful environment.

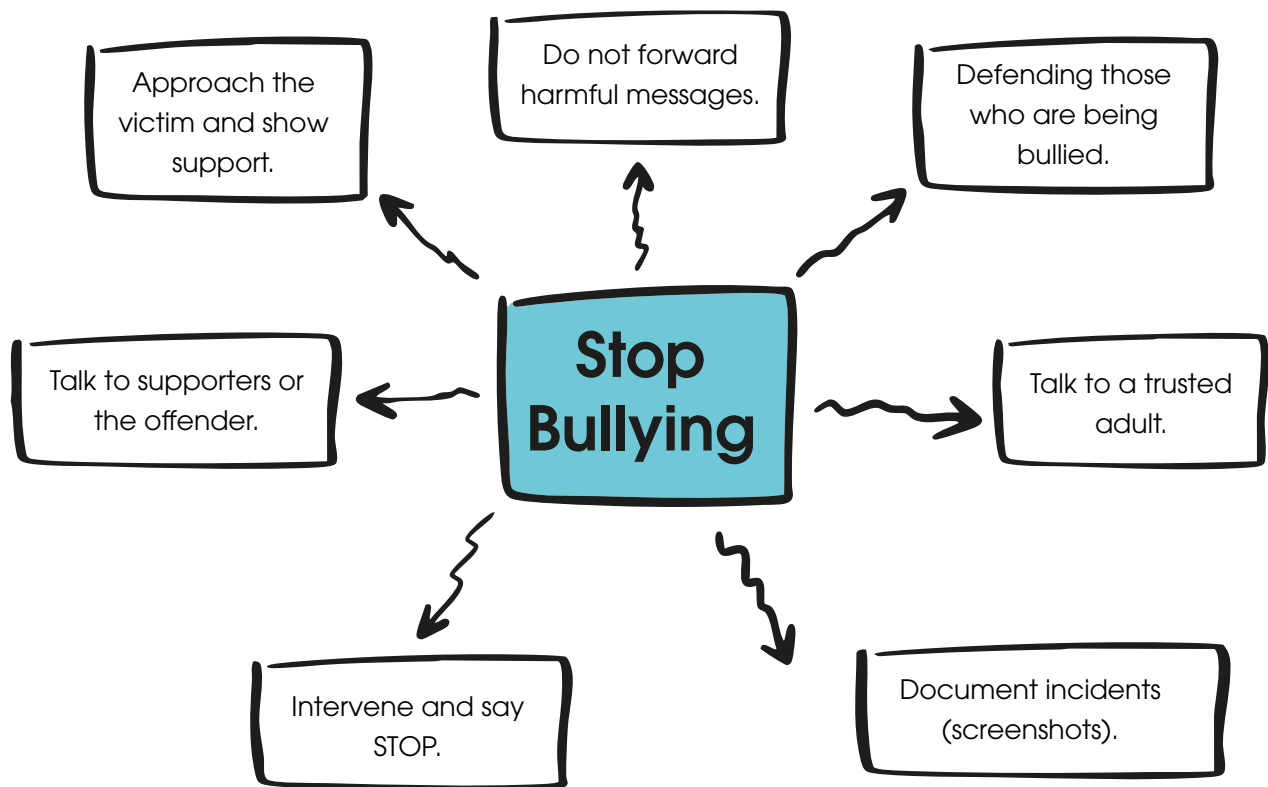
Materials

- ☐ Blackboard or flipchart.
- ☐ Markers.

2.5.2 Steps to facilitate the activity

1. Introduction:
 - *“We’ve already talked about bullying and cyberbullying, and we’ve seen 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. Brainstorm what to do if someone feels mistreated.
 - Defending those who are being bullied.
 - Talk to a trusted adult.
 - Do not forward harmful messages.
 - Approach the victim and show support.
 - Talk to supporters or the offender.
 - Intervene and say STOP.
 - Document incidents (screenshots).
3. Rank the proposals with the group:
 - What each individual can do.
 - What the class can do.
 - What to do on the internet
4. Write a short "pact" or list of conclusions on the blackboard.
 - Check if the class already has rules. Compare them with the new ideas.
 - Ask: *“Are our current rules enough to prevent bullying and cyberbullying? What should we add?”*
5. Closing reflection
 - *“Bullying is not only a problem for one person, but also a challenge for everyone. As a class, we can take responsibility for protecting and supporting each other.”*





Teacher's note

- If time permits, turn it into a mural to be displayed in the classroom.
- Start by asking what rules already exist in the classroom to recognise what works.
- Avoid turning it into a 'moralistic' list: guide them to come up with realistic strategies that they can actually implement.
- Encourage them to write the strategies in their own words (not in adult terms).
- If there are many ideas, sort them into three columns: individual - group - online so that the scope is clear.
- Reinforce that not everyone has to confront the aggressor directly: seeking help is also a valid strategy.
- Suggest that the mural or list be hung up in class so that it can be reviewed later.

A6

Activity 6: Closing Circle – Self-love Cards

(Approximately 10 to 15 minutes) Adapt it depending on available time.

2.6.1 Objectives

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

Materials

- ☐ One circular card or self-love card per student.
- ☐ Colored markers.
- ☐ (Optional) Tape to hang the cards on the classroom wall.

2.6.2 Steps to facilitate the activity

1. **Preparation:** Give each student a paper plate or circular card. Ask them to write their name clearly in the center.
2. Instruct them to write a message of self-love or a positive reminder.
 - Examples: "I am strong", "I am valuable", "I am glad I exist".
 - Optional: let them decorate the card with colours or symbols.
3. Compliment round:
 - Students circulate around the classroom, passing the cards from hand to hand.
 - Everyone writes a positive message on each other's card.
 - Make sure everyone gets at least one message from each partner.
4. Personal reading
 - When finished, students collect their own card and read the compliments silently.
 - Allow a few minutes of silence for them to enjoy the messages.
5. Short closing round:
 - Each student can share (if they wish) their card with the group or keep it as a personal memento.
6. End with verbal reinforcement:
 - *"Today we have seen that words can hurt, but also heal. Let's use them to support each other and create a climate of respect".*



Teacher's note

- Remember that this exercise is not about art, but a personal symbol. It can be repeated at any time during the course.
- Have examples of self-love messages (e.g. "I am important", "I have good things to contribute") ready to inspire the group.
- If a student does not want to write about him/herself, he/she can write a general positive sentence and then transform it into a personal one.
- **Make sure that the sentences do not become jokes or ironies: ask that they are respectful and sincere.**
- If time permits, encourage decorating the cards: this reinforces the sense of ownership of the message.
- You can suggest that they keep the card in their pencil case or diary to look at during difficult times.
- Finish by thanking them for their participation and reinforce the message: "We all have the right to feel valued. Respect starts with ourselves and multiplies when we share it with others."

AC1

Complementary activities. (40m total duration)

Activity 1: The Anonymous Message Box (Approximately 15 to 20 minutes + periodic reviews.)

3.1.1 Objectives

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

Materials

- ☐ A decorated box or mailbox (physical or virtual).
- ☐ Small slips of paper.
- ☐ Pens or pencils.

3.1.2 Steps to facilitate the activity

1. Place the box in a visible and accessible spot in the classroom.
2. Explain that anyone can use it anonymously to leave messages about how they feel, something unfair they have seen, or to share advice or a positive message.
3. Dedicate a moment in class for everyone to write something (real or invented) and put it in the box.
4. Open some messages at random and read them aloud (without identifying authors).
5. Lead a short reflection on what was shared:
 - *"What can we learn from these messages?"*
 - *"What things should we improve as a group?"*
6. Close by reinforcing that this space is meant to support and improve coexistence.

Teacher's note

- Always maintain anonymity: never try to guess who wrote what.
- Use the messages as a starting point for group reflection, not for accusations.
- If serious messages appear (violence, threats, explicit exclusion), address them with seriousness and privately, outside the group.
- Reinforce that asking for help is not snitching, but seeking solutions.
- You can keep the box as an ongoing tool during the school year and review it weekly.



AC2

Activity 2: The Web of Trust (Approximately 15 to 20 minutes)

3.2.1 Objectives

1. Visualize the importance of group unity.
2. Reinforce the idea that the class is stronger when it acts together.
3. Encourage trust, respect, and cooperation among classmates.

Materials

- ☐ A ball of yarn or string.
- ☐ Enough space for the group to form a circle.

3.2.2 Steps to facilitate the activity

1. Ask the group to sit or stand in a circle.
2. Hold the end of the yarn and say a positive quality or a supportive message to a classmate.
3. Throw the yarn ball to that person while keeping hold of your end.
4. The classmate repeats the dynamic: says something positive to another person and throws the yarn ball, holding onto their part of the thread.
5. The process continues until everyone has participated and a visible web forms in the center.
6. Ask everyone to pull the thread at the same time to feel the strength of the web.
7. Have one student let go of their thread and reflect on how the structure weakens.
8. Close by highlighting that every person is important for the group to remain strong and protected.

Teacher's note

- Encourage messages to be positive, sincere, and specific (no jokes or ambiguous comments).
- If a student doesn't know what to say, suggest examples: "I like how you help me in class," "You are someone I can trust."
- Participate in the dynamic yourself to model the positive tone.
- Keep the yarn ball as a symbol: you can repeat the activity later to compare how the group's trust has evolved.
- Reinforce the idea that each thread represents a real connection: when someone is missing or doesn't feel supported, the entire web loses strength.

Checklist material by activity

Day 1. Bullying in General

Introduction and Presentation

- ☐ Classroom arranged in a circle of chairs
- ☐ (Optional) Blackboard/flipchart and markers

Introduction Round – Positive Qualities

- ☐ Classroom organised in a circle of chairs

Display Game – Yes / No

- ☐ Large poster with “YES”
- ☐ Large poster with “NO”
- ☐ Wide space in the classroom to move around

Video Activity – “The Impact of Words”

- ☐ Projector or screen with sound
- ☐ Internet access to play the video
(YouTube – The Impact of Words)
- ☐ Blackboard or flipchart to note down key ideas

Paper Cards – Feelings During Bullying

- ☐ Cards with written roles
(victim, bully, follower, bystander, teacher, parent, etc.)
- ☐ Large space to form a circle and place the cards on the floor

Day 2. Cyberbullying and Support Strategies

Review Circle – Remembering the Previous Day

- ☐ Classroom in a circle of chairs
- ☐ Blackboard/flipchart and markers (optional)

Video – No Hate Speech + Debate

- ☐ Projector or screen with sound
- ☐ Internet access to play the video No Hate Speech
- ☐ Blackboard or flipchart to collect key ideas

Game – Common Messages

- ☐ A doll or stuffed animal
- ☐ Laminated cards with mobile phone messages
(negative and positive)
- ☐ Circle space with chairs

Exercise – Silent Steps Forward

- ☐ Large space for the whole group to form a big circle

Strategies Against Bullying – Review of Classroom Rules

- ☐ Blackboard/flipchart and markers

Closing Circle – Self-Love Cards

- ☐ Circular cardboards or self-love cards
(one per student)
- ☐ Colored markers
- ☐ (Optional) Adhesive tape to hang the cards

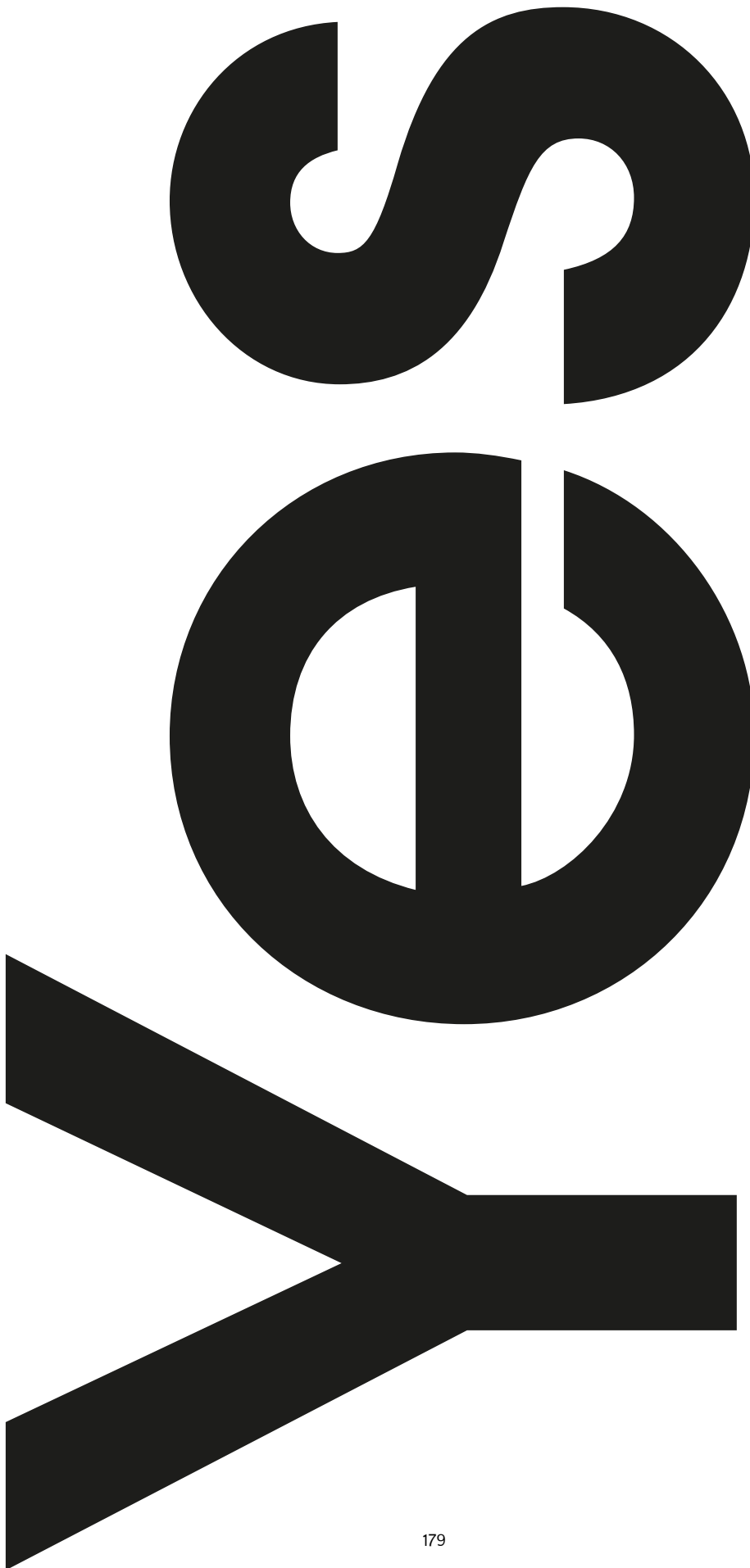
Complementary activities

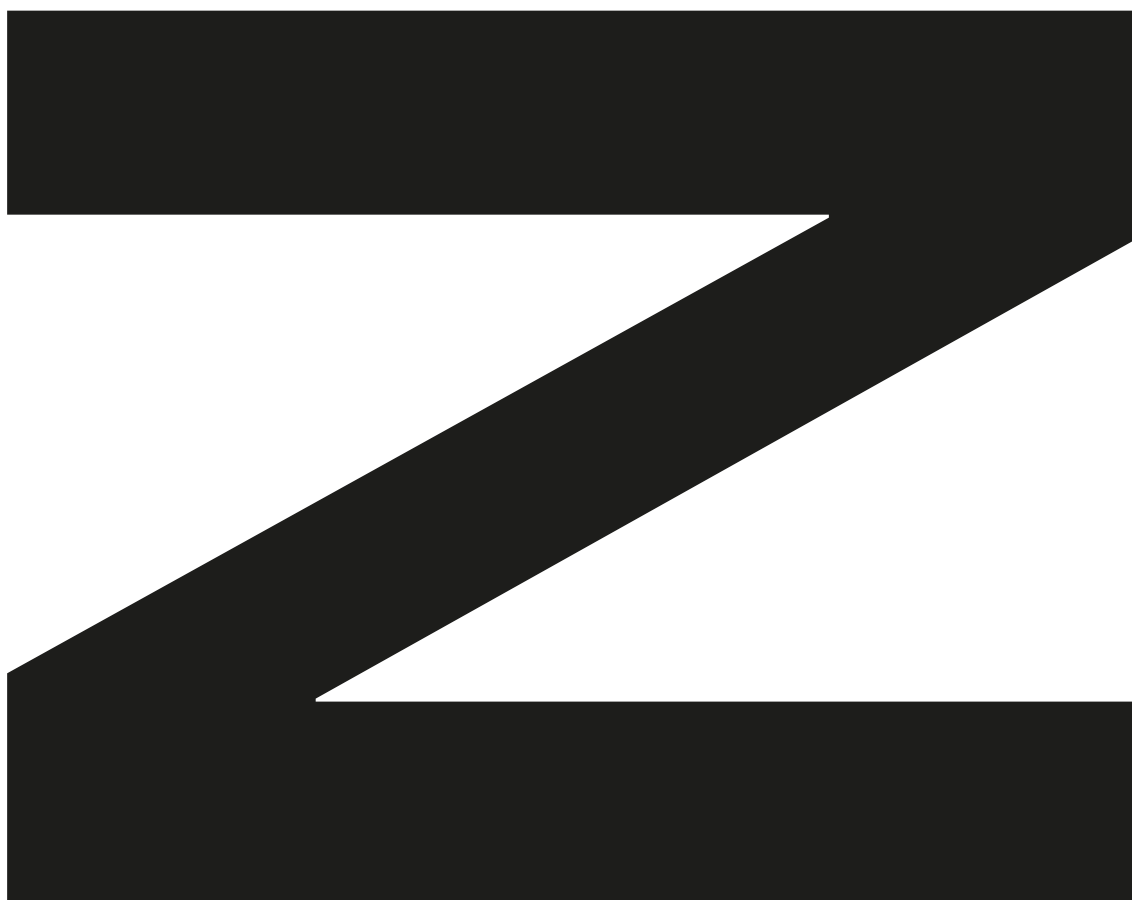
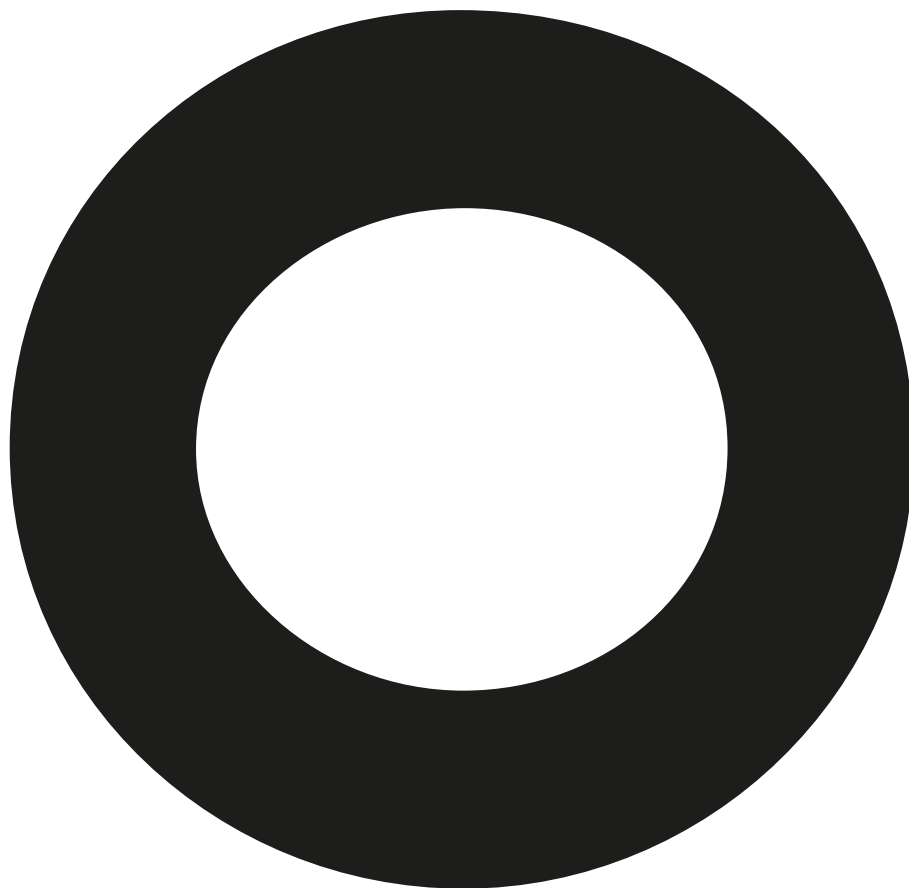
The Anonymous Message Box

