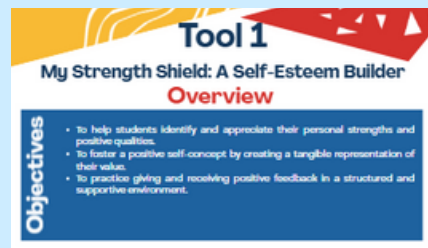


## TOOLKIT JOURNAL - FROM IDEA TO CLASSROOM

The Your Best Version partners have been working together to create a practical Toolkit that supports adolescents at risk of social exclusion and the teachers who work with them every day.

The Toolkit is built around 12 key emotional intelligence areas: self-esteem, self-awareness, self-regulation, resilience, emotional regulation, empathy, assertiveness, tolerance and respect, conflict resolution, teamwork, motivation, and self-motivation. For each area, the partners have designed 2 classroom-ready tools, making a total of 24 activities that can be used directly with students aged 12–17



### Instructions

- 1. Introduction & Brainstorm (10 minutes)
- The teacher begins by asking students: "If a knight has a shield for physical protection, what could we use to protect our confidence and self-esteem?"
- Introduce the idea of a "strength shield"—a personal symbol of our inner strengths, talents, and positive qualities that make us resilient.
- As a class, brainstorm different types of strengths. Create a list on the board to provide examples. Categories might include:
  - Character traits: (e.g., honest, kind, funny, determined, loyal).
  - Skills & talents: (e.g., good at a sport, artistic, a great listener, good at math).
  - Social roles: (e.g., a supportive friend, a helpful sibling, a reliable

### Context

- Individual work, followed by pair or small group sharing.
- Indoor (classroom). A familiar and structured environment is ideal for focused reflection and safe sharing among peers.

### Target Group

Ages 12–16. The activity is designed for students to work individually at first, collaborate in pairs or small groups (students).