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

The Web of Trust

- ☐ A ball of yarn or string
- ☐ Large space for everyone to form a circle







Victim



Bystander



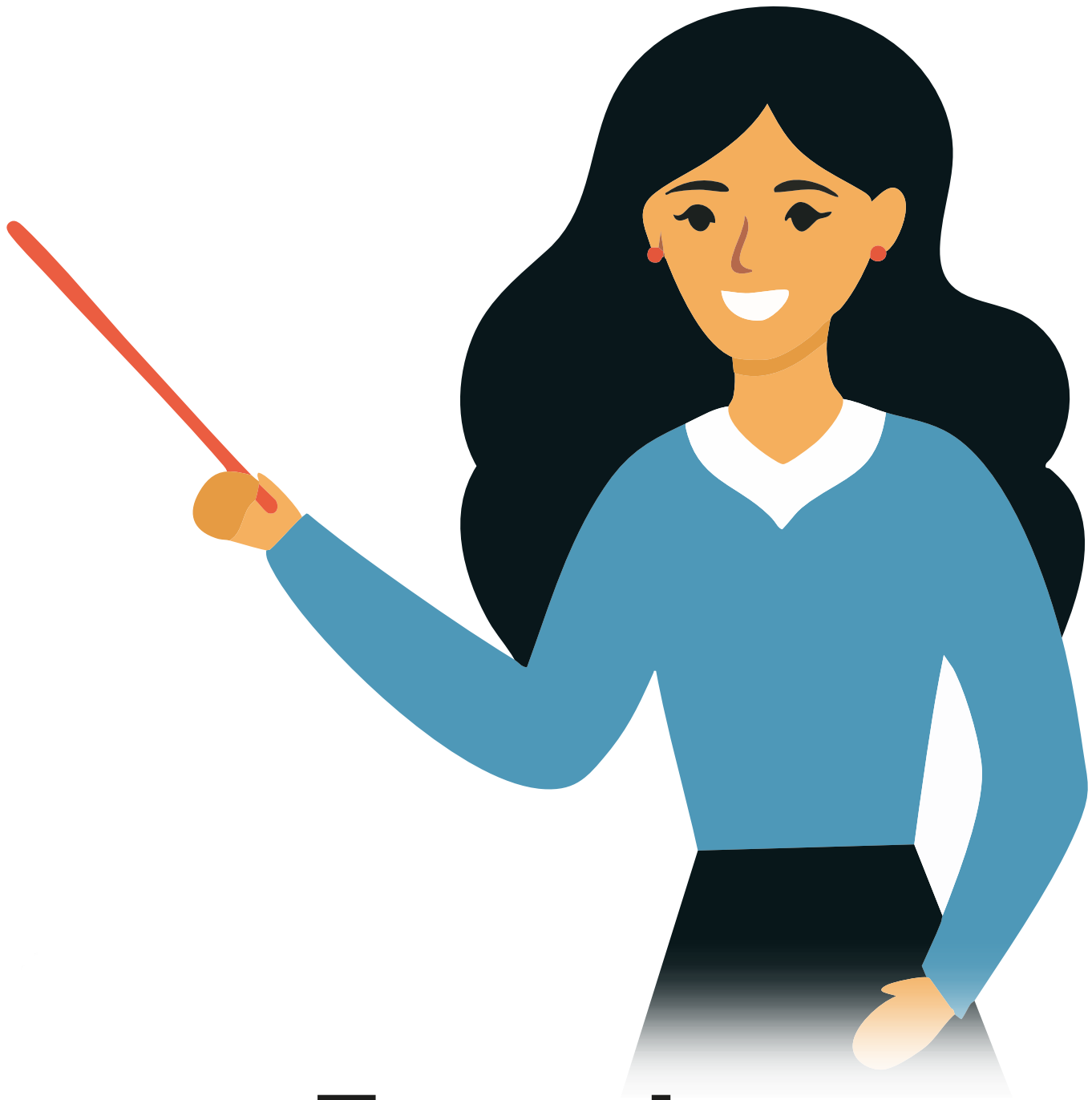
Bystander



Follower



Bully



Teacher



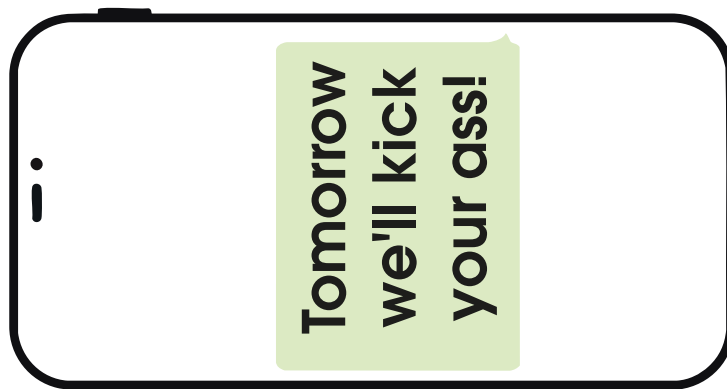
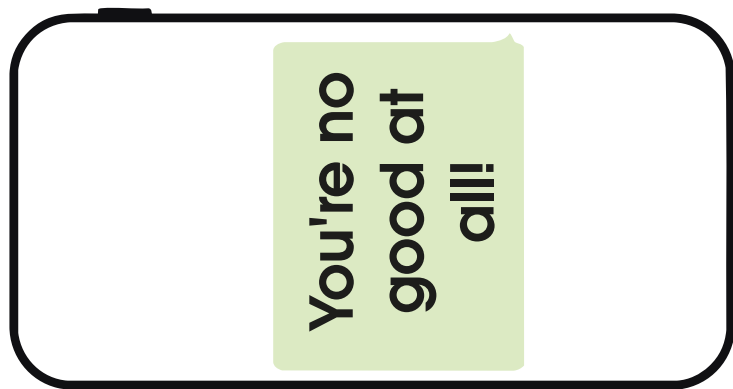
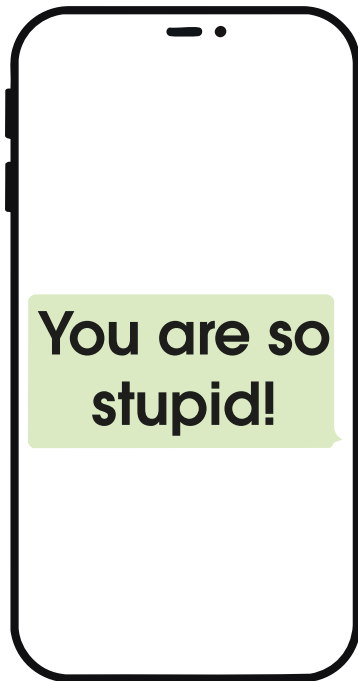
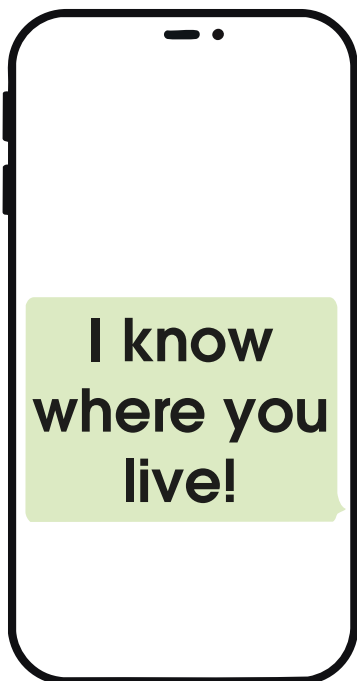
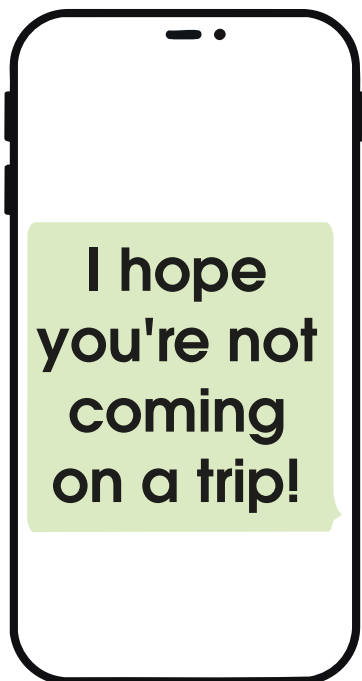
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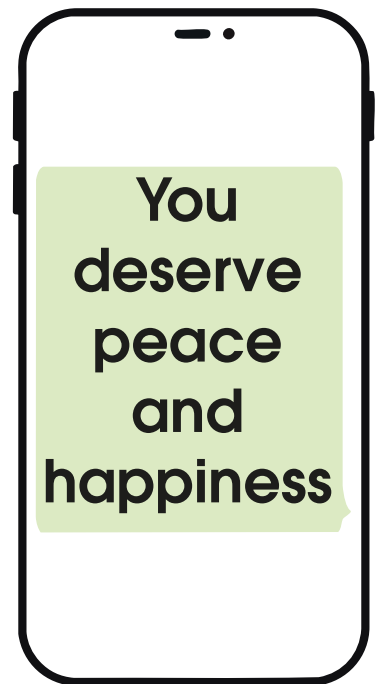
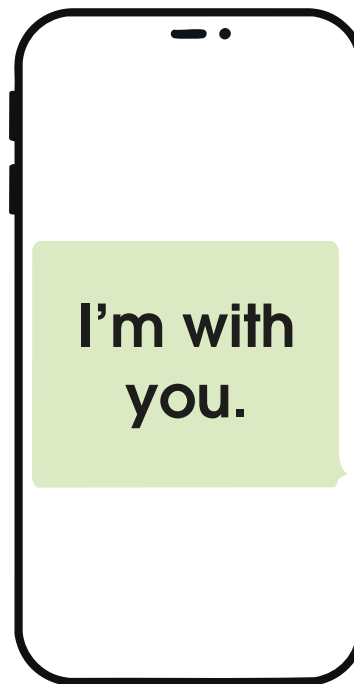
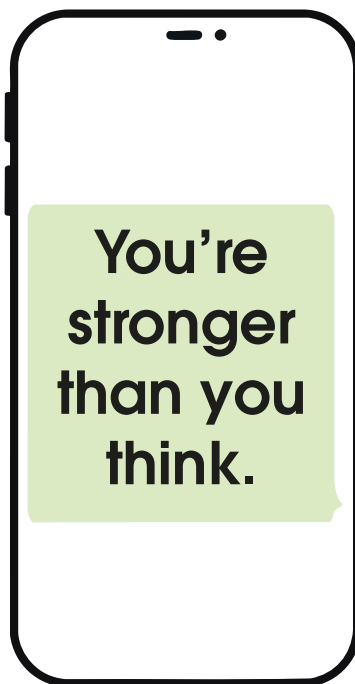
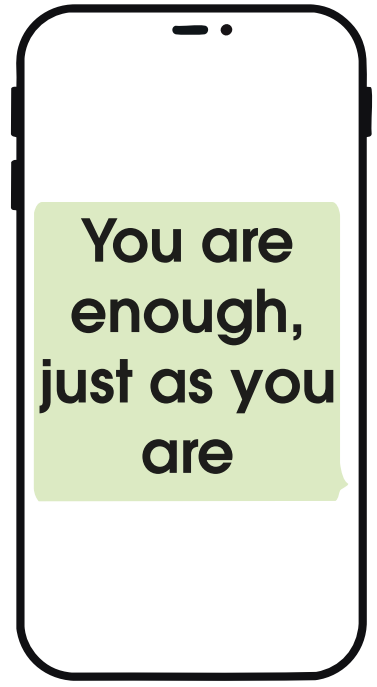
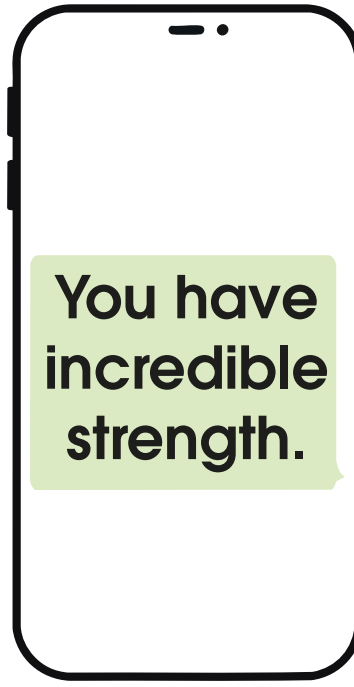
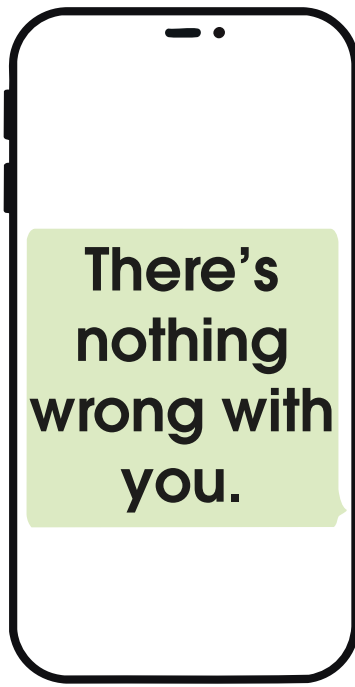
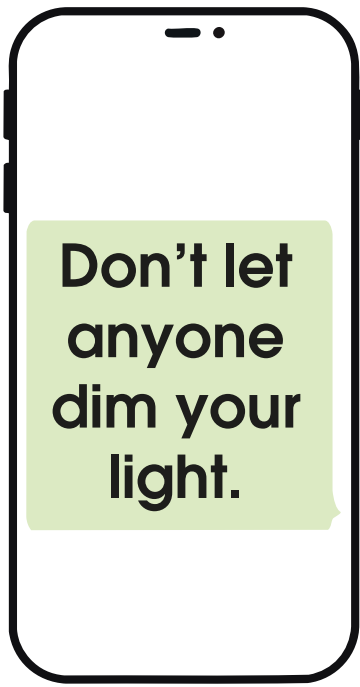


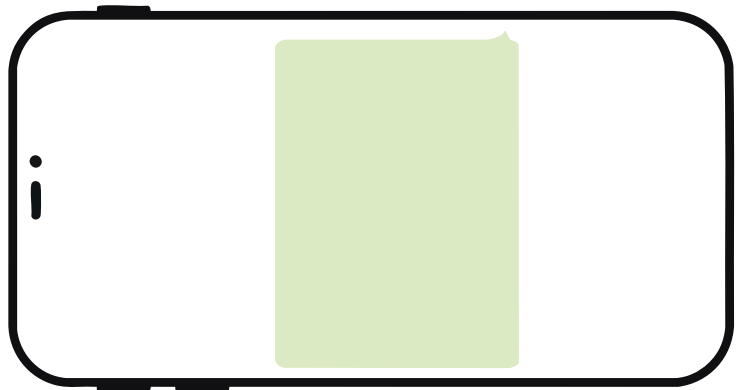
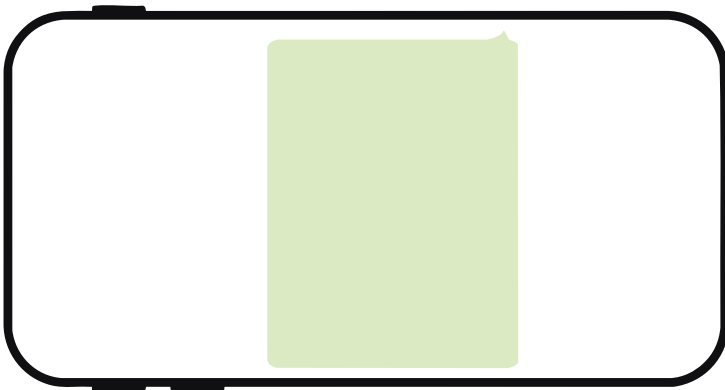
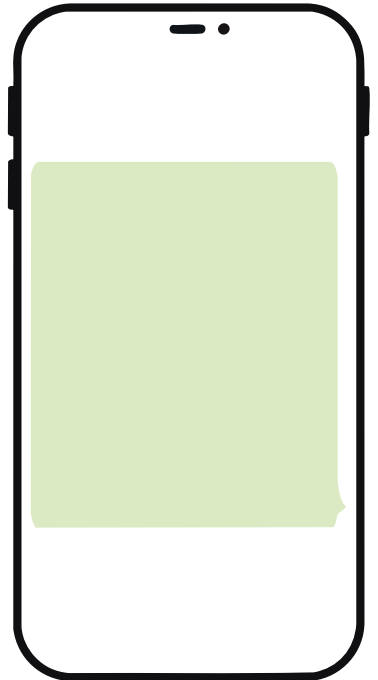
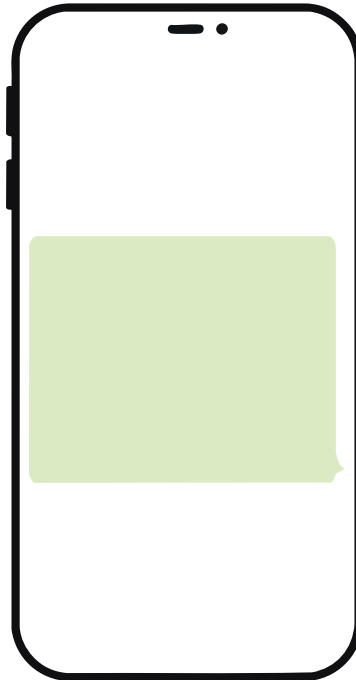
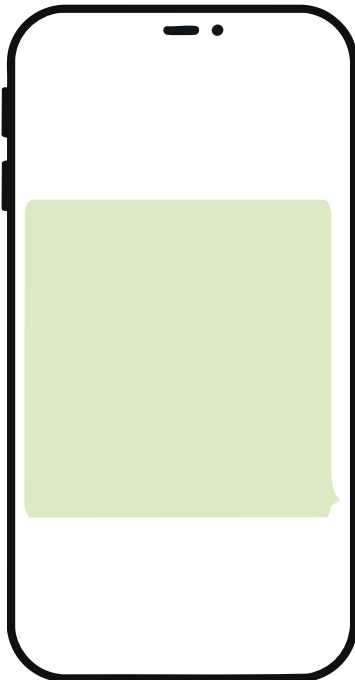
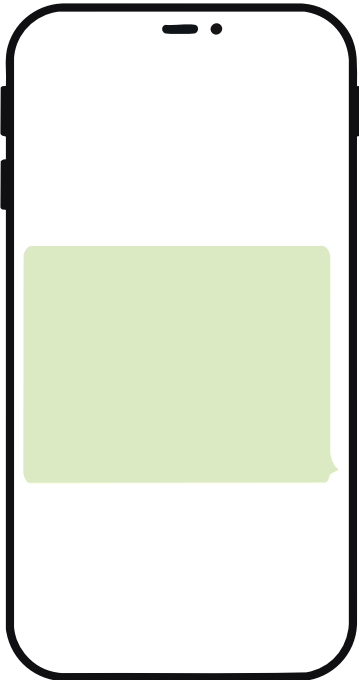
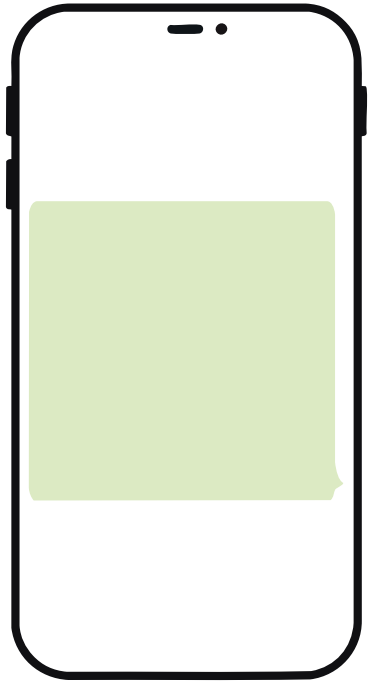
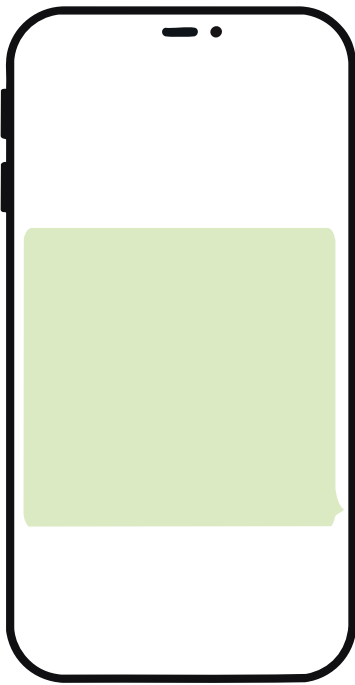
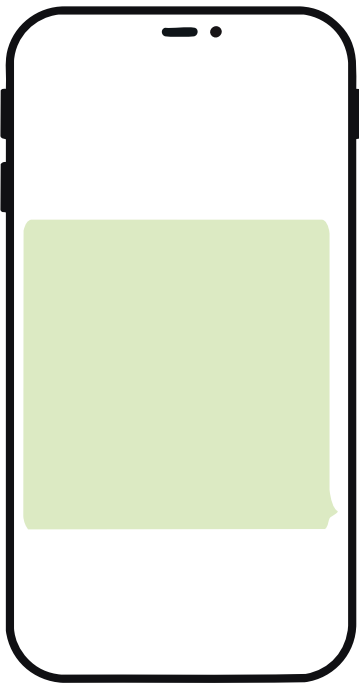
Bully's parents



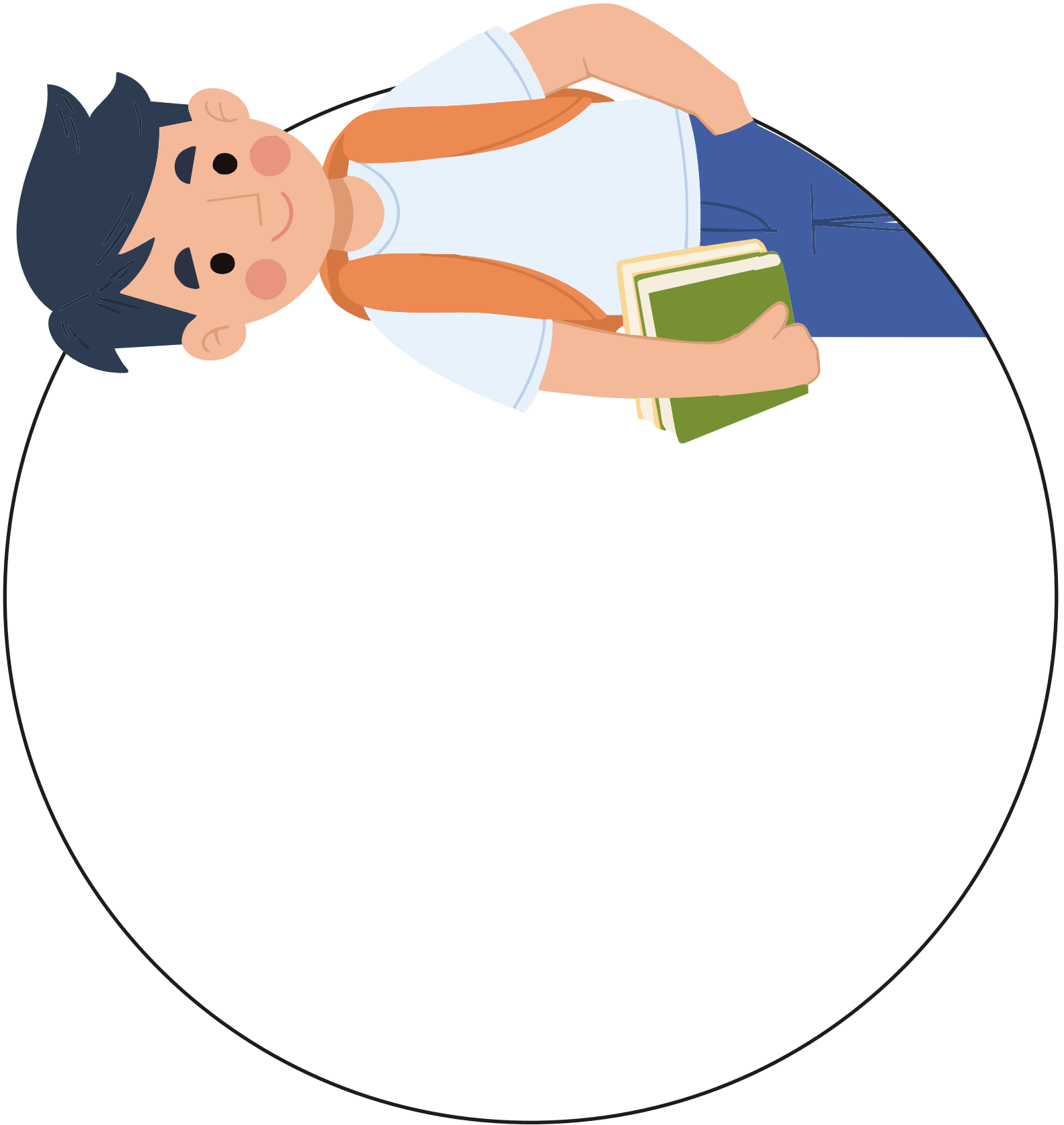
Victim's mother













*You are very
intelligent
I admire your
courage.*

**"I am a very
good friend".**

You are so funny

I love your smile

You are beautiful.



Shame

Guide for teachers



Secondary activity

GENERAL INTRODUCTION

Shame is an emotion very much present during **adolescence**. As students begin to build their own **identity** and attribute greater importance to the **opinion of others**, this emotion can be perceived with greater intensity. It manifests when someone feels **exposed, judged or different, and can influence participation, coexistence and self-confidence**.

In class, shame can manifest in many ways: fear of making mistakes, a desire to go unnoticed or even defensive attitudes such as anger or derision. Although it is often experienced as something uncomfortable, **shame plays an important function, as it helps us to recognise limits, to empathise with others and to strengthen our sense of belonging to the group**.

This module proposes to **recognise, understand and normalise shame**, encouraging students to express it without fear of being judged. Through **participatory dynamics, dialogue and reflection**, it invites exploration of **triggers and typical responses** to this emotion and discovery of healthier ways to deal with it in school life.

Module objectives:

- Make shame visible as a **shared emotion** but experienced in a **personal way**.
- Identify the **most common triggers** of shame, according to Stephan Marks.
- Analyse **behaviours and responses** to shame using **Donald Nathanson's Compass of Shame**.
- Reflect on **school situations** that generate shame and build **prevention and mutual support strategies**.

Key words

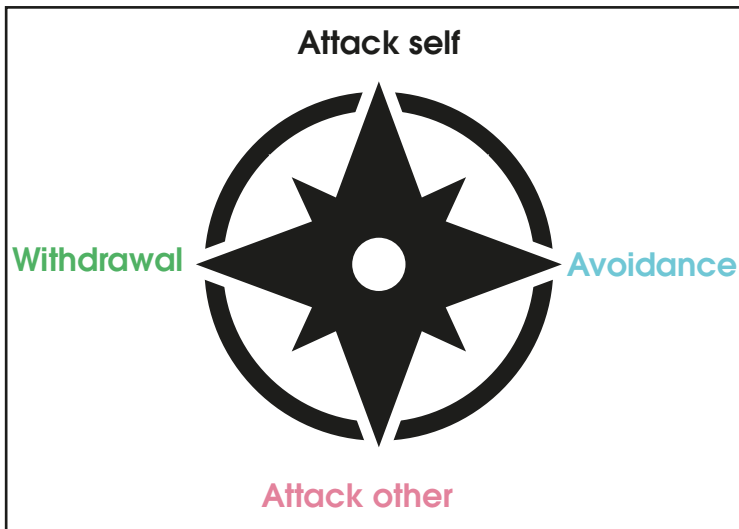
- Shame
- Social emotions
- Self-regulation
- Self-esteem
- The gaze of others
- Belonging
- Acceptance
- Rejection
- Respect
- Emotional expressivity
- Empathy
- Personal boundaries
- Safe school climate
- Emotional support
- Body awareness and shame

Module 6 Expected Results

By the end of this module, **students** should be able to recognise how **shame manifests in daily life**, reflect on its effects on self-esteem and **communication**, and develop strategies to deal with it in a more **mindful, empathetic and free** way.

The compass of shame (Donald Nathanson)

When we feel shame, we tend to react in different ways. Nathanson identifies four main directions:



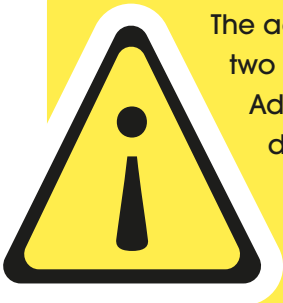
- **Withdrawal:** moving away, hiding or avoiding being seen.
- **Avoidance:** joking, distracting oneself or minimising what happened.
- **Attack other:** blaming or mocking others to deflect attention.
- **Attack self:** criticising or punishing oneself internally.

The objective of the work in class is for students to learn to **recognise these responses, to understand them and to transform them** into healthier and more empathetic attitudes.

Shame triggers (Stephan Marks)

- Feeling **marginalised** or **excluded**.
- Feeling **defenceless** or **exposed** (for example, in personal or intimate matters).
- Not feeling **recognised** or **seen**.
- Acting against **one's own values** or **norms**.
- Feeling shame for the **behaviour of others**.

"When we understand shame, it stops controlling us."— Inspired by Brené Brown



The activities in this module can be carried out in a single 90-minute session or divided into two 45-minute blocks.

Adapt the pace to the group: if you notice intense emotions emerging, dedicate time to dialogue and emotional closure.

The material can be used in paper or digital format and can be integrated into the tutoring plan or as part of the work on coexistence and emotional well-being.

Recommendations for teachers

- Create a **space of trust** where participation is valued without judgement.
- Use examples relevant to **their age group** (friend groups, social media, class, etc.).
- Avoid exposing students unnecessarily: offer **anonymous or group participation** options.
- Reinforce **empathy, listening, and respect** as core group values.
- Conclude each session with a brief reflection to provide emotional closure to the topic.

P1

PHASE 1 – Introduction: "The individuality of shame" (10 Minutes)

1.1.1 Objective

1. To introduce the theme of **shame** in an experiential and participatory way, showing that we all feel it, even though every person experiences it differently.

Materials

- ☐ Coloured cards: (red/green)
- ☐ List of phrases on everyday situations
- ☐ Whiteboard or flipchart and markers
- ☐ Classroom arranged in a circle or semi-circle
- ☐ (Optional) Soft music or a bell to mark the start or end of the activity

1.1.2 Activity procedure:

1. Presentation of the topic: start by briefly explaining:

- *"Today we are going to talk about an emotion we all know: shame. Sometimes it appears when we think others are looking at or judging us, or when we feel we have done something different or wrong. It is not a negative emotion; it helps us understand how we feel with others."*

2. Card game: "Would I be ashamed if...?"

- Explain that you will read several phrases and each student must raise a card:
 - Red: "Yes, I would be ashamed."
 - Green: "No, I would not be ashamed."
 - Suggested phrases:
 - Falling over in front of my friends.
 - No one reacting to one of my social media posts.
 - Making a mistake while reading in class.
 - Being the only one not invited to a party.
 - Getting a bad grade in a subject I am good at.
 - Public speaking.
 - Someone seeing my room in a mess.

3. Brief debate and observation

- After each round, invite the group to comment:
 - *"Do we agree on the same things? Why are some situations more embarrassing than others?"*
- Note key words on the whiteboard (fear, laughter, error, group, judgement).

4. Closing the phase

- *"Every person feels shame for different things. The important thing is not to avoid it, but to understand what happens to us when it appears."*

No, I would not be ashamed

Yes, I would be ashamed

Note for the teacher:

- Avoid analysing or judging **personal responses**.
- If laughter breaks out, explain it as a **natural way** of managing discomfort.
- Maintain a **warm and light tone** without trivialising the subject.

P2 PHASE 2 – Development: "Understanding shame" (30 Minutes)

1.1.1 Objective

1. To understand what shame is, how it manifests, what triggers it, and its function in social coexistence.

Materials

- ☐ Whiteboard, flipchart, or digital projection
- ☐ Markers or coloured felt-tip pens
- ☐ Visual diagram or support slide with: Shame triggers (Stephan Marks) and Compass of Shame (Donald Nathanson).
- ☐ Everyday examples of school or social situations
- ☐ (Optional) Printed emotion sheets or emojis to visualise feelings.

1.1.2 Activity procedure:

1. Initial activation

- Write the word SHAME on the whiteboard.
- Ask the group to share words or ideas they associate with it.
 - "There are no right or wrong answers. What we say now will help us understand how we perceive this emotion."

2. Presentation: what is shame?

- Explain that shame is a natural emotion we all feel when we believe others are judging us or that we might lose group acceptance.
 - **How does shame manifest?** It is painful; one feels small/inferior, can no longer concentrate, and wants to "sink into the ground".
 - **What does shame look like?** It varies, but often involves blushing and lowering one's gaze.
 - **What is the purpose of shame?** To conform to the group, to behave according to one's own ideas / shame as a fire alarm.
- **Discussion:** Is the feeling of shame positive or negative?

3. Stephan Marks' Triggers

- Explain and comment on everyday examples:
- Feeling **excluded or outside** the group.
- Feeling **defenceless or exposed**.
- Not feeling **recognised or seen**.
- Acting against **one's own values**.
- Feeling shame for the **behaviour of others**.

4. Ask:

- "Do you recognise any of these in real situations at school or in the group?"

5. The Compass of Shame (Donald Nathanson)

- Draw a circle divided into four parts and describe them:
 - **Withdrawal:** hiding, avoiding.
 - **Avoidance:** joking or minimising.
 - **Attack other:** blaming, mocking, or deflecting attention.
 - **Attack self:** criticising or punishing oneself.
- Ask:
 - *"Which of these reactions is most familiar to you? Which do you think helps most to improve relationships?"*

6. Paired exercise (5 min)

- Each pair invents an embarrassing situation and decides what the most likely reaction would be according to the compass.

7. Sharing and summary

- Note the examples on the whiteboard and classify them according to the compass.

"We cannot avoid feeling embarrassed, but we can choose how to act. When we understand it, it stops controlling us." Quando lo capiamo, smette di controllarci".

Note for the teacher:

- Use **relatable examples** (class, social media, friend groups).
- Maintain an **analytical approach**, not a confessional one.
- Reiterate that **all emotions are valid** and serve a function.

P3

PHASE 3 – Consolidation: "Identifying and classifying shame" (15–20 Minutes)

2.1.1 Objective

1. To apply theoretical knowledge through case analysis. To identify triggers and reactions, promoting empathy and reflection.

Materials

- ☐ Sheets or cards with examples of real or hypothetical situations.
- ☐ Whiteboard or model of the Compass of Shame.
- ☐ Pens or pencils.
- ☐ Clock or stopwatch.

2.1.2 Activity procedure:

1. Work organisation.
2. Divide the class into groups of 4–5 students.
3. Give each group a card with an example situation.
 - Explain the instructions:
 - "You will analyse each case to discover what causes the embarrassment and how the person reacts. Then we will see what healthier alternatives exist."

Group work examples:

01 Sabrina has a group of five friends. When she goes to the shopping centre with her mother, she sees that the other four are there and, apparently, have made plans without her. Sabrina approaches and insults them.

Trigger:
marginalisation or exclusion.

Verhalten:
Angriff auf andere

02 Matías, Simón's best friend, is ill. During break, Simón spends time with other boys who start making fun of Matías. Simón joins in the laughter.

Once home, he thinks: "I am a terrible friend! I don't deserve to have friends!".

Trigger:
acting against one's own values.

Behaviour:
attack self.

03 Steffi confides a personal secret to her best friend and later regrets it. She feels uncomfortable and avoids seeing her for several days.

Trigger:
feeling defenceless or exposed.

Behaviour:
avoidance/withdrawal.

04 Lukas gets an excellent mark in maths. When he gets home he wants to tell his mother, but she is on the phone and sends him away. Lukas shuts himself in his room for the rest of the day.

Trigger:
not feeling recognised.

Behaviour:
withdrawal.

4. Group analysis

- Each group identifies:
 - Which trigger appears.
 - What type of reaction manifests.
 - What more empathetic or constructive alternative could be applied.

5. Sharing

- Each group shares its conclusions.
- Write key ideas on the whiteboard.

Closing the phase

"Understanding why we feel shame and how we react gives us power over the emotion. We can respond with empathy instead of impulsivity."



Note for the teacher:

- Keep the Marks and Nathanson diagrams visible during the exercise.
- Avoid turning the examples into moral judgements.
- If real experiences emerge, validate them without prying.
- Promote listening and mutual respect.

P4

PHASE 4 – Conclusion: "Shame at school and prevention" (30 Minutes)

2.1.1 Objective

1. To reflect on how shame manifests in the school environment and to build, together, strategies to prevent or reduce it.

Materials

- ☐ Large sheets or flipchart paper (mural style)
- ☐ Markers or coloured felt-tip pens
- ☐ Sticky notes or post-its
- ☐ Large poster with the title: "How can we create a school without shame?"
- ☐ (Optional) Adhesive tape or drawing pins to hang the mural in the classroom
- ☐ (Optional) Box or envelope to collect anonymous messages with personal commitments

2.1.2 Activity procedure:

1. **Small group work**
 - Ask students to think of school situations where shame often appears (e.g. presentations, confrontations, public mistakes, being teased).
 - Each group writes the examples on sticky notes.
2. **Creating the mural**
 - Each group places its sticky notes on the mural under three columns:
 - Situations that generate shame.
 - How they make us feel.
 - What we can do to improve the situation.

Situations that generate shame

How they make us feel

What we can do to improve the situation

3. Group discussion and closing

- Comment on the completed mural with the class:
 - *"What patterns do we see? What could we change as a group?"*
 - *"What do I need to feel more at ease when I feel shame about something?"*
- Propose closing the workshop with a collective phrase or a **written commitment**.

4. Suggested emotional closure

"Embarrassment decreases when we treat each other with respect and empathy. We can all contribute to creating a classroom where no one is ashamed to be themselves."

Note for the teacher:

- Maintain a **safe and collaborative** environment.
- Reinforce **constructive suggestions** and avoid focusing solely on the problems.
- Leave the mural visible during the week to **keep the message alive**.

4.1.1 Objective

1. To promote **empathy** and emotional normalisation through the anonymous sharing of situations where shame emerges.

Materials

- ☐ Small slips of paper or paper cut into strips
- ☐ Box, large envelope, or decorated bag
- ☐ Whiteboard or flipchart
- ☐ (Optional) Decorative label: "Things that unite us"
- ☐ Markers or pens

4.1.2 Activity procedure::

1. Explain that **we all experience shame** and that sharing it anonymously helps us understand each other better.
2. Each student writes down (real or invented) a moment when someone might feel shame, **without using names**.
3. Collect the papers, read a few aloud, and comment:
 - *"Why does that situation cause shame?"*
 - *"What would help that person?"*
4. Conclude by emphasising:
 - *"We have all felt shame. Understanding this unites us and makes us more respectful."*

Note for the teacher:

- Maintain a **respectful and confidential** tone.
- If a sensitive case arises (harassment, exclusion), **validate** it and handle it at another time.
- You can keep the box as a **symbol of the group**.



AC2

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

4.1.1 Objective

1. To help students assess the **intensity of shame** and recognise that everyone experiences it differently.

Materials

- ☐ Cards or circles in three colours: (Red/Yellow/Green)
- ☐ List of situations prepared by the teacher
- ☐ Free space in the classroom for moving or grouping by colour
- ☐ (Optional) Large posters with the three colours and their meanings

4.1.2 Activity procedure:

1. Explain the dynamic:
 - *"Each colour indicates how much a situation would influence you."*
2. Read the phrases one by one.
 - E.g.:
 - Posting something and receiving no reaction.
 - Making a mistake during a presentation.
 - Arriving late to a lesson.
 - Being corrected in public.
 - Ask them to raise the corresponding card.
3. Conduct a brief discussion on the differences:
 - *"Why do we feel different intensities?"*
4. Conclude by emphasising that all emotions are valid and personal.

Note for the teacher:

- Do not allow confrontations or teasing.
- Reinforce **emotional diversity** as a learning point.
- You can use the corners of the room to **represent the colours**.



AC3 Activity 3: Respect mural (20–25 Minutes)

4.1.1 Objective

1. To strengthen **group cohesion** and promote a collective commitment to coexistence based on **respect and empathy**.

Materials

- ☐ Cardboard or large-scale wallpaper
- ☐ Coloured markers and stickers
- ☐ Suggested title: "What makes me feel safe in my classroom"
- ☐ (Optional) Relaxing music during the writing or the conclusion

4.1.2 Activity procedure:

1. Present the outline:
 - *"Let's think about the things that make us feel at ease and respected in class."*
2. Each student writes an idea or draws on a note.
 - E.g.: *"That they don't laugh if I'm wrong" / "That they listen to me".*
3. Attach all the notes to the mural and organise them by topic: respect, empathy, cooperation.
4. Read some of them and conclude with the following reflection:
 - *"This mural represents how we want to treat each other. It is our commitment to creating a classroom without shame."*

Note for the teacher:

- Reinforce **privacy and sincerity**.
- You can accompany the session with relaxing music.
- Leave the mural on display as a **reminder**..

What makes me feel safe in my classroom

Don't laugh if I make a mistake.

That we support each other when someone is nervous.

That we can ask for help without feeling inferior.

We shouldn't laugh at other people's mistakes.

Being able to exchange ideas without the feeling that they will be criticised.

That we support each other when someone is nervous or insecure.

That we address other with kindness, even when we don't agree.

We should celebrate when someone tries, even if they don't manage to do everything perfectly.

Equipment checklist

PHASE 1 – Introduction: "The individuality of shame"

- ☐ Coloured cards: (red/green)
- ☐ List of phrases on everyday situations
- ☐ Whiteboard or flipchart and markers
- ☐ Classroom arranged in a circle or semi-circle
- ☐ (Optional) Soft music or a bell to mark the start or end of the activity

PHASE 2 – Development: "Understanding shame"

- ☐ Whiteboard, flipchart, or digital projection
- ☐ Markers or coloured felt-tip pens
- ☐ Visual diagram or support slide with: Shame triggers (Stephan Marks) and Compass of Shame (Donald Nathanson).
- ☐ Everyday examples of school or social situations
- ☐ (Optional) Printed emotion sheets or emojis to visualise feelings.

PHASE 3 – Consolidation: "Identifying and classifying shame"

- ☐ Sheets or cards with examples of real or hypothetical situations.
- ☐ Whiteboard or model of the Compass of Shame.
- ☐ Pens or pencils.
- ☐ Clock or stopwatch.

PHASE 4 – Conclusion: "Shame at school and prevention"

- ☐ Large sheets or flipchart paper (mural style)
- ☐ Markers or coloured felt-tip pens.
- ☐ Sticky notes or post-its.
- ☐ Large poster with the title: "How can we create a school without shame?"
- ☐ (Optional) Adhesive tape or drawing pins to hang the mural in the classroom.
- ☐ (Optional) Box or envelope to collect anonymous messages with personal commitments.

Supplementary activities

5.1 Anonymous stories of shame

- ☐ Small slips of paper or paper cut into strips.
- ☐ Box, large envelope, or decorated bag.
- ☐ Whiteboard or flipchart.
- ☐ (Optional) Decorative label: "Things that unite us".
- ☐ Markers or pens.

5.2 The shame traffic light

- ☐ Cards or circles in three colours: (Red/Yellow/Green)
- ☐ List of situations prepared by the teacher.
- ☐ Free space in the classroom for moving or grouping by colour.
- ☐ (Optional) Large posters with the three colours and their meanings.

5.3 Respect mural

- ☐ Cardboard or large-scale wallpaper.
- ☐ Coloured markers and stickers.
- ☐ Suggested title: "What makes me feel safe in my classroom".
- ☐ (Optional) Relaxing music during the writing or the conclusion.

Yes, I would feel ashamed.

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

I'd feel a bit ashamed.

I would feel
ashamed if I fell
over in front of my
friends.

I would feel
ashamed if no one
commented on my
social media post.

I would feel
ashamed if I got a
bad mark in a
subject I am good
at.

I would feel
ashamed to speak
in public or to
make mistakes
while reading.

I would feel
uncomfortable if
my parents said
something
embarrassing on
my posts.

I would feel
ashamed if I
tripped while
getting off the bus
in front of the whole
school.

I would feel
uncomfortable if I
were tagged in an
old photo where I
look terrible.

I would feel
ashamed if I forgot
my part during a
group presentation.

I would feel
uncomfortable if I
realised I didn't
understand
something in class
and everyone was
looking at me.

I would feel
uncomfortable if
my friends found
my drawings or
personal writings.

I would feel
uncomfortable if a
video was
uploaded in which
I look ridiculous.

I would feel
uncomfortable if
someone saw me
crying over a bad
mark.

PHASE 2: Project development – Understanding shame

Shame triggers (Stephan Marks)

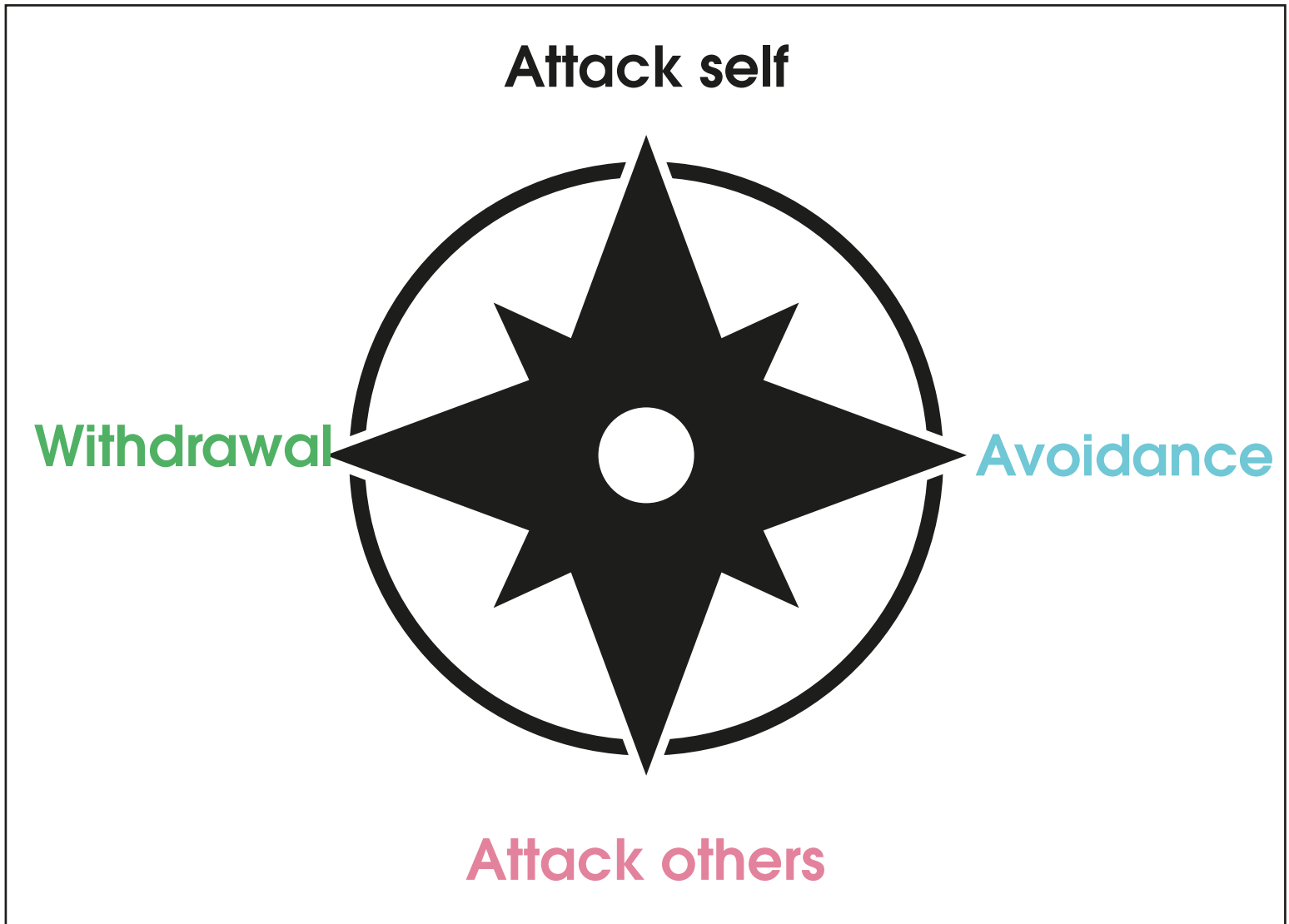
Feeling excluded

Feeling helpless

Feeling unrecognized / unseen

Acting against one's own values / ideas

Other people's shame can trigger shame.





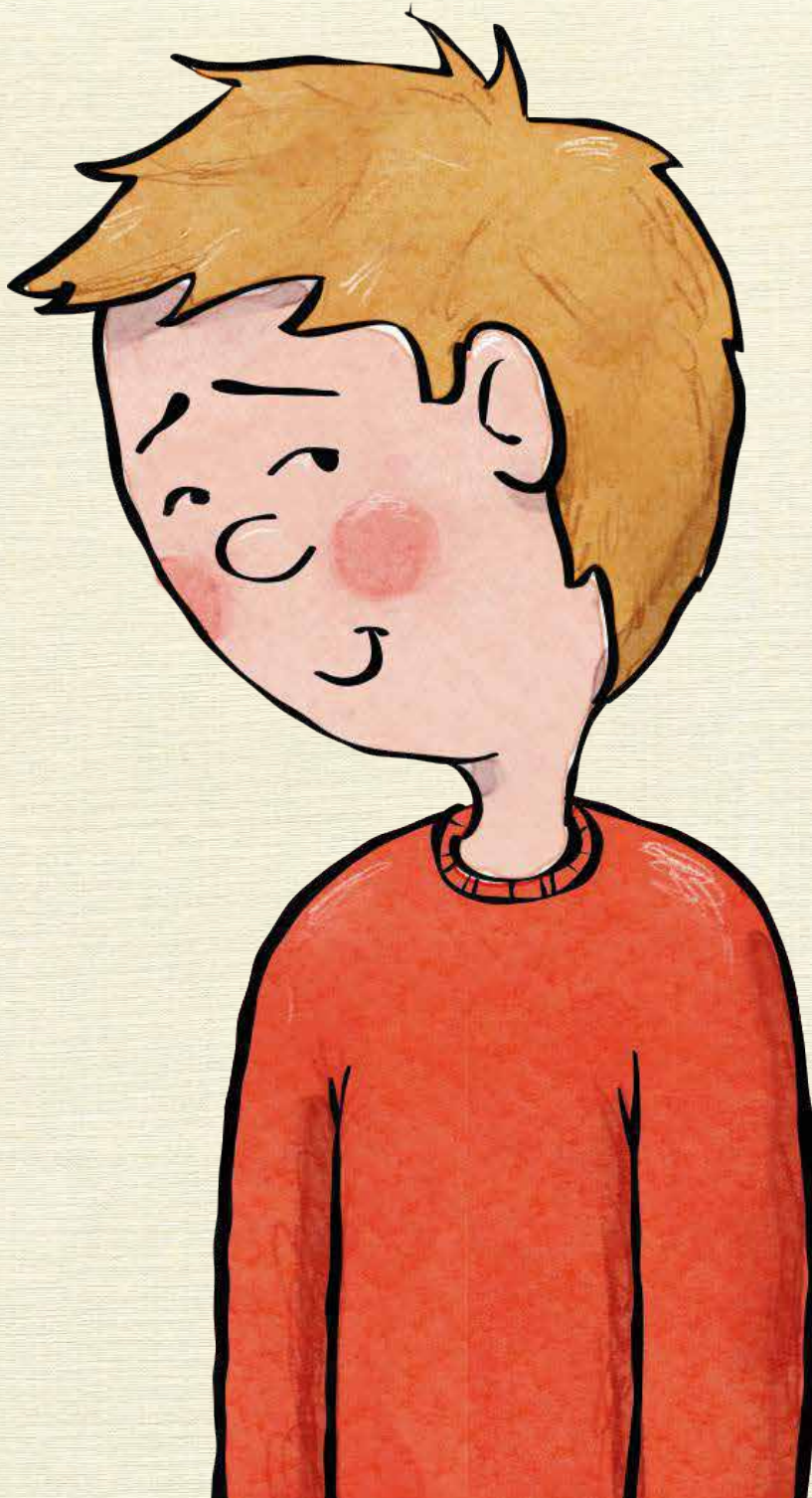
Sad





Amused





Shy





Disappointed





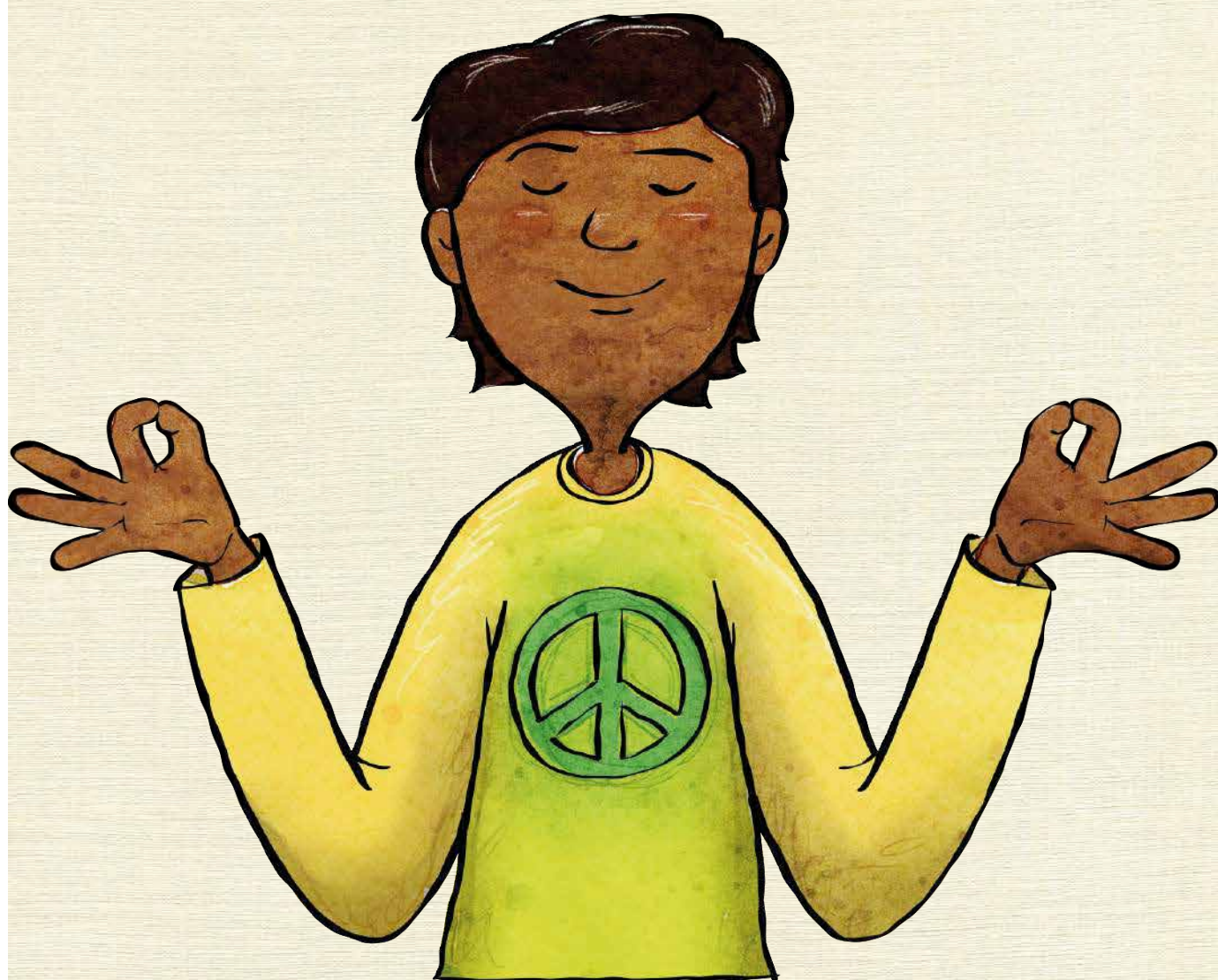
Curious





Thirsty





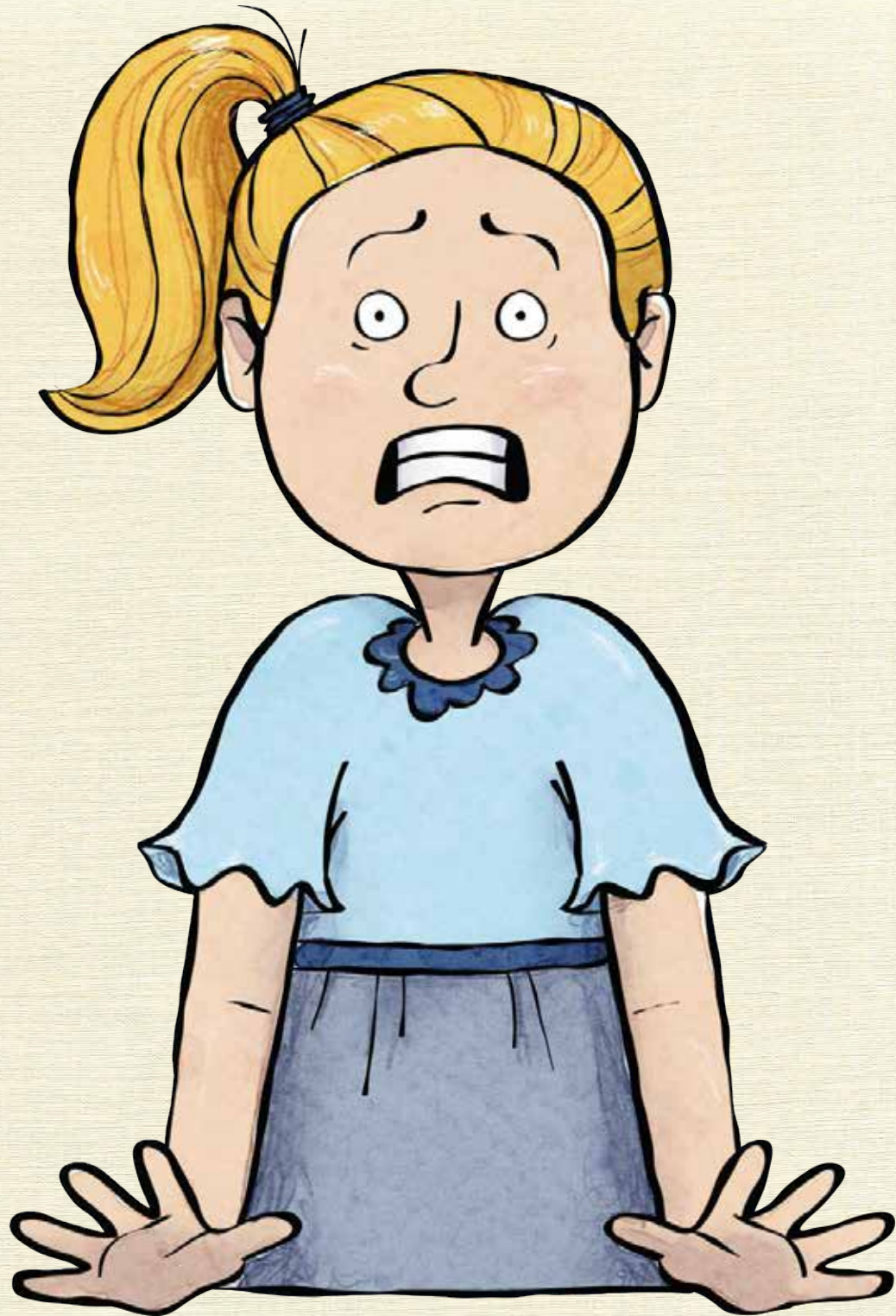
Relaxed





Bored





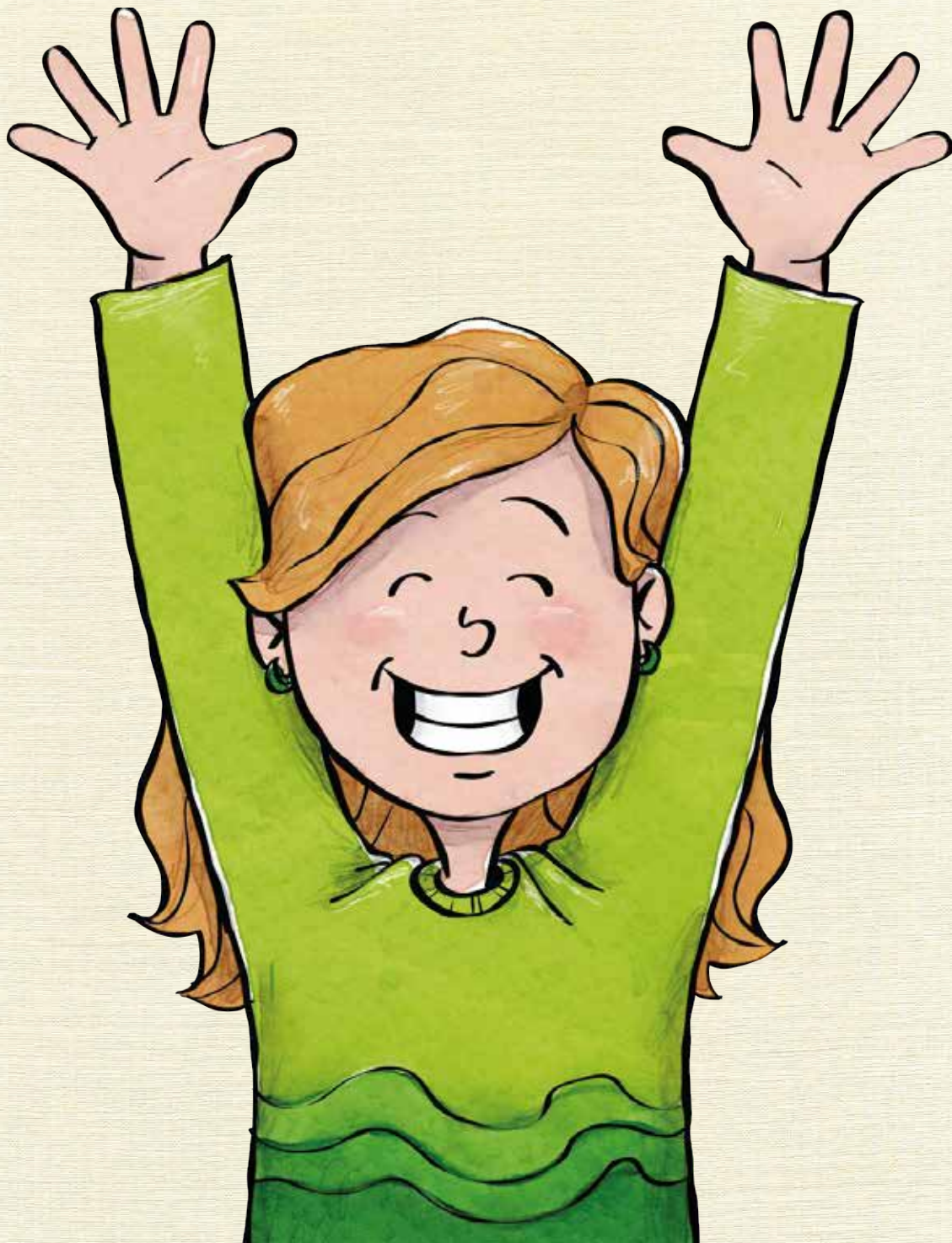
Scared





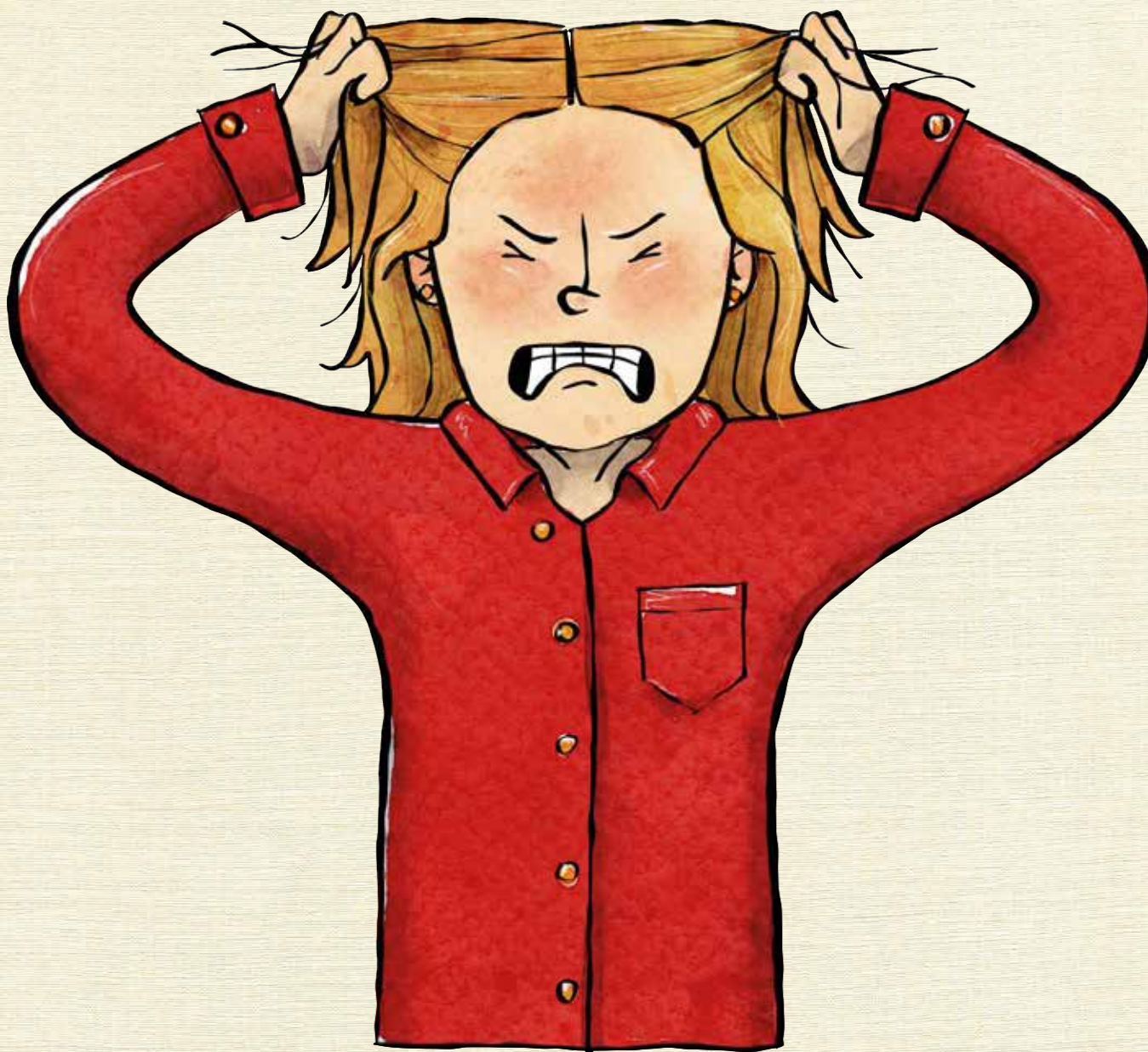
Proud





Enthusiastic





Frustrated





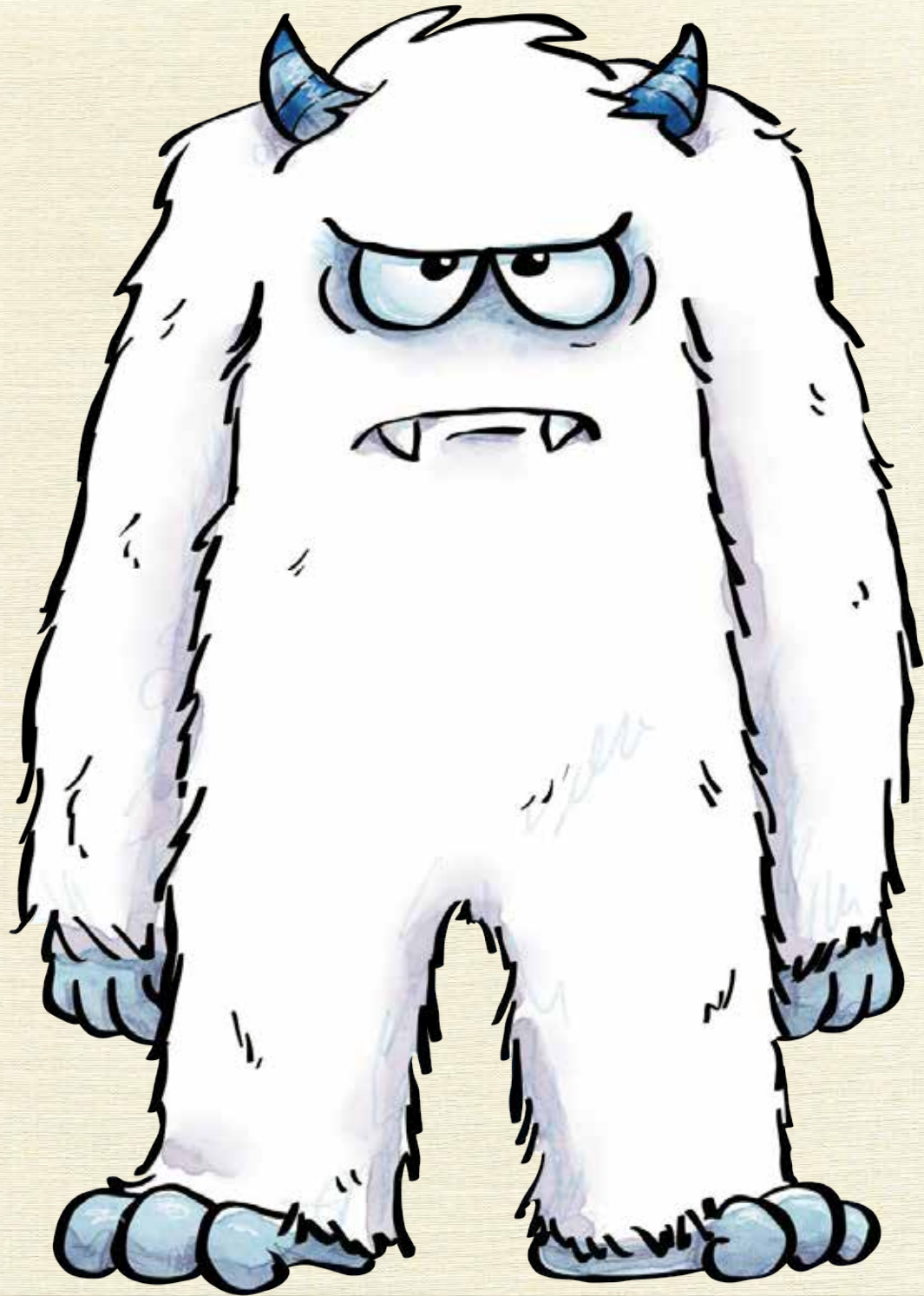
Excluded





Amazed /
Surprised





Strange /
Funny





Angry





Nervous





Surprised





Ashamed





Offended





Happy





Hard-working
/ Diligent





Amused





Strong





Tired





Confused



Young carers

Teacher's guide



Secondary School activities

INTRODUCTION

During adolescence, students develop a **greater capacity for analysis, reflection, and critical thinking**. At this stage, they begin to better understand the **complexity of family relationships** and the different situations that can affect adults.

Mental illnesses are part of social reality. They are conditions that affect thoughts, emotions, and behaviours, and can influence the daily life of those who suffer from them and their close environment. They are **not rare, they are not a weakness**, and they are not a consequence of a lack of effort or will.

Some adolescents live with adults going through a mental illness. This situation can generate **questions, doubts, excessive responsibility, or confusion**, especially when clear information is not available.

This module has a **preventive and educational focus**. It does not seek to explore personal experiences or turn the classroom into a therapeutic space. Its purpose is to offer:

- **Clear and rigorous information** about mental illness.
- General understanding of how it can **influence the family environment**.
- Messages of **safety and non-blaming**.
- Knowledge of **available support networks**.

The work is carried out from a **general perspective**, using third-person examples and structured dynamics that **encourage reflection without personal disclosure**.

Through this module, students will be able to expand their understanding of **mental health**, reduce stigmas, and recognise the **importance of asking for help** when necessary, always maintaining a safe and respectful environment.

Key words

- Mental health
- Difference between distress and disorder
- Myths and realities
- Impact on adolescents
- Real vs. assumed responsibility
- Stigma
- Protection factors
- Support network
- Seeking help
- Critical thinking
- Healthy boundaries
- Emotional safety

Expected results module 7

At the end of this module, students will understand **what a mental illness is** from an informed perspective, identify **possible impacts on adolescents**, recognise the **importance of healthy boundaries** in responsibility, and know how to **identify resources and available support networks**.



Before starting

- Review the complete **PowerPoint presentation**
- Pre-read the theoretical content to maintain **conceptual clarity**.
- Prepare **projector and technical equipment**.
- Have **whiteboard and markers** available.
- Prepare cards or posters for the "**Myths and realities**" activity (optional).
- Have paper and a **box/envelope** prepared for **anonymous questions**.
- Remember the module's focus: **general understanding, no personalisation, no therapeutic intervention**.

During the development of the module

- **Active and visible visual presentation** for the whole group.
- Whiteboard available to note down **key ideas**.
- **Organised space** for plenary participation.
- **Active supervision of the group's emotional climate**.

For the closing

- Collect **anonymous questions**.
- Review **final key messages**.
- Have a **referral protocol** prepared if necessary.

A1

Activity 1. What is a mental illness? (20 minutes duration)

1.1.1 Objectives

1. Understand what a **mental illness** is from a **clear and scientific basis**.
2. Differentiate between occasional distress and prolonged disorder.
3. Reduce stigma and false beliefs.
4. Establish the conceptual framework of the module.

Materials

- ☐ PowerPoint Presentation (Slides 2-6)
- ☐ Projector
- ☐ Whiteboard
- ☐ Felt-tip pens
- ☐ Classroom in frontal or semi-circle layout.

1.1.2 Activity procedure:

1. Conceptual introduction (Slide 2)

- *"Before talking about family situations, we need to understand what a mental illness actually is."*
- Maintain an informative and neutral tone.
- Do not open a debate at this point.

2. Mental health as part of health (Slide 3)

- *"Mental health forms part of our general health. Just as we take care of the body, we also take care of our thoughts and emotions."*
- Ask the group:
 - *"What things can influence our state of mind?"*
- Allow brief answers such as:
 - Exams,
 - relationships with friends,
 - sport,
 - social networks,
 - rest...
- Do not personalise.

3. Key difference: occasional distress vs. mental illness (Slide 4)

- Explain the comparison clearly:

Occasional distress

- Lasts a short time
- Has a specific cause
- Improves with rest or support

Mental illness

- Lasts longer
- Affects different areas of life
- Needs professional treatment

- *"Feeling sad one day isn't the same as having depression."*



4. Clear example: depression (Slide 5)

- *"Depression is not simply being sad. It can affect **energy, concentration, and motivation.**"*
- Avoid technical jargon.
- Do not delve into complex symptoms.

5. Dismantling false beliefs (Slide 6)

- Read each phrase slowly:
 - It is **not a weakness.**
 - It is **not a lack of effort.**
 - It is **not the family's fault.**
- You can ask:
 - *"Why do you think these ideas are important?"*
- Keep answers brief and **avoid emotional discussion.**

6. Structural message of the module (Slide 6)

- Read slowly:
 - Mental illnesses **exist.**
 - They are **common.**
 - They **can be treated.**
 - **Asking for help is a sign of strength.**
- Closing:
 - *"With this clear basis, we can now better understand how a situation like this can **affect a family.**"*

Note for the teacher

- Maintain a general and educational focus.
- Do not ask: *"Is anyone living through something like this?"*
- Do not turn the session into a deep clinical debate.
- Supervise the emotional climate of the group.
- If a personal experience arises:
 - *"Thank you for sharing. Here we are going to work on the topic from a general perspective to take care of the group."*
- Central objective
 - Build solid understanding
 - Reduce stigma,
 - Prepare the ground for the impact on adolescents.

A2

Activity 2. Myths and realities (15-20 minutes duration)

1.2.1 Objectives

1. Identify **erroneous beliefs** about mental illness.
2. Develop **critical thinking**.
3. **Reduce stigma** through clear information.
4. Reinforce **messages of non-blaming**.

Materials

- ☐ PowerPoint presentation (slides 6–14)
- ☐ Projector
- ☐ Optional: red/green cards (Myth / Fact)
- ☐ Whiteboard and markers
- ☐ Classroom arranged in a plenary layout.

1.2.2 Activity procedure:

1. Introduction to the dynamic (Slide 7)
 - "We are going to read several phrases. You will have to decide if you think they are a myth or a reality."
 - Clarify:
 - "This is not an exam. It is an exercise for thinking."
2. Presentation of phrases one by one (Slide 8)
 - After each phrase, students can:
 - Raise a card, raise their hand, answer verbally, or open a brief exchange before giving the correct answer.

01

Slide 9

Mental illnesses are rare.

Correct answer: **Myth**

*"Mental illnesses are **common** worldwide. Many people experience them at some point in their lives."*

02

Slide 10

If someone looks fine, they cannot have a mental illness.

Correct answer: **Myth**

*"Many mental illnesses are **not visible from the outside**. A person can appear to be fine while going through a difficult time."*

03

Slide 11

Children are responsible if a father or mother has a mental illness

Correct answer: **Myth**

*"Mental illnesses are **not** caused by the children. They are health conditions."*

04

Slide 12

Asking for help is a sign of weakness.

Correct answer: **Myth**

*"Asking for help is a **show of responsibility and strength.**"*

05

Slide 13

People with depression or anxiety can improve with adequate help.

Correct answer: **Reality**

*"With support and **appropriate treatment**, many people improve significantly."*

3. Final reflection (Slide 14)

- Ask:
 - "Why do you think these myths exist?"
- Allow brief answers such as:
 - Misinformation
 - Fear
 - Social prejudice...
- Closing:
 - "When we understand something better, we stop being afraid and we reduce stigma."



Note for the teacher

- Keep the discussion **structured and brief**.
- Do not allow **stigmatising comments** without redirecting them.
- **Avoid personal experiences**.
- Maintain an **educational, not emotional, tone**.
- If a sensitive comment arises:
 - *"Let's remember that we are speaking in general and with respect."*
- **Central objective:** Substitute erroneous ideas with **informed understanding** and build a culture of respect and non-blaming.

A3

Activity 3. General impact on adolescents (20 minutes duration)

1.3.1 Objectives

1. Understand how a family situation of mental illness can **impact different areas of an adolescent's life**.
2. **Normalise the emotions and reactions** that may arise.
3. Identify the **difference between real responsibility and assumed responsibility**

Materials

- ☐ PowerPoint presentation (slides 15–19)
- ☐ Projector
- ☐ Whiteboard
- ☐ Marker pens
- ☐ Classroom arranged in a traditional or plenary layout.

1.3.2 Activity procedure:

1. Introduction (Slide 16)

- *"When an adult in the family is unwell, it is normal for **everyone around them to feel the impact**. Today we will see how this can affect an adolescent."*
- Emphasise:
 - *"We are going to talk in the third person."*

2. Frequent thoughts (Slide 16)

- Read the points one by one.
- You can ask:
 - *"Why do you think **someone might feel this way?**"*
- Allow **brief and general** responses.
- Do not ask: *"Does this happen to you?"*

3. Possible emotions (Slide 17)

- Explain:
 - *"When something is not well understood, it is normal for **mixed emotions** to appear."*
- Brief reflection:
 - *"Why might **guilt or shame** appear?"*
- Maintain a conceptual level.

4. Possible behaviours (Slide 18)

- Explain:
 - *"Sometimes, when someone wants to protect their family, they may try to **take on more than they should**."*
- Emphasise:
 - *"Trying to be **strong all the time** can be exhausting."*
- **Do not delve** into personal experiences.

5. Structural message (Slide 19)

- Read slowly:
 - It is **not** the adolescent's responsibility to resolve the situation.
 - It is **not** their fault.
 - **Understanding what is happening** can help.
- Brief closing::
 - *"Information and support make a great difference."*

Note for the teacher

- Keep the conversation on a **general level**.
- **Do not create space** for sharing personal experiences within the group.
- Observe **emotional reactions** discreetly.
- If a **personal experience** arises:
 - *"Thank you for sharing. We are going to keep the reflection in general terms to look after the group."*
- Central objective:
 - Normalise possible reactions.
 - Reduce guilt.
 - Prepare the ground to talk about support and resources.

A4

Activity 4. What helps? — Support network (15-20 minutes)

1.4.1 Objectives

1. Identify **protective factors** in adolescents.
2. Reinforce the importance of **trusted adults**.
3. Promote **seeking help** as a strength.
4. Offer **practical strategies** without personalisation.

Materials

- ☐ PowerPoint Presentation (slides 20-26)
- ☐ Projector
- ☐ Whiteboard
- ☐ Marker pens
- ☐ Classroom in plenary layout.

1.4.2 Activity procedure:

1. Introduction (Slide 21)
 - *"Now that we have understood the possible impact, let's focus on **what can help**."*
 - Maintain a **solution-oriented tone**.
2. Three fundamental pillars (Slide 21)
 - Read and explain:
 - **Clear information** reduces confusion.
 - **A trusted adult** provides stability.
 - **A support network** prevents isolation.
 - You can ask:
 - *"Why do you think **understanding what is happening** can reduce fear?"*
 - Allow **brief responses**.
3. Trusted adults (Slide 22)
 - Explain:
 - *"A **trusted adult** is someone who listens without judging and takes our feelings seriously."*
 - **Do not ask** them to identify their own personal adult.



4. Strategies for health (Slide 23)

- Explain each point briefly.
 - *"Even if we cannot change a situation, we can **strengthen our stability**."*
- Emphasise balance and self-care.

5. Structural message (Slide 24)

- Read slowly:
 - You are **not** responsible for **fixing** the adults.
 - You **can** ask for help.
 - **Support exists.**
- Closing:
 - *"Seeking support is a **responsible and mature decision**."*

Note for the teacher

- Keep the conversation **general and structured**.
- **Avoid asking** who needs help.
- Reinforce **non-blaming language**.
- Supervise the **emotional climate**.
- If a **sensitive disclosure** arises:
 - *"Thank you for sharing. We can talk about it more calmly in a more appropriate space."*
- Central objective:
 - Strengthen **protective factors**.
 - **Normalise** the search for help.
 - Prepare a **safe closing** for the module.

A5

Activity 5. Closing and integration (10-15 minutes)

1.5.1 Objectives

1. Consolidate the **main messages** of the module.
2. Reinforce **safety and non-blaming**.
3. Offer a structured space for **doubts**.
4. Close without **emotional exposure**.

Materials

- ☐ PowerPoint Presentation (slide 25)
- ☐ Projector
- ☐ Small pieces of paper
- ☐ Box or envelope for anonymous questions
- ☐ Pens
- ☐ Classroom in front-facing layout.

1.5.2 Activity procedure:

1. Structured recapitulation (Slide 25)

- Read each point slowly.
- After each one, you can ask:
 - "Why do you think this is important?"
- Keep responses **brief and general**.
- **Do not open** an emotional debate.

2. Safety reinforcement (Slide 25)

- Explain:
 - *"Sometimes adolescents may feel they should take charge of everything. It is important to remember that it is **not their responsibility to resolve adult problems.**"*
- Maintain a **firm and calm tone**.

3. Anonymous questions (Slide 25)

- Hand out small pieces of paper.
- Explain:
 - *"If anyone wants to ask a question, they can write it down **without putting their name.**"*
- Collect them in a box or envelope.
- Read only those questions **appropriate for the group**.
- If any require follow-up:
 - *"That is an important question. We can talk about it more calmly at another time."*



4. Clear and stable closing:

- *"Today we have learned that **mental health is part of health**, that no one is to blame, and that **support is always available.**"*
- Thank them for their participation.

Note for the teacher

- Do not end with an emotional circle dynamic.
- Avoid questions such as: "Who is going through something like this?"
- Maintain a **stable and containing** closing.
- If a sensitive disclosure arises, offer **individual space afterwards**.
- Final objective:
 - Transmit **safety**.
 - Reduce **guilt**.
 - Make it clear that **asking for help is legitimate and possible**.

2.1.1 Objectives

1. Differentiate between **adult responsibility** and **adolescent responsibility**.
2. Reduce the tendency to **assume burdens** that do not belong to them.
3. Reinforce **healthy boundaries**.

Materials

- ☐ Whiteboard
- ☐ Marker pens
- ☐ Individual sheets (optional)

2.1.2 Activity procedure:

1. Introduction

- *"Sometimes, when something difficult happens in a family, adolescents may feel they should **take on more than is their share**."*

2. Whiteboard dynamic

- Divide the whiteboard into **two columns**.
- Ask for **general examples** (not personal ones).
- Guide towards ideas:

Responsibilities of adults

- Seeking treatment
- Making important decisions
- Protecting their children
- Managing finances

Responsibilities of adolescents

- Going to school
- Looking after school responsibilities
- Asking for help when they need it
- Expressing how they feel

3. Final reflection

- *"What happens when an adolescent tries to assume **responsibilities that belong to adults**?"*
- Guided conclusion:
 - It can generate **stress**.
 - It can cause **burnout**.
 - It **does not cure** the illness.
- Key message:
 - *"Every person has responsibilities according to their stage of life."*

Note for the teacher

- Maintain a **general level**.
- **Do not ask:** "Does this happen to you?"
- Avoid the analysis of **specific family situations**.
- Reinforce **healthy boundaries** without blaming.

2.2.1 Objectives

1. Identify **helpful and unhelpful language**.
2. Develop **critical thinking** regarding social comments.
3. Reinforce **respectful communication**.

Materials

- ☐ Phrase cards (prepared in advance)
- ☐ Whiteboard

2.2.2 Activity procedure:

1. Presentation

- *"Sometimes people say things with good intentions, but they don't always help."*

2. Small group work

- Hand out phrases such as
 - *"I'm sure they'll get over it."*
 - *"Don't exaggerate."*
 - *"I'm here if you want to talk."*
 - *"It's not your responsibility."*
 - *"You have to be strong."*
 - *"We can look for help."*
- Ask them to classify these into:
 - **Helpful phrases**
 - **Unhelpful phrases**
 - **Doubtful phrases**

3. Feedback session

- Reflect:
 - *"Why might some phrases increase pressure?"*
 - *"Why do others reduce guilt or isolation?"*

4. Closing

- *"Sometimes we cannot change the situation, but we can **change how we support others**."*

Note for the teacher

- Maintain a **general analysis**.
- **Do not ask** for personal examples.
- Supervise **respectful language**.
- **Gently correct** stigmatising comments.

Material Checklist – All Activities

Main Activities

1.1 What is a mental illness?

- ☐ PowerPoint Presentation (Slides 2-6)
- ☐ Projector
- ☐ Whiteboard
- ☐ Felt-tip pens
- ☐ Classroom in frontal or semi-circle layout.

1.2 Myths and realities

- ☐ PowerPoint Presentation (Slides 7-14)
- ☐ Projector
- ☐ Optional: red/green cards (Myth / Reality)
- ☐ Whiteboard and felt-tip pens
- ☐ Classroom in plenary layout.

1.3 General impact on adolescents

- ☐ PowerPoint Presentation (Slides 15-19)
- ☐ Projector
- ☐ Whiteboard
- ☐ Felt-tip pens
- ☐ Classroom in frontal or plenary layout.

1.4 What helps? — Support network

- ☐ PowerPoint Presentation (Slides 20-24)
- ☐ Projector
- ☐ Whiteboard
- ☐ Felt-tip pens
- ☐ Classroom in plenary layout.

1.5 Closing and integration

- ☐ PowerPoint Presentation (Slides 25-26)
- ☐ Projector
- ☐ Small slips of paper
- ☐ Box or envelope for anonymous questions
- ☐ Pens
- ☐ Classroom in frontal layout.

Complementary Activities

2.1 Real responsibility vs. assumed responsibility

- ☐ Whiteboard
- ☐ Felt-tip pens
- ☐ Individual sheets (optional).

2.2 What helps vs. what does not help

- ☐ Cards with phrases (prepared in advance)
- ☐ Whiteboard

Truths

Myths

Use of digital media and mental health

Teacher's guide



Secondary Education

INTRODUCTION

The **use of digital media** plays a central role in the lives of **adolescents**. **Smartphones, social media, streaming platforms, video games, and messaging apps** influence their daily way of communicating, learning, and relating to the world. At these ages, screen time increases significantly and, with it, so do the opportunities and associated risks.

This module seeks to offer a space for **critical and conscious reflection** on media habits in Year 7 and Year 8 students. Through **participatory dynamics, debates, and practical activities**, adolescents are invited to analyse the **impact of digital media on their physical, emotional, and social wellbeing**, as well as to develop strategies that encourage **balanced and responsible use**.

The **role of the teacher** is key to accompanying, guiding, and facilitating an **open dialogue** that allows students to **recognise their digital consumption patterns**, question normalised practices, and design **healthier alternatives**. Beyond identifying problems, this workshop aims to **empower students** to set **realistic personal goals** that improve their **quality of life** and strengthen their **self-regulation skills** in the digital age.

Summary:

- **Digital media are central to adolescents' lives:** mobiles, social media, streaming, video games, messaging.
- At this age, **screen time increases greatly**, bringing opportunities but also **risks**.

Purpose of the module:

- Create a space for **reflection and awareness regarding digital habits**.
- Use **debates, dynamics, and activities** to analyse how **media influence wellbeing** (physical, emotional, and social).
- Motivate students to design **balanced and responsible digital use strategies**.

Key points for teachers:

- **Guide and accompany the conversation** in an open and safe atmosphere.
- Help students **recognise their patterns** and question **unhealthy habits**.
- Encourage them to set **realistic personal goals** that improve their day-to-day life and **strengthen self-regulation**.



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 know what suits them best.

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

Keywords

- Digital media
 - Social media
 - Online emotions
 - Digital self-esteem
 - Social comparison
 - Digital identity
 - Healthy boundaries
 - Cyberbullying
 - Mindfulness
- Digital media
 - Social media
 - Online emotions
 - Digital self-esteem
 - Social comparison
 - Digital identity
 - Healthy boundaries
 - Cyberbullying
 - External validation

Expected results module 8

By the end of this module, it is expected that students will develop a **more conscious and critical outlook on the emotional impact of digital media**, as well as **tools to engage with them** from a position of greater **balance, respect, and self-care**.

D1

Day 1. Digital media and wellbeing (50 minutes duration)

Activity 1: We analyse our digital wellbeing (40 - 45 minutes duration)
Adapt it to the rhythm and level of participation of the group.

1.1.1 Objectives

1. Reflect on one's own use of digital media.
2. Recognise the possible effects of media use on physical, emotional, and social wellbeing.
3. Identify emotions and habits associated with screen time.
4. Promote critical thinking and dialogue regarding balanced digital lifestyles.

Materials

- ☐ Printed or projected text: "A day with Felix and Sam".
- ☐ Whiteboard and markers / chalk.
- ☐ Worksheets or sheets for noting down impressions.
- ☐ Emotion and media dice (optional, for the second part).
- ☐ Chairs arranged in a circle or in groups of 4-5 students.

1.1.2 Activity procedure:

Part 1

1. Introduction: *"How does it feel to use media?"*
2. Guiding questions:
 - *"How do you think mobile use or social media affects how you feel each day?"*
 - *"What emotions do you associate with using screens for a long time?"*
 - *"Do you believe your use of media helps you feel good or sometimes exhausts you?"*
3. Write the answers on the whiteboard (for example: fun, anxiety, relaxation, distraction, stress).
4. Explain that today they will analyse two different examples of how media use can affect wellbeing.

Part 2

1. Read aloud or distribute the following text:

A day with Felix and Sam

Sam woke up on Monday morning and immediately grabbed his mobile to watch videos. **Felix**, on the other hand, got dressed quickly and went out to practise some tricks with the ball. After a quick breakfast, **Sam** watched more videos and played a game on his mobile. At school, his phone was always to hand: just to check messages or look at funny photos. In the afternoon, he sat on the sofa, watched a series, and later played a video game on the computer.

By night, he hung out with his mobile again until he went to sleep.

Felix had breakfast and went to school. There he participated in class and played tag during break. Afterwards, he met up with his friends to play football.

At home he read a comic and played a bit on the console.

After dinner, he drew before going to sleep.

2. Comprehension and reflection questions:

- What differences do you notice between Felix's day and Sam's day?
- How do you think each one feels at the end of the day?
- Which activities help wellbeing more?
- With which of the two do you identify more and why?

3. Note down the main ideas on the whiteboard.

Part 3

1. Introduce the "Emotion dice game".

2. Explain the rules::

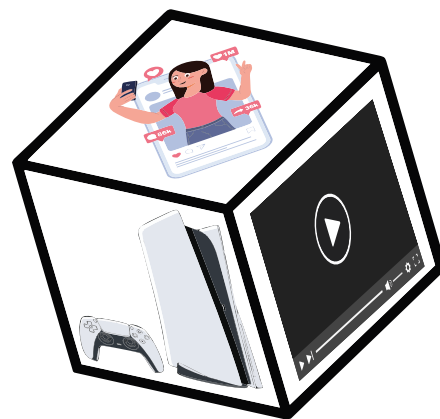
- One die **indicates the type of media** (e.g., social media, video games, videos, music, messaging).
- Another **die shows emotions** (joy, boredom, stress, calm, curiosity, frustration).

3. In turns, students roll both dice and share a real experience.

- Example:
 - "Social media + frustration" = *"When I see comparisons with other people."*
 - "Music + calm" = *"When I listen to songs before going to sleep."*

4. Questions to go deeper:

- *What media make you feel good?*
- *What media generate more tiredness or stress for you?*
- *What could you do to find a balance?*



Part 4

1. Bring the whole class together and ask some students to share what they have discovered about their habits and emotions.

2. On the whiteboard, draw two columns:
 - Note down the ideas as they emerge.

"It makes me feel good"

"It tires me or stresses me"

3. Close the activity by highlighting the key idea:
 - *"Digital media are part of our life, but we decide how to use them. If we learn to balance them, they can make us feel good."*

Note for the teacher

- **Avoid value judgements:** focus the conversation on wellbeing and self-reflection, not on prohibition.
- **If the group is very participatory, you can divide it in two:** one analyses Sam's story and the other Felix's.
- **You can keep the poster of "habits that make me feel good" in the classroom** to return to it in future sessions.

D2

Day 2. Healthy use of digital media (50 minutes total duration)

Activity 1: Digital media usage times (45-50 minutes duration)

Adapt it to the rhythm and participation of your group.

2.1.1 Objectives

1. Students understand the **importance of screen time and breaks**.
2. Understand the **importance of screen time and breaks**. (Nota: Se mantiene la repetición del original).
3. Analyse the **positive and negative effects of using digital media**.
4. Identify **risks and benefits** in different areas of daily life (**sleep, friendships, concentration, wellbeing**).
5. Formulate **concrete strategies for a more balanced and conscious use** of technology.

Materials

- ☐ Whiteboard and markers.
- ☐ Cards or projector with statements about the use of digital media.
- ☐ Sheets or cardstock for group work.
- ☐ Material for creating posters with the results (markers, adhesive tape).

2.1.2 Activity procedure:

Part 1

1. Introduction: "What do we think about digital media?"
 - Present different **statements about the use of digital media**.
 - After each one, students express whether they agree, partially agree, or disagree.
 - **Formas de votar**

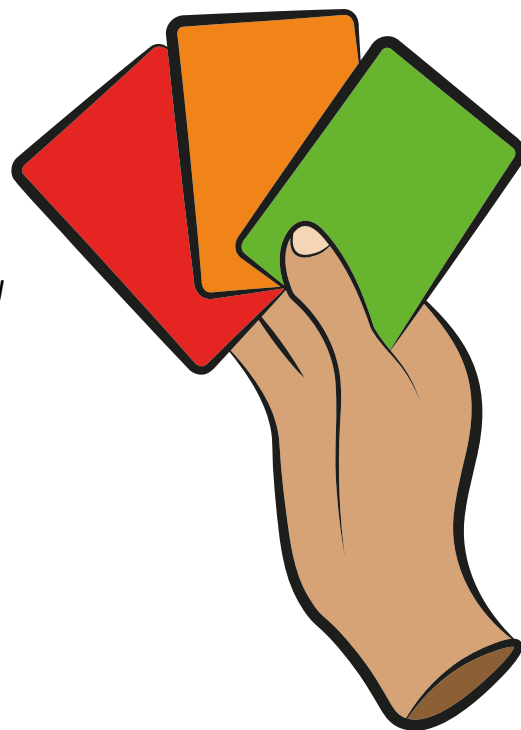
Green: Agree
Amber: Partially agree
Red: Disagree

Negative effects

- *"I feel bad when I compare myself with other people on social media."*
- *"If I spend a long time on my mobile, my head hurts."*
- *"Sometimes I don't have time for my hobbies because I use my mobile too much."*
- *"I feel like I less often want to meet my friends in person."*
- *"I feel like I have to be available all the time."*

Positive effects

- *"Media help me to learn new things."*
- *"I feel good when I watch a funny video."*
- *"I can express myself creatively through media, for example, with photos or videos."*
- *"I can talk to my friends, even if they are far away."*
- *"Media help me to stay informed about topics that interest me."*



Neutral or reflection-inducing statements:

- "Sometimes I *spend more time with screens than I actually want to.*"
- "I find it *hard to stop playing* once I start on my mobile."
- "Media are good, but *sometimes I need a break.*"
- "I realise that *media influence my mood*, sometimes for the better, other times for the worse."
- "When I receive a notification, I *want to read it immediately*, even if I am doing something else."

2. After voting: ask

- "Which phrases generated the most agreement?"
- "Which ones caused the most debate?"
- "Why?"

3. Note down the most important ideas on the whiteboard.

Part 2

1. Group analysis: "How do media affect us?"

2. Divide the class into **small groups (4-5 students)**. Each group receives a **different topic**:

Sleep and rest

Friendships and relationships

Stress and wellbeing

Concentration and study

3. Each group **reflects and notes down their answers** on a sheet or poster:

- *How can media help us in this aspect?*
- *How can they harm us?*
 - E.g. Sleep topic:
 - **Help:** listening to relaxing music before bed.
 - **Harm:** looking at the mobile until late or receiving notifications at midnight.
 - Go around the groups, **guide the conversations**, and encourage everyone to participate.

Part 3 - Feedback and reflection

1. Each group briefly presents its conclusions.
2. Compile the results on the whiteboard, highlighting:

Positive effects

Negative effects

Ideas for healthier use

3. Questions to reflect on together:
 - *"What did we discover about our own habits?"*
 - *"Where do we see possible problems or improvements?"*
 - *"What could we do differently from now on?"*

Part 4 - Closing: "Tips for healthy use"

1. Together, the class creates a list of practical tips to improve digital wellbeing.
 - They can note them on the **whiteboard**, on a **poster**, or in a **digital document**.
 - Examples of tips:
 - Take **breaks every hour** when using screens.
 - **Turn off notifications** during study.
 - **Avoid screens** at least 30 minutes before bed.
 - **Reserve moments of the day** without technology.
 - **Speak in person** more often with friends and family.
2. The teacher thanks them for their participation and closes with a **final reflection**:
 - *"Digital media have very good things, but they can also affect us if we use them without control. The important thing is learning to balance them so that they make us feel good."*

Note for the teacher

- You can **adapt the statements** to the context and age of the group.
- If you see fit, **keep the posters** with the created tips and hang them in the classroom.
- **Repeat the dynamic throughout the year** to review how the group's media habits evolve.

D3

Day 3. Reflection and healthy habits (45 -50 minutes duration)

Activity 1: Reflection and healthy media habits

Adapt it to the rhythm and level of participation of the group.

1.1.1 Objectives

1. Reflect on one's own media habits and their effects on wellbeing.
2. Develop personal strategies to establish healthy breaks.
3. Formulate personal rules and goals for a more responsible and balanced use of digital media.

Materials

- ☐ White or coloured sheets for drawing or writing.
- ☐ Markers, pencils, or paints.
- ☐ Old magazines (optional, if you wish to create a collage).
- ☐ Whiteboard and markers.
- ☐ Large cardstock to create the joint class list.

1.1.2 Activity procedure:

Part 1 Introduction: "This is how I relate to media"

1. Ask the students to **draw a symbol or small sketch that represents how they feel** regarding their use of digital media
 - Examples:
 - A mobile with a cloud: feeling of confusion or saturation.
 - A sun: positive experience.
 - A clock: lack of free time.
 - A tree: balance or disconnection.
2. Once the drawing is finished, form **small groups (3-4 students)**.
 - Each group **shares their drawings** and comments on **what common feelings appear** (stress, fun, tiredness, calm...).
3. Afterwards, each group shares a general conclusion with the rest of the class.
 - **Objective: Identify emotions associated with media use** and connect with personal experiences.



Part 2 Preparation: "Media-free zones and times"

1. Explain that they will now reflect on **when and where** it is **advisable to disconnect**. Introduction:
 - *"Sometimes, digital media accompany us all day. But we also need moments without screens: to rest, concentrate, or enjoy the present."*
 - Comment on examples:
 - No mobile during meals.
 - Not looking at screens before sleep.
 - Walks or outdoor activities without technology.
2. Then, **divide the class into small groups** and distribute materials (sheets, cardstock, or magazines for collage).
3. Group task:
 - Think of **places and times** of the day when it would be good to have a digital break.
 - **Represent their ideas on a poster or collage.**

- Examples:
 - *"During meals"*
 - *"Before sleep"*
 - *"While studying"*
 - *"With family or friends"*



Part 3 Presentation and joint list

1. Each group presents their poster or collage.
2. After the presentations, the **teacher compiles the ideas** and, together, they create a **joint class list** titled: **"Zones and moments free from screens"**.
3. This list can be **displayed in the classroom** to remember it throughout the course.

Part 4 “My media goal”

1. Each student formulates a personal goal to improve their digital wellbeing.
2. Instructions:
 - They can **write it down or draw it**.
 - It must be a **clear, realistic, and positive goal**.
 - Examples:
 - *“Not using my mobile before going to sleep.”*
 - *“Having a screen-free day at the weekend.”*
 - *“Listening to relaxing music instead of looking at social media.”*
3. When everyone has finished, **conduct a plenary reflection**:
 - Some students can **share their goals voluntarily**.
 - The rest of the group can **offer ideas or tips to achieve them**.

Part 5 Optional task: “I talk about my goal at home”

1. Ask the students to **share their personal goal with their parents or guardians**. They can discuss together **how to support each other to achieve it** (for example, by establishing common screen-free schedules).

Note for the teacher

- Value the drawings and collages as tools for emotional expression, not artistic ones.
- Reinforce positive messages about balance and wellbeing, avoiding guilt.
- You can **review the goals in a later session** and analyse the progress with the group.

AC1 Complementary activities

Activity 1: Debate on Fake News and social media (30 minutes duration)

4.1.1 Objectives

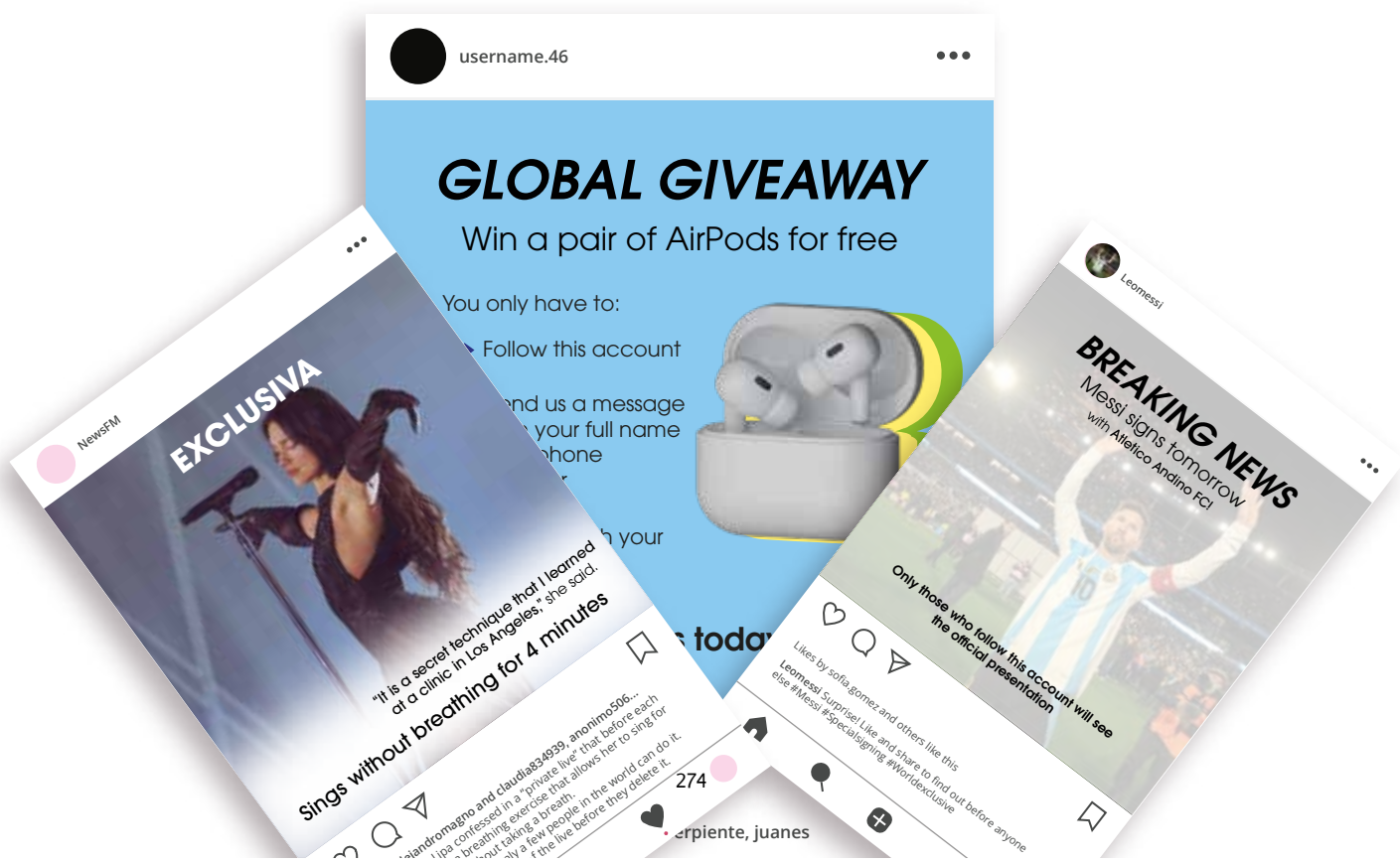
1. **Develop critical thinking** towards digital information.
2. **Identify signs of misinformation** on social media.

Materials

- ☐ Examples of fake/misleading headlines or posts (can be adapted screenshots).
- ☐ Digital projector or whiteboard.
- ☐ Sheets for noting down answers.

4.1.2 Activity procedure:

1. The teacher presents 2-3 examples of fake news or misleading posts.
2. In small groups, students discuss:
 - "How can I recognise if this information is reliable?"
 - "What are the risks of sharing unverified information?"
3. Each group shares its conclusions in a plenary session.
4. The teacher summarises the key points for detecting fake news on the whiteboard.



AC2

Activity 2: My weekly digital disconnect plan (20 - 25 minutes duration)

4.1.1 Objectives

1. **Promote balance** between digital and non-digital activities.
2. **Encourage autonomy** in time management.

Materials

- ☐ Printable: Weekly plan template (with space to note down screen-free activities).
- ☐ Coloured pencils or markers.

4.1.2 Activity procedure:

1. Each student receives a **weekly plan template**.
2. **Complete the spaces with screen-free activities** (e.g. sport, reading, spending time with friends, creative hobbies).
3. **Decorate the plan in a personal way** to stay motivated to follow it.
4. In a **plenary session**, students share some **inspiring ideas from their plan**.
5. The teacher **encourages them to apply the plan at home** for a week and reflect on the results.

Emotional Journal

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What activity today made you feel happiest?	What emotion did you notice most strongly today and why?	What would you like to improve tomorrow?	What small achievement today made you feel proud?	Which screen-free activity did you enjoy most today and what made it special?	How much time did you spend away from screens and how did you feel?	What did you learn about yourself when you didn't depend on any device?

Material checklist for all activities

Day 1. Digital media and wellbeing

- ☐ Printed or projected text: "A day with Felix and Sam".
- ☐ Whiteboard and markers / chalk.
- ☐ Worksheets or sheets for noting down impressions.
- ☐ Emotion and media dice (optional, for the second part).
- ☐ Chairs arranged in a circle or in groups of 4-5 students.

Day 2. Healthy use of digital media

- ☐ Whiteboard and markers.
- ☐ Cards or projector with statements about the use of digital media.
- ☐ Sheets or cardstock for group work.
- ☐ Material for creating posters with the results (markers, adhesive tape).

Day 3. Reflection and healthy media habits

- ☐ White or coloured sheets for drawing or writing.
- ☐ Markers, pencils, or paints.
- ☐ Old magazines (optional, if creating a collage is desired).
- ☐ Whiteboard and markers.
- ☐ Large cardstock for creating the joint class list.

Complementary activities

4.1 Fake news

- ☐ Examples of fake/misleading headlines or posts (can be adapted screenshots)
- ☐ Digital projector
- ☐ Sheets for noting down answers

4.2 My weekly digital disconnect plan

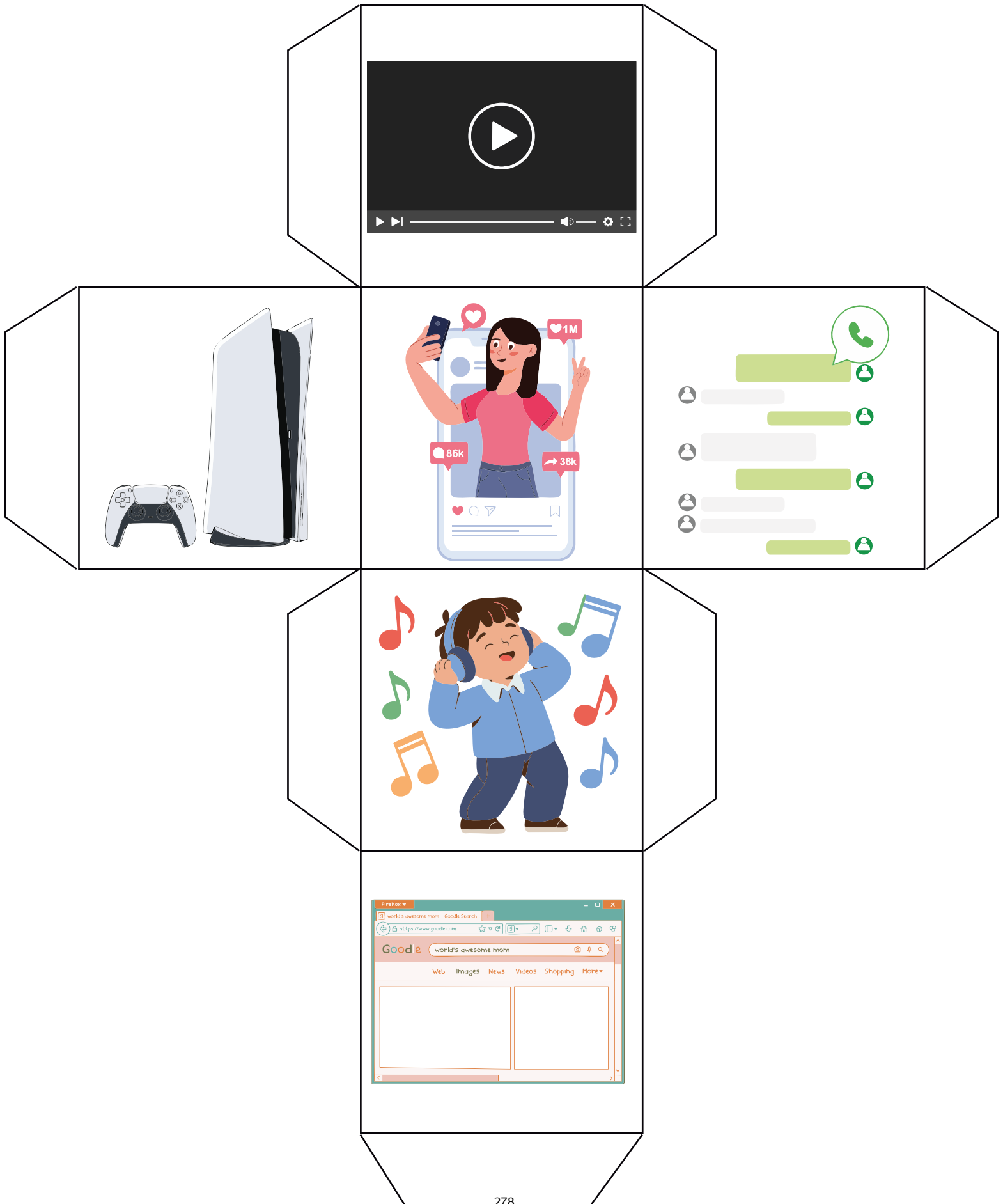
- ☐ Printable: Weekly plan template
- ☐ Coloured pencils or markers

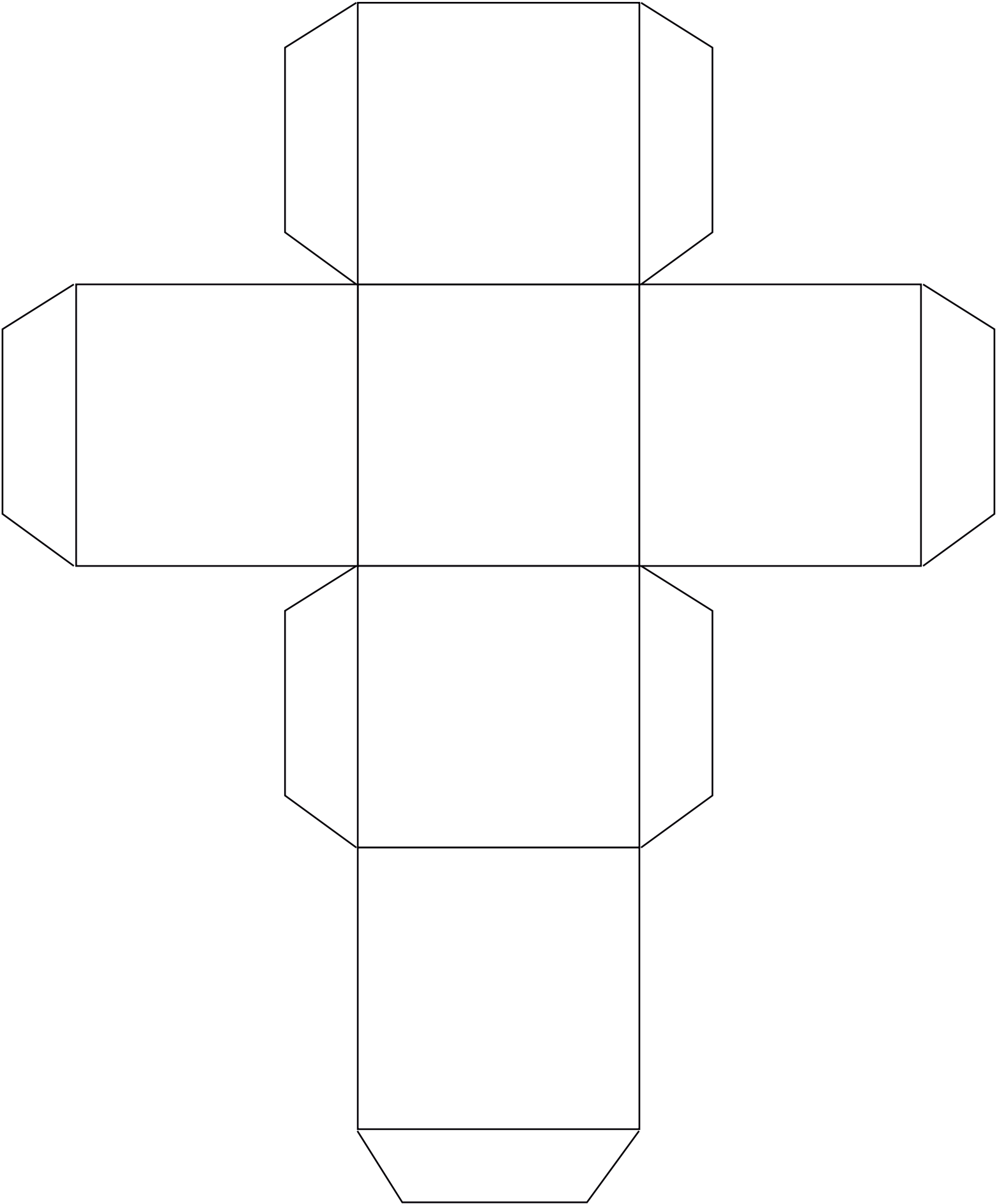
A day with Felix and Sam

Sam woke up on Monday morning and immediately picked up his mobile to watch videos. Felix, on the other hand, got dressed quickly and went out to practise some football tricks. After a quick breakfast, Sam watched more videos and played a game on his phone. At school, his phone was always at hand: just to check messages or look at funny photos. In the afternoon, he sat on the sofa, watched a series and later played a video game on the computer.

At night, he spent time on his mobile again until he went to sleep. Felix had breakfast and went to school. There, he participated in class and played tag during break. Afterwards, he met up with his friends to play football. At home, he read a comic and played on his games console for a bit. After dinner, he drew before going to sleep.

Printable Activity 1: Analysing our digital wellbeing – Dice





I feel bad when I compare myself with other people on social media.

If I spend too long on my mobile, I get a headache.

Sometimes I don't have time for my hobbies because I use my mobile too much.

I feel like I less want to meet up with my friends in person.

I feel like I have to be available all the time.

Media helps me to learn new things.

I can talk to my friends, even if they are far away.

I can express myself creatively through media, for example, with photos or videos.

I feel good when I watch a funny video.

Digital media allow me to find people who share my interests and passions.

Sometimes I spend more time on screens than I actually want to.

I find it hard to stop playing once I start on my mobile.

Media is good, but sometimes I need a break.

I realise that media influences my mood, sometimes for the better, and other times for the worse.

When I receive a notification, I want to read it immediately, even if I am doing something else.



username.46



GLOBAL GIVEAWAY

Win a pair of AirPods for free

You only have to:

- Follow this account
- Send us a message with your full name and phone number
- Share it with your friends



Winners today!



Likes by **geminis37** and **doloresserpiente, juanes**

username.46 Don't miss this opportunity





Leomessi



BREAKING NEWS

Messi signs tomorrow
with Atletico Andino FC!

**Only those who follow this account will see
the official presentation**



Likes by sofia.gomez and others like this

Leomessi Surprise! Like and share to find out before anyone else #Messi #Specialsigning #Worldexclusive





ksi



Likes by [manuellopez](#) and [fernandasolis](#), [juanperez](#), [pepito gomez](#)

ksi lifts 485 kg live!! The video was deleted but we have it.
COMMENT "I want to see it" and we will send it to you.





"It is a secret technique that I learned at a clinic in Los Angeles," she said.

Sings without breathing for 4 minutes



Likes by [alejandromagno](#) and [claudia834939](#), [anonimo506](#)...

News FM Dua Lipa confessed in a "private live" that before each concert she does a breathing exercise that allows her to sing for almost 4 minutes without taking a breath.

According to her team, only a few people in the world can do it. Like the post to see the clip of the live before they delete it.





centralcee



Central cee challenge

Do you dare to try it?



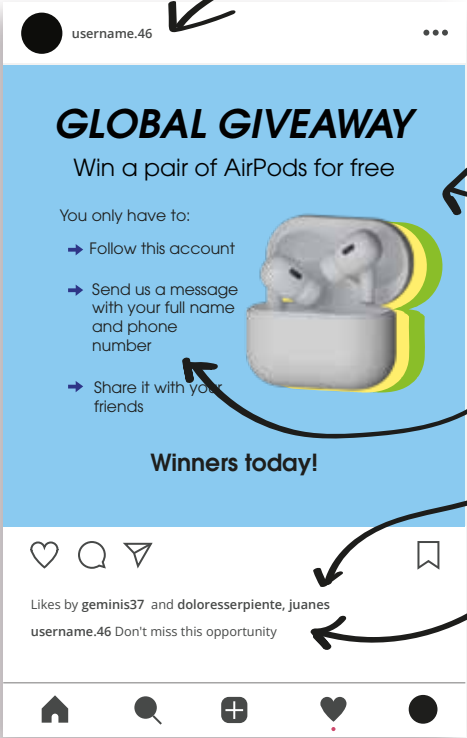
Likes by [jennrifer429.g](#) and [itzelgomez77](#)

centralcee can walk on a row of cans without falling. Could you?

Record yourself walking on top of 10 fizzy drink cans and tag us. The best ones will appear in our stories!!



For teachers



No profile picture.
The account is not verified.

Very generic photos and text.

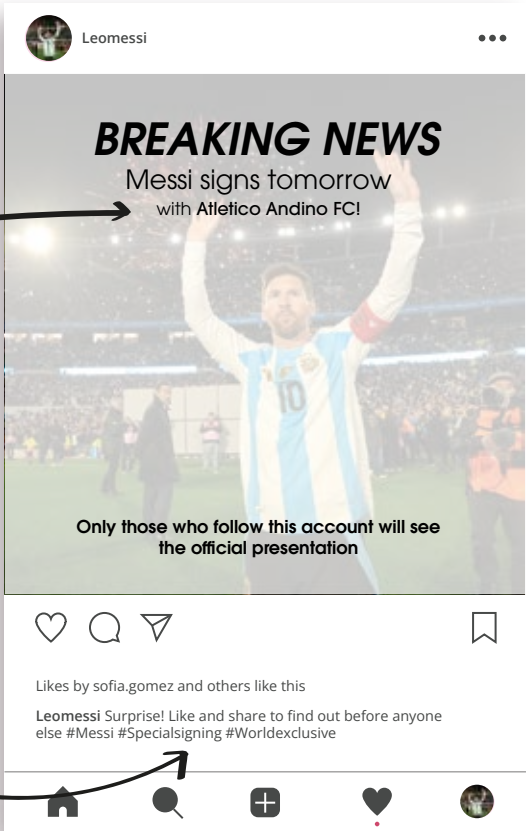
Real giveaways do not ask for private data.

The names of those who "liked" it are not trustworthy.

The description lacks details.
There are no official terms and conditions for the giveaway.

Objective: To identify phishing and data theft.

The account is not verified.



It cites an invented club; "El Atlético Andino" does not exist.

Very generic photos and text.

It asks for likes and shares to increase reach.

There are no official sources (neither the club's account, nor Messi's, nor sports media).

It uses phrases designed for virality: "exclusive", "only those who follow this account", "tomorrow", "secret signing".

Objective: To identify fake sports rumours and work on critical thinking.



The account is not verified.

The weight being "lifted" is beyond human reality (only possible if you are a professional athlete in that specific field).

Low-quality photo.

A public figure would have many comments.

It promises something that doesn't exist (typical clickbait).

It uses comments as currency (engagement manipulation).

Engagement manipulation refers to the techniques and strategies used to influence the attention and commitment of users on digital platforms.

Objective: To identify exaggerated or physically impossible content and detect engagement bait.

There is no profile picture, nor is the account verified.

Low-quality photo from a film set (completely unrelated to the post).

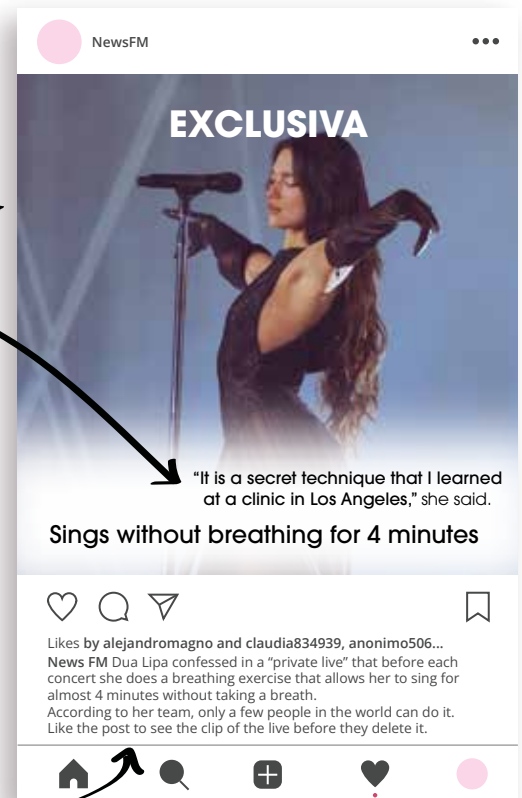
A professional team does not leak "secret" techniques via Instagram.

It is physiologically impossible to sing without breathing for 4 minutes.

It shows no real evidence (date, source, link, screenshot).

It asks for likes in exchange for something (virality bait).

Objective: To detect subtle deceptions, question unsourced information, and understand how scams mix real data with false claims to appear credible.



Objective: To recognise dangerous viral challenges, evaluate risks, identify imitable behaviours that can cause harm, and resist implicit social pressure.



Unverified profile.

Personal profile picture that does not fit the theme.

Low-quality photo.

It attributes a fake challenge to a celebrity.

It encourages recording oneself and being exposed without thinking.
It promotes an unsafe activity.

Adolescents' rights

Teacher's Guide



Secondary education activities

INTRODUCTION

Adolescents' rights: understanding, questioning and transforming

Adolescents experience situations every day where their rights — to education, equality, protection, participation, or well-being — are present, although many times they do not identify them as such. In this developmental stage, they begin to develop **critical thinking**, questioning what they consider unfair and seeking to better understand the world around them. This module harnesses that natural impulse to delve deeper into **Adolescents' rights** from a broader, ethical, and global perspective.

Unlike the Primary school approach, students here are invited to analyse how rights manifest in their daily lives, how they vary between different global realities, and what role they can play as **agents of change**. Through images, dilemmas, real stories of adolescents from other countries, and spaces for debate, students understand that rights are not just legal concepts: they are **tools that allow them to live with dignity, safety, and opportunity**.

The module proposes a journey in three phases:

01

Rights in everyday life:

Starting from familiar scenes (classroom, friendships, social media, coexistence), students identify **subtle or explicit violations**, reflect on individual and collective responsibility, and begin to formulate ethical questions.

02

Rights in the world:

Through **real stories** (Bangladesh, Vietnam, Turkey, Syria, Bolivia, Ethiopia...), they analyse how economic, cultural, or political factors influence the lives of other young people. This contrast fosters empathy, **global awareness**, and a deep understanding of inequality.

03

Rights in action:

Finally, students diagnose their own school, propose **real improvements**, and design small actions or projects that can transform their immediate environment. The aim is for them to experience an **active, responsible, and participatory role**.

Altogether, this module helps build a more critical, supportive, and committed vision of human rights, developing skills for **ethical reflection, argumentation, cooperation, and active citizenship**.

Module Objectives

- Understand what **Adolescents' Rights** are and why they exist.
- Analyse how they are applied — or violated — in **daily life** and in different global contexts.
- Reflect on the **causes and consequences** of inequalities.
- **Debate real situations** from different points of view.
- Recognise **ethical dilemmas** and formulate reasoned arguments.
- Develop **empathy and sensitivity** towards diverse realities.
- Value the impact of **individual and collective actions**.
- Practise **active listening, respect, and democratic participation**.
- Identify **areas for improvement** in the school.
- Design proposals or projects that **promote rights**.
- Assume a **responsible role** in the coexistence of the group and the school.

Keywords

- Adolescents rights
- Convention on the Rights of the Child
- Protection
- Equality
- Safety
- Education
- Health
- Play and leisure
- Participation
- Respect
- Responsibility
- Empathy
- Justice
- Care
- Coexistence
- Child's voice / Being heard
- Well-being
- Basic needs
- Community / school

Expected results for module 9

By the end of this module, students will **recognise their rights**, understand why they are important, and know **how to protect them** in their daily lives.

Recommendations for the teacher

- Adolescents react better when themes connect with **their reality**: friendship, social media, peer pressure, equality, discrimination, participation, school environment.
- This module relies on **critical thinking**: facilitate open questions and allow students to build their own interpretations.
- Use the **real cases** in the document to spark empathy and broaden the global outlook.
- **Avoid moralising**: encourage analysis, dialogue, and argumentation.
- **Accept humour or emotional distance** as mechanisms typical of adolescence, but redirect them towards reflection.
- The module can culminate in a **small classroom or school project**: mural, campaign, video, improvement proposal, etc.



The proposals in this module are designed as a flexible guide to work with naturalness and sensitivity. You can adapt the dynamics to the pace and needs of your group: Each session can last between 50 and 60 minutes or be divided according to the school's structure.

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 **support them in the most appropriate way**.

A1

Day 1. Life Rights (55 minutes duration)

Activity 1: Hidden image and critical reading (10 - 15 minutes).

Materials

- ☐ Resource image (projected or printed).
- ☐ Whiteboard or digital board.
- ☐ Classroom in a circle or semi-circle.

1.1.1 Objective:

1. To develop critical **observation and interpretive thinking**.
2. To recognise signs of **well-being or rights violations** in real-life scenes.
3. To connect the image with own experiences of coexistence, **social media**, and **school life**.
4. To trigger **ethical reflection** without introducing theoretical concepts yet.

1.1.2. Activity procedure:

1. Silent observation (30-45 seconds)

- Project the image in silence. Say:
 - *"Look at the image without commenting for now. Observe details, expressions, objects, relationships, and the environment."*

2. First impressions: What feeling does it convey?

- Ask for quick, emotional responses:
 - *"What does this image convey to you?"*
 - *"What do you think is happening?"*
 - *"What word comes to mind when you see it?"*
- **Do not correct anything:** collect all interpretations.

3. Guided critical reading: Ask questions that connect with rights, equality, and coexistence

- *"Who seems to be doing well in this scene and who doesn't?"*
- *"What signs make you think someone might need help?"*
- *"If you were part of this situation, how would you feel?"*
- **Optional:** divide the group into pairs for a mini-reflection before sharing with the group.

4. Connection with their adolescent reality: guide towards a familiar context

- *"Have you seen similar situations at school, in your group of friends, or on social media?"*
- *"What usually happens when nobody says anything?"*
- *"What could change if someone acted differently?"*



5. Collective construction of meaning

- On the whiteboard, collect key concepts they mention (without explaining rights yet):
 - **Respect – exclusion – inequality – pressure – support – silence – courage**

Teacher's note

- **Do not reveal yet which right is at stake**; allow the adolescents to generate their own hypotheses.
- **Normalise divergent interpretations**: they are developing abstract thinking.
- **Accept humour or distance** as a natural mechanism, but redirect towards reflection.
- If something sensitive arises, **validate without delving deeper**: *"Thank you for sharing that, we will keep it in mind as we continue analysing."*

A2 Activity 2: Identifying rights in real-life scenes (15 - 20 minutes).

Materials

- ☐ Printed or projected sheets.
- ☐ Visible list of Children's Rights.
- ☐ Cards with short dilemmas.
- ☐ Whiteboard or flipchart.
- ☐ Markers.

1.2.1 Objective:

1. To recognise **which rights are involved** in everyday situations.
2. To develop **critical interpretation** of ambiguous or complex scenes.
3. To connect visual scenes with **real social experiences** (friendship, social media, school coexistence).
4. To introduce the **language of rights** in a natural way.

1.2.2. Activity procedure:

1. **We observe the scenes**
 - Project 2-3 scenes and ask the group to look at them carefully.
 - Guiding questions:
 - "What is really happening here?"
 - "Who has power in the scene and who doesn't?"
 - "What emotions do you detect?"
 - **Allow different interpretations:** it is part of the depth of the exercise.
2. **Initial identification: Which right could be at stake?**
 - Show the list of Children's Rights now.
 - Ask them to choose one or two rights they think are related to each scene.
 - Examples that may arise:

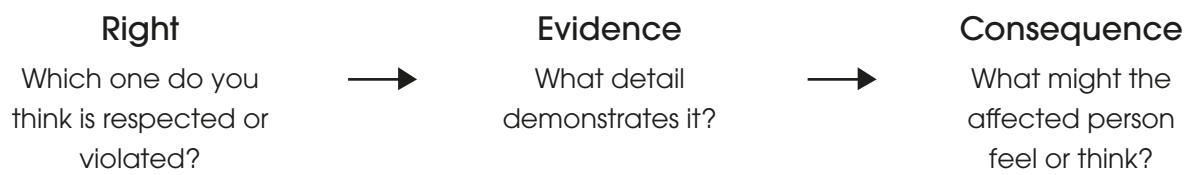
Right to equality
Right to privacy
Right to good treatment

Right to be heard
Right to participate
Right to education

- Question:
 - "Which specific part of the scene makes you think of that right?"

3. Mini-debate in pairs:

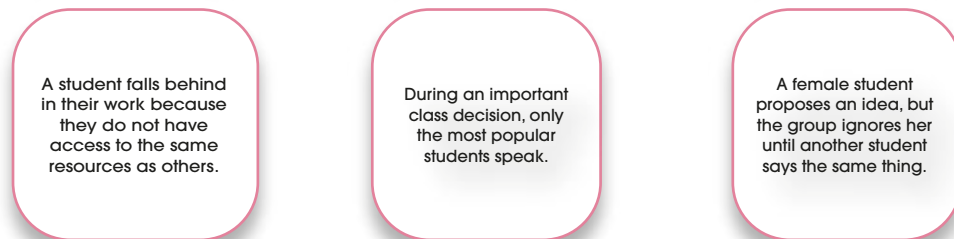
- Ask them to work in pairs and answer these questions:



- Afterwards, share with the large group

4. We introduce short dilemmas

- Hand out cards with everyday situations, for example:



- Ask them to choose **which rights are involved** and justify why.
- You can use questions such as:
 - "What would have to change for this right to be respected?"
 - "Who could intervene and in what way?"

5. We create a map of everyday rights

- On the whiteboard, create a table with three columns:

Scene	Right involved	Evidence / Reason

- Fill it with contributions from the group.
- Close with a key idea:
 - "Rights are in situations as small as a conversation, a match, a photo, or group work."

Teacher's note

- Allow adolescents to **connect spontaneously** with their real world (friendships, social media, social dynamics).
- Avoid giving "correct answers"**: the important thing is the argumentation.
- Redirect if personal judgements appear**: "Let's talk about situations, not people."
- If conflict arises between students, use it as **pedagogical material** while always maintaining emotional safety.

A3 Activity 3: Ethical dilemmas in everyday life (15 - 20 minutes).

Materials

- ☐ Cards with ethical dilemmas related to adolescence
- ☐ Visible list of rights (for reference)
- ☐ Chairs organised for debate in small groups or a "Socratic circle"
- ☐ Whiteboard to record conclusions

1.3.1 Objective:

1. Analyse ambiguous situations where several rights may be involved.
2. Develop **critical thinking**, argumentation, and active listening.
3. Recognise **individual and collective responsibility**.
4. Practise **ethical decision-making** in everyday contexts.

1.3.2. Activity procedure:

1. Presentation of the dilemmas: "There is no single correct answer"

- Explain to the group:
 - *"We are going to **analyse real-life situations** from daily life. We are not looking for heroes or villains, but to understand **which rights might be at stake and how we can make better decisions.**"*
- Hand out the dilemmas (or project them one by one).
- Examples:

A student does not understand the topic but is **ashamed to ask** and no one notices.

A student tries to **explain their point of view** in a discussion, but they are interrupted or not taken seriously.

In a group project, **some people decide everything** and do not let the others participate.

They make 'jokes', but they are **always about the same person** and are no longer funny.

In a sports activity, they **treat a teammate differently** because of how they dress or where they come from.

A student reads out **loud a private message** from another person in front of the class.

2. Analysis in small groups: right/conflict/options

- Divide them into groups of 3-4.
- Each group answers these three questions:
 - **Which right/s are involved?**
 - (Privacy, Equality, participation, protection, good treatment, etc.)
 - **Where does the ethical conflict appear?**
 - (Group power, social pressure, fear of rejection, inequality of treatment...)
 - **What options would the affected person have?**
 - (Ask an adult, talk to the group, seek support, set boundaries...)
- Ask them to write down brief ideas.

3. Structured debate in the large group

- Choose 2–3 dilemmas and open the dialogue.
- Key questions:
 - *"Why is this situation difficult to resolve?"*
 - *"What consequences does it have for each person?"*
 - *"What should carry more weight: protecting someone's right or following the group's opinion?"*
 - *"What makes someone decide to act or not to act?"*
 - *"If you were in that situation, what option would seem fairest to you?"*
- **Remember: there are no single answers, but there are more solid arguments.**

4. Conclusions: building basic ethical principles

- On the whiteboard, collect ideas arising from the debate.
- Common examples:
 - **We all deserve to participate.**
 - **Humour does not justify hurting someone.**
 - **Privacy matters.**
 - **Silence also affects the situation.**
 - **Helping is everyone's responsibility.**
 - **Equality begins with simple gestures.**
- Close with:
 - *"These principles you have formulated **connect with fundamental rights**. Let's see how they work in other parts of the world."*

Teacher's note

- **Avoid moralising;** encourage analysis and argumentation.
- **Anticipate humorous or defensive comments:** these are typical mechanisms for this age.
- If a dilemma arises that is too close to a real group conflict, **redirect to more general levels** to avoid personalising.
- **Reinforce respectful interventions** and active listening.

A1

Day 2. Rights in the world (65 minutes)

Activity 1: "What if...?" — Questions that awaken global awareness (10 - 15 minutes).

Materials

- ☐ List of "What if...?" questions
- ☐ Whiteboard or flipchart paper
- ☐ Felt-tip pens
- ☐ Classroom organised in small groups or a semi-circle

2.1.1 Objective:

1. Develop **critical thinking** from hypothetical scenarios.
2. Identify **which rights are at stake** in situations of global inequality.
3. Understand that **rights are not experienced equally** in all places in the world.
4. Prepare the group to **analyse real stories** of adolescents.

2.1.2. Activity procedure:

1. **Activation:** we present the "What if...?" dynamic
 - Explain briefly:
 - *"We are going to **imagine situations** that many adolescents in other parts of the world experience. We are not looking for perfect answers, but to **reflect on how our lives would change** if these things happened to us."*
2. **We launch the key questions**
 - Pose some of these questions **at a steady pace**:



3. **Short group work:** Impact/right involved/emotions
 - Hand out one question to each group or let them choose.
 - Ask them to respond to these three questions:

- Practical impact:
 - *"How would your daily life change if this were real?"*
- Right involved:
 - *"Which right would be violated?"*
- Emotions:
 - *"How would you feel if you were that person?"*
- Give them **2–3 minutes** to think and write down brief ideas.

4. Plenary: contrast of experiences

- Ask each group to **share their reflection** out loud.
- Highlight differences and similarities between questions:
 - **Some violate basic rights** (health, education, protection).
 - **Others affect equality**, participation, or freedom of expression.
- All generate **intense emotions**: frustration, fear, injustice, tiredness, helplessness.
- **Close this section with a transition phrase**:
 - *"Now that we have imagined these scenarios, we are going to get to know real stories of adolescents living in similar situations."*

Teacher's note

- Prevent the activity from becoming a competition of "which is worse"; **keep the focus on rights and empathy**.
- **Normalise intense emotional reactions**.
- If the group disperses, **return to specific questions**: *"Okay, but how would this affect your health? Your opportunities? Your future?"*
- This exercise **prepares emotionally and cognitively** for the real narratives in the next exercise.

A2 Activity 2: Real stories of adolescents from around the world (20 - 25 minutes).

Materials

- ☐ Real stories (printed or projected)
- ☐ Individual analysis sheets
- ☐ Visual list of rights (optional)
- ☐ Classroom prepared for reading in pairs or small groups

2.2.1 Objective:

1. Learn about the **diverse realities** of adolescents in different countries.
2. Identify **which rights are respected or violated** in each story.
3. Reflect on **structural causes**: poverty, conflict, gender inequality, migration.
4. Develop **empathy, global awareness, and critical thinking**.
5. **Contrast their daily life** with that of other young people in the world.

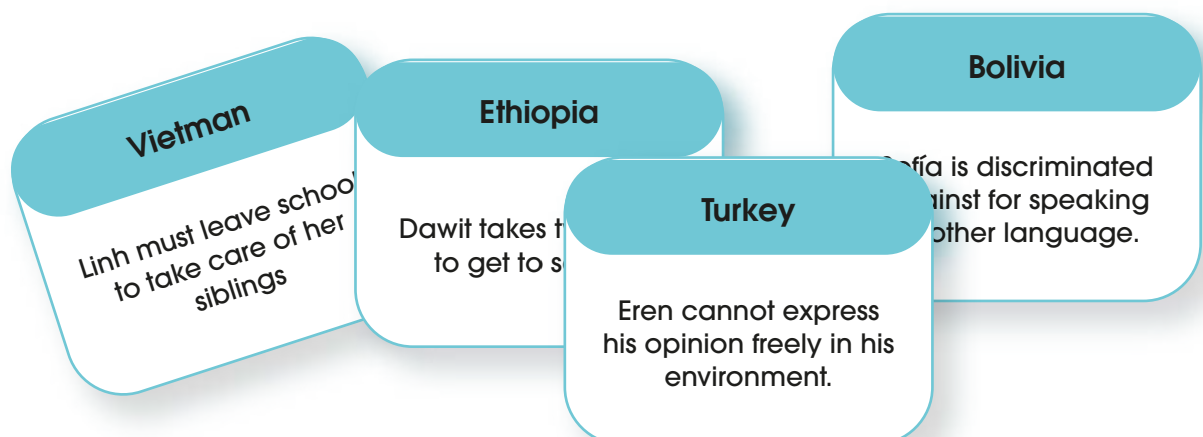
2.2.2. Activity procedure:

1. Introduction to real narratives

- Tell them:
 - *"Now we are not going to imagine... we are going to get to know real stories of boys and girls your age. They are different lives, but we all share the same rights."*
- Explain that it is not about judging countries, but about **understanding contexts**.

2. Reading stories in pairs or groups of 3

- Hand out 3–4 different stories (for example):



- Ask them to read and underline:
 - Main problem
 - Details that show inequality
 - Emotions of the protagonist

3. Critical analysis sheet

- Each group fills in a sheet with four key questions:

- Allow 5–7 minutes to prepare answers.

Critical analysis sheet			
What is happening?	Which right/s are violated?	What could be the causes?	How do you think the person feels?
(concrete facts)	(education, health, protection, participation, equality, housing, freedom...)	poverty, war, inequality, culture, lack of resources, discrimination...	frustration, fear, tiredness, injustice, hope...

4. Plenary: contrast of realities

- Each group briefly presents its story. Record on the whiteboard:
 - Name of the protagonist
 - Country
 - **Main right affected**
 - **Key causes**
- Ask probing questions:
 - *"Which part of this story impacted you the most?"*
 - *"What opportunity is this person losing?"*
 - *"What would need to change for this right to be fulfilled?"*
 - *"What things do we take for granted that these people do not have?"*

5. Comparative closure: "My day vs. their day"

- Ask for a final reflection:
 - *"Imagine your normal day... what things can you do because your rights are protected?"*
- Allow 1–2 voluntary interventions.
- Close with a transition phrase:
 - *"Rights do not only protect individuals: they need **systems, resources, and collective decisions**. In the next activity, we will analyse **why these inequalities occur**."*

Teacher's note

- Avoid falling into discourses that generate guilt; use the term **"privileges"** with sensitivity.
- Explain that the intention is not to compare who suffers more, but to **understand contexts**.
- If any stereotype arises, redirect: *"Let's talk about structural causes, not cultures."*
- This activity creates a **strong emotional impact**; validate emotions and maintain a supportive tone.

A3 Activity 3: Critical analysis — Causes and consequences (local and global) (20 - 25 minutes).

Materials

- ☐ Critical analysis templates (causes/consequences/actors/rights)
- ☐ Whiteboard or collaborative digital tool
- ☐ Cards with key concepts (Printable Material)
- ☐ Stories worked on in A2. Real stories

2.3.1 Objective:

1. Understand that rights violations do not happen by chance: they have **deep causes**.
2. Differentiate between **personal causes and structural causes**.
3. Analyse how **social, economic, and political decisions** affect the lives of adolescents.
4. **Develop critical thinking** and argumentation skills.
5. **Connect global inequalities** with local challenges in the school or community environment.

2.3.2. Activity procedure:

1. **Activation: "Why does what happens, happen?"**
 - Explain to the group:
 - *"Now that you know real stories, we are going to analyse why these situations occur. We are not going to look for individual culprits, but to understand the mechanisms that affect rights."*
 - Initial questions:
 - *"Can a rights violation have **several causes**?"*
 - *"Are they always visible or do **some go unnoticed**?"*
2. **Presentation of the analysis template**
 - On the whiteboard or projector, show four columns:
 - **Causes** (What is happening and why?)
 - **Consequences** (What effects does it have?)
 - **Actors involved** (Who participates directly or indirectly and what do they feel?)
 - **Rights affected** (Which rights are violated?)
 - Students will use this structure to **delve deeper into their assigned story**.
3. **Small group work: breaking down the story**
 - Each group takes the story they analysed in **A2** (the previous one) and responds:

What is happening and why?	What effects does it have?	Who participates directly or indirectly and what do they feel?	Which rights are violated?
• Economic: poverty, lack of resources, unemployment • Social: inequality, discrimination, cultural norms • Political: conflict, lack of laws, corruption • Family: early responsibilities, migration, illness	In education, health, emotional well-being , future career, relationships...	Family Community Government Companies Organisations International Community	Choose one or several.

- Give them 6–8 minutes to complete it.

4. Plenary: comparison between stories

- Each group shares a key cause and a main consequence.
- On the whiteboard, create a comparative table:

Country	Main cause	Main consequence	Right affected
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- Reinforce common patterns:
 - Many problems are due to **lack of resources, discrimination, conflict, distance from school, or labour burden.**
 - Several consequences **affect the future, education, mental health, or equality of opportunity.**

5. Local connection: "Does something similar happen here?"

- Ask questions to link global reality with the students' lives:
 - *"In your environment, are there inequalities that affect certain classmates?"*
 - *"Are there people who have fewer opportunities? Why?"*
 - *"What decisions from the centre, the neighbourhood, or families influence these situations?"*
- The goal is not to compare suffering, but to detect patterns of inequality.

6. Conclusion: building a critical framework

- On the whiteboard, write key ideas that emerged:
 - Rights depend on **social conditions.**
 - Inequalities are **not an individual's fault.**
 - The lack of rights has **knock-on effects.**
 - **Education and participation** help to transform them.
- All young people have power of agency in their environment.
- Close with this idea:
 - *"Understanding the causes is the first step to changing them. And change also starts in small places: in the school, in the group, in your environment."*

Teacher's note

- **Avoid discussions that simplify complex contexts** ("that country is bad", "that family doesn't care").
- Redirect towards structural explanations, with a critical and respectful focus.
- If a comparison with sensitive group realities arises, **contain and reorient**:
 - *"I appreciate what you are sharing. Let's keep the reflection on how to improve the environment."*
- Prepare emotionally for Day 3, where solutions and actions will be worked on.

A1

Day 3. Support network (65 minutes)

Activity 1: School centre diagnosis — “Which rights are lived here?” (15 - 20 minutes).

Materials

- ☐ Cards or large list of Adolescents' Rights
- ☐ Observation sheets for students
- ☐ Whiteboard or flipchart paper to create the “Centre's Rights Map”
- ☐ Classroom organised in a circle

3.1.1 Objective:

1. Analyse how **rights are respected or violated** within the school centre itself.
2. Develop **critical observation** of real dynamics: coexistence, participation, equality, well-being.
3. Recognise **strengths and areas for improvement** in the educational environment.
4. Prepare students to **design proposals for action**.

3.1.2. Activity procedure:

1. **Activation: “Bringing rights into our daily lives”**
 - Brief Introduction:
 - *“In previous days we talked about rights in imagined scenarios and in places around the world. Today it is time to look at our own environment: how are rights lived here, in our centre?”*
 - Show the list of rights and explain that they will use them as an analytical lens.
2. **Guided observation of the centre (Individual or in pairs)**
 - Hand out the observation sheet with questions such as:

Rights in my school			
Is the right to participation respected?	The right to equality?	The right to good treatment?	The right to play and rest?
Can students give their opinion? Are they listened to?	Are there excluded groups? Is everyone treated equally?	What are the interactions between peers and with teachers like?	Are they safe and accessible spaces?
The right to education?	The right to protection?		
Does the centre feel like a safe place to learn?	What mechanisms exist to avoid situations of risk or harassment?		

- They can analyse: **classrooms, corridors, break time, canteen, entrance/exit, toilets.**
- Give **5 minutes for light observation** from their seat or by recalling recent experiences..

3. Group work: we choose 3 key rights

- Form groups of 4–5 and ask them to choose three rights:
 - One they believe **is respected**.
 - One that is **sometimes yes, sometimes no**.
 - One that **needs to improve**.
- Each group writes:
 - **Concrete evidence**
 - **Moments or places** where it occurs
 - How it **affects student well-being**

4. Construction of the “Centre's Rights Map”

- On the whiteboard or flipchart paper, draw three columns:

Respected

Sometimes

Needs to improve

5. Each group places its observations..

- This generates a visual map of:
 - **Centre strengths,**
 - Inconsistencies,
 - **Real challenges.**
- **Observe if patterns appear:**
 - “right to be listened to” in “needs to improve”
 - “good treatment” in “sometimes”
 - “Equality” in different columns
 - “participation” as a common challenge
 - “rest/play” as a rarely discussed right

6. Debate: Why do some things work and others do not?

- Launch questions:
 - “*What makes a right be respected in some places and not in others?*”
 - “*Who has the power to improve these points?*”
 - “*What small actions are already working and could we strengthen?*”
- Allow short and respectful interventions.

7. Diagnostic closure: we choose priorities

- To prepare for the next activity, ask the group to choose 1–2 priority rights to work on real proposals for improvement.
- Closing example:
 - “***These are the rights we want to improve in our centre. Now we are going to think of real actions to make it possible.***”

Teacher's note

- Ensure the session does not turn into complaints towards the centre or specific people.
- **Redirect towards behaviours** and dynamics, not individuals.
- If a sensitive social discussion arises, validate and redirect:
 - *“What you're pointing out is important. Let's think about how to transform it constructively.”*
- This activity is excellent as a formative assessment and starting point for improvement proposals..

A2 Activity 2: Design of improvement projects — “Our school with more rights” (25 - 30 minutes).

Materials

- ☐ Large cardboards or flipchart paper
- ☐ Felt-tip pens, pencils, colours, stickers
- ☐ Adhesive tape to display posters
- ☐ Guide template with 4 sections (Right / Problem / Action / Impact)
- ☐ Space to work in groups of 4-6 students

3.2.1 Objective:

1. Transform the centre's analysis into real proposals.
2. Develop **creative, cooperative thinking** oriented towards solutions.
3. Understand that **rights require concrete actions** and participation.
4. Foster a sense of **responsibility and active citizenship**.

3.2.2. Activity procedure:

1. We retrieve the “Centre's Rights Map”
 - Project or place the map created in the previous activity.
 - Ask brief questions:
 - “Which right appears most in ‘needs to improve’?”
 - “Is there a right that affects several areas of the centre?”
 - “Which right would you truly like to improve?”
 - Each group chooses one of those rights as the **focus of their project**.
2. Explanation of the project mission
 - Each group will design a proposal that **responds to four questions**:

Centre's Rights Map			
Which right do we want to improve?	What problem exists in the centre related to this right?	What action can we propose to improve this situation?	What impact would it have?
Choose one or several	• Lack of participation in class • Closed groups or exclusions • Unsafe break-time spaces • Low visibility of student opinions • Lack of respect at certain times • Canteen organisation • Unsupervised zones	• Create an “Ideas Box” for participation • Organise mixed or rotating tables in the canteen • Signpost break-time zones • Propose student mediators • Run “good treatment” campaigns • Create a student rights committee	• More participation • More equality • Fewer conflicts • More safety • Better coexistence
3. Guided Brainstorming (5–7 minutes) • Groups generate proposals. • Guide with questions: ◦ “Which solution would be truly useful?” ◦ “What can we students do without depending entirely on adults?” ◦ “What would we need for it to work?” ◦ “What obstacles might we find?” ◦ “Who would benefit from this action?” • Ensure all voices in the group participate.			

4. Creation of the project poster

- Each poster must include:

1. Right chosen
2. Problem detected
3. Proposed action
4. Expected impact
5. A slogan or group phrase
 - Examples:
 - "Your voice counts here."
 - "Safe break times for everyone."
 - "Respect: the basis of our coexistence."
 - "Equality in every corner of the centre."
 - "To participate is to change."

Right to be listened to

Sometimes

- Decisions are made without counting on everyone.
- Some opinions are ignored or ridiculed.
- There is a fear of speaking for fear of teasing or punishments.
- The same people always speak.

Solutions:

- Listen without interrupting when someone speaks.
- Respect all opinions, even if we don't agree.
- Create speaking turns in class or in a group.
- Encourage those who speak less to participate.

Expected impact:

- Everyone feels valued and respected.
- Coexistence in the group improves.
- There is more participation and better ideas.
- Confidence and mutual respect increase.

"Speaking and listening unites us."

- Foster visual creativity: colours, drawings, symbols, icons.

5. Classroom exhibition (1–2 minutes per group)

- Each group presents its project to the rest. Probing questions:
 - "How would this idea work in practice?"
 - "What would you need to get it started?"
 - "What concrete problem would it solve?"
 - "Which year group, space, or moment would it affect most?"
- Reinforce **active listening and respect**.

6. Creation of the "Rights in Action Wall"

- Posters are placed on a **visible mural** in the classroom or corridor.
- Say: **"These proposals are our group's commitment to improving how we live our rights in the school."**
- **Optional:** Hold a vote to choose the **most viable action** and present it to the centre.

Teacher's note

- Prioritise the creation of **realistic and applicable proposals**.
- Avoid the activity centring on complaints towards the centre: **redirect towards solutions**.
- **Validate emotions and concerns** without delving into personal cases.
- You can use these proposals as a basis for a **termly project or a coexistence plan**.
- It is ideal for **evaluating citizenship and coexistence competencies**.

A3

Activity 3: Final debate + commitment — “Which right is essential for me?” (10 - 15 minutes).

Materials

- ☐ Classroom in a circle
- ☐ Individual rights cards (optional)
- ☐ Whiteboard for a word cloud
- ☐ Commitment sheet (optional)

3.3.1 Objective:

1. Integrate the **learning from the module** from a personal perspective.
2. Encourage **emotional expression**, critical thinking, and awareness.
3. Recognise that **rights are not abstract**: they influence the real lives of students.
4. Generate a **sense of community**, responsibility, and empowerment.

3.3.2. Activity procedure:

1. **Emotional activation: “What we have learned together”**
 - Guide the group:
 - *“We have spent three sessions analysing rights in our lives, in the world, and in our school. Now it’s time for something more personal: **deciding which right is especially important to you.**”*
 - Have a joint breath together to focus attention.
2. **Choosing the right (with cards or mentally)**
 - Options:
 - Hand out cards with different rights.
 - Project them on the whiteboard.
 - Or let each student choose it mentally.
 - Guiding questions:
 - *“Which right makes you **feel most protected?**”*
 - *“Which one makes a **real difference in your daily life?**”*
 - *“Which right would you like to be **always respected for all adolescents in the world?**”*
 - *“Which one would you like to **promote in your environment?**”*
 - Give them a few seconds for reflection.
3. **Voluntary participation round: expressing meaning**
 - Each student (only if they wish) shares briefly:
 - *“The most important right for me is ____ because...”*
 - *“This right helps me when...”*
 - *“I would like this right to be more respected because...”*
 - To promote depth, ask:
 - *“What would happen if this right were missing from your life?”*
 - *“What did this module teach you about that right?”*
 - Do not force anyone; **validate every intervention.**

4. **Collective construction:** closing word cloud
 - On the whiteboard, **collect the key words** that emerge:
 - Safety – Freedom – Equality – Trust – Justice – Respect – Well-being – Participation – Emotions – Friendship – Hope – Protection – Voice – Opportunity
 - When the cloud is created, say:
 - *“All these words summarise what rights mean to you. They are a reflection of what you value and want to protect.”*
5. **Final commitment (symbolic or written)**
 - Offer several options:

Option 1

Group oral commitment.

Everyone places their hand in the centre and says:

“We commit to looking after our rights and those of others.”

Option 2

Individual written commitment

On a card or post-it:

“From today, I commit to promoting the right to ____ in my environment.”

Option 3

Silent commitment.

Raising a thumb when they feel they are **ready to take on that commitment.**

6. Module closure

- Conclude with an inspiring phrase:
 - *“**Rights are not just written rules:** they live in our decisions, in how we treat others, and in how we defend justice. Each of you has the **power to make these rights be fulfilled a little more every day.**”*

Teacher's note

- Maintain a **safe and pressure-free atmosphere.**
- **Do not delve into sensitive personal stories;** acknowledge the emotion and move on.
- Observe which rights they choose: it is a **very valuable qualitative assessment.**
- You can **revisit these commitments** in future tutorials or coexistence sessions.

4.1.1 Objective:

1. Identify **everyday** situations that violate rights in a subtle or normalised way.
2. Develop **critical thinking** regarding inequalities present in the school and social environment.
3. Reflect on **forms of participation and defence** of rights.
4. Promote **empathy and collective responsibility**.

Materials

- ☐ Small cards or post-it notes
- ☐ Markers
- ☐ A whiteboard or roll of paper for creating the map
- ☐ Visual examples of micro-injustices (optional)

4.1.2. Activity procedure:

1. **Activation: What is a micro-injustice?**
 - Explain briefly:
 - “A *micro-injustice* is a small, everyday situation that may seem ‘normal’, but which affects someone’s rights.”
 - Common examples:
 - Not letting someone participate because “they always take too long”.
 - Making **jokes about a classmate’s appearance** or accent.
 - Ignoring someone’s opinion in group work.
 - **Recording without permission.**
 - Distributing turns unfairly.
2. **Individual work: “Write down a micro-injustice you have seen”**
 - Each student writes down a situation they have observed (do not personalise, no names for anyone).
 - They can choose:
 - Classroom,
 - Break Time,
 - Social Media,
 - Community,
 - Sports Activities.

Constantly comparing grades, bodies, or popularity.

A classmate is called by a nickname they do not like.

Minimising the fear or sadness of another person.

Ignoring an idea until someone else says it.

“Harmless” comments that hurt.

Some never choose what to do because “it’s already decided”.

3. Classifying on the “Map of Everyday Injustices”

- On the whiteboard, create categories:

| Participation | Equality | Privacy | Good treatment | Justice | Protection |

- Each student places their card where they think it belongs.

4. Guided debate: Why do they happen? How do they affect us?

- Key questions:
 - “Why do you think these situations happen so often?”
 - “What emotions do they generate in the affected person?”
 - “Which right is violated in each case?”
 - “What could an observer do to improve the situation?”

5. Closure: choosing a mini-commitment

- Each student selects a micro-injustice from the map and **proposes an individual action**:
 - “Listen more.”
 - “Not laughing at hurtful jokes.”
 - “Inviting others to participate.”
 - “Not recording without permission.”
 - “Helping when someone is alone.”

Teacher's note

- Ensure **no one points out specific classmates**.
- Emphasise that the goal is to **transform the environment**, not to judge people.
- This activity is **ideal for tutorials**, coexistence, and ethics education.

AC2

Activity 2: "Rights Tribunal" (25 -30 minutes).

4.2.1 Objective:

1. To **develop argumentation skills**, oral expression, and critical thinking.
2. To understand **conflicts between different rights**.
3. To practice **informed decision-making**.
4. To **promote respect** for different opinions and active listening.

Materials

- ☐ Cards with brief cases
- ☐ Role cards: lawyer, rights representative, student, teacher, observers
- ☐ Rights posters
- ☐ Chairs to set up the "tribunal"

4.2.2. Activity procedure:

1. **Presentation of the "tribunal"**
 - Explain that each group will analyse a case and must answer:
 - *Which right is in conflict?*
 - *Which decision would be the fairest?*
 - *Which arguments support that decision?*
2. **Allocation of roles in each group**
 - **Lawyer for the right:** defends the affected right.
 - **Involved student:** explains their version.
 - **Teacher:** provides the school context.
 - **Observers:** evaluate arguments and propose improvements.
3. **Brief cases (choose 2-3):**

Case 1

Privacy.

A student records a video in class without permission and uploads it to social media.

Case 2

Equality

In PE, a group always excludes the same person.

Case 3

Freedom of expression vs. respect.

A student gives their opinion in class, but others laugh at them or dismiss it.

Case 4

Protection.

A boy receives offensive messages in a private group.

Case 5

Participation

In a group project, two people decide everything without consulting the others.

4. **Mini-trial:** each group presents its case

- The "tribunal" responds:
 - *Which right was violated?*
 - *What should be done to rectify the situation?*
 - *Who should intervene?*
 - *What preventative actions can we take?*

5. **Final vote: which decision is the fairest?**

- Each group votes between:
 - Solution A
 - Solution B
 - Solution C
 - Other proposal (created by the group)

6. **Reflective closure**

- Final questions:
 - *"Is it easy to decide what is fairest?"*
 - *"What did we learn about responsibility and coexistence?"*
 - *"What would you do differently if you experienced one of these cases?"*

Teacher's Note

- **Avoid** it becoming a real trial between students.
- Keep the **focus on argumentation**, not on guilt.
- You can **record the "mini-trials"** for later reflection (if the school permits).



Material Checklist - All Activities

Day 1: Rights of life

1.1 Hidden image + critical reading

- ☐ Printed or projected images.
- ☐ Whiteboard or panel to collect ideas.
- ☐ Felt-tip pens.
- ☐ Classroom arranged in a circle or semi-circle.

1.2 "Which rights do you see here?"

- ☐ Picture (Image).
- ☐ Visible list of children's rights.
- ☐ Brief dilemma cards.
- ☐ Whiteboard or flipchart.
- ☐ Felt-tip pens.

1.3 Rights dilemmas in daily life

- ☐ Cards with daily dilemmas (social media, friendships, classroom, coexistence).
- ☐ Role cards (optional).
- ☐ Chairs to form small groups.
- ☐ Whiteboard for conclusions.

Day 2: Rights in the world

2.1 "What if...?" – Problem-solving questions

- ☐ List of "What if...?" questions.
- ☐ Whiteboard or flipchart.
- ☐ Felt-tip pens.
- ☐ Space for small group work.

2.2 Real stories of teenagers around the world

- ☐ Printed or projected real stories. Individual case analysis sheets.
- ☐ Brief visual rights dictionary (optional).
- ☐ Classroom prepared for group reading or station work.

2.3 Session closure

- ☐ Critical analysis templates.
- ☐ Whiteboard or digital tool.
- ☐ Felt-tip pens or devices for collaborative work.
- ☐ World maps (optional).
- ☐ Key concept cards: discrimination, poverty, conflict, migration, gender inequality, access to resources.

Day 3: Support network

3.1 "Which rights are lived here?"

- ☐ List or cards of children's rights. Observation sheets for students.
- ☐ Whiteboard/flipchart to create the "School Rights Map".
- ☐ Felt-tip pens.

3.2 "Our school with more rights"

- ☐ Large card or A3 paper for projects.
- ☐ Felt-tip pens, pencils, colours, stickers.
- ☐ Adhesive tape for display.
- ☐ Guide template with 4 blocks.
- ☐ Space to work in groups of 4-6 students.

3.3 Role-play: Practising how to help

- ☐ Scenario cards (1 per group).
- ☐ Clear space for acting.
- ☐ Note sheets (optional).

3.4 "Which right is essential to me?"

- ☐ Circle of chairs.
- ☐ Individual rights cards (optional).
- ☐ Whiteboard for final word cloud.
- ☐ Personal commitment sheet (optional).

Complementary activities

4.1 "Map of Everyday Injustices"

- ☐ Small cards or post-its (min. 1 per student).
- ☐ Felt-tip pens or pens.
- ☐ Large flipchart or whiteboard. Adhesive tape (if using post-its).
- ☐ Visible list of Children's Rights.
- ☐ (Optional) Images or visual examples of micro-injustices.
- ☐ (Optional) Cards categorised by type.

4.2 "Rights Tribunal"

- ☐ Cards with brief cases (2-5 lines per case).
- ☐ Role cards (explained in the activity).
- ☐ Posters with the main Children's Rights.
- ☐ Chairs to organise the "tribunal space".
- ☐ Stopwatch or visible clock.
- ☐ (Optional) Evaluation sheet for observers.
- ☐ (Optional) Symbolic judge's gavel.
- ☐ (Optional) "Case 1", "Case 2" posters, etc.

Right to equality

Right to privacy

Right to good treatment

Right to be heard

Right to participate

Right to education

Printable Day 1 Activity 2: Brief Dilemmas

In class, the same people are always chosen to represent the group, and others are never given the opportunity.

A classmate shares a photo of another person in the group without asking first.

On social media or in class, they make comments that ridicule a classmate and make them feel bad.

A student tries to explain their point of view in a discussion, but they are interrupted or not taken seriously.

In a group project, some people decide everything and do not let others participate.

A student does not understand the topic but is ashamed to ask, and nobody notices.

During a sports activity, they treat a classmate differently because of how they dress or where they come from.

A student reads out loud a private message from another person in front of the class.

They make "prank" jokes, but always about the same person, and they are no longer funny.

A female student proposes an idea, but the group ignores her until someone else says it.

During an important class decision, only the most popular students speak.

A student falls behind in their work because they do not have access to the same resources as others.

What if you had to
work before going to
school?

What if you couldn't
go to the doctor when
you need to?

What if you had to
walk for two hours to
get to school?

What if you had to
leave school to care
for your younger
siblings?

What if you couldn't
express what you think
because it's danger-
ous?

What if you had to
move countries due to
a conflict?

What if you didn't
have internet access
to do homework or
learn?

What if you were
discriminated against
because of your lan-
guage, gender, or
culture?

What if you couldn't
go to school every
day?

What if there was no
adult to care for you
when you are ill?

What if others decided
important things for
you?

What if nobody
defended you when
you need it?

Bangladesh

Amina works in a factory to help her family.

Vietnam

Linh must leave school to care for her siblings.

Ethiopia

Dawit takes more than two hours to get to school.

Syria

Ahmad is displaced due to an armed conflict.

Bolivia

Sofía is discriminated against for speaking another language.

Turkey

Eren cannot give his opinion freely in his environment.

Ukraine

Olena follows online classes, but sometimes cannot connect due to power cuts.

México

Valeria misses school some days because there is no water in her community.

Greece

Amir lives in a shelter and does not know if he can continue his studies.

Brazil

Lucas cannot play outdoors due to violence in his neighbourhood.

Argentina

Martina feels constant pressure on social media, affecting her self-esteem.

Chile

Camila is not listened to when she reports sexist comments in class.

Francia

Sami is excluded from activities for not being fluent in the language.

USA

Jordan fears expressing his ideas for fear of online attacks.

Spain

Yassin suffers online bullying because of his origin and stops participating in class.

Critical analysis sheet

What is happening?	Which right/s are violated?	What could be the causes?	¿Cómo crees que se siente la persona?

Poverty

Child
labour

Social in-
equality

Cultural and
linguistic dis-
crimination

Migration
and forced
displace-
ment

Armed con-
flicts

Access to
education

Digital divide

Freedom of
expression

Right to par-
ticipation

Child protec-
tion

Impact of
climate
change

Access to
healthcare

Social exclu-
sion

Emotional
wellbeing
and mental
health

Rights in my school

Is the right to participation respected?	The right to equality?	The right to good treatment?	The right to play and rest?
The right to education?	The right to education?		

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School Rights Map

Which right do we want to improve?	What problem exists in the school related to this right?	What action can we propose to improve this situation?	What impact would it have?

It is assumed that someone won't know how to do something "because they always make mistakes".

Interrupting someone every time they try to speak.

Distributing tasks without including those who are absent.

"Well-intentioned" comments that hurt.

Excluding someone from a group chat without explanation.

Reading other people's messages "out of curiosity".

Mocking someone when they ask an "obvious" question.

Leaving someone out of an online work group.

Saying "it's not a big deal" when someone expresses how they feel.

Constantly comparing grades, bodies, or popularity.

Calling a classmate by a nickname they don't like.

Ignoring an idea until someone else says it.

Sarcastic comments that hurt.

Some people never get to choose what to do "because it's already been decided".

Minimising the fear or sadness of another person.

LAWYER

STUDENT

TEACHER

OBSERVER

Case 1

Privacy.

A student records a video in class without permission and uploads it to social media.

Case 2

Equality

In Physical Education (PE), a group always excludes the same person.

Case 3

Freedom of expression vs. respect

A student gives their opinion in class, but others laugh at them or dismiss it.

Case 4

Protection

A boy receives offensive messages in a private group.

Case 5

Participation.

In a group project, two people decide everything without consulting the others.



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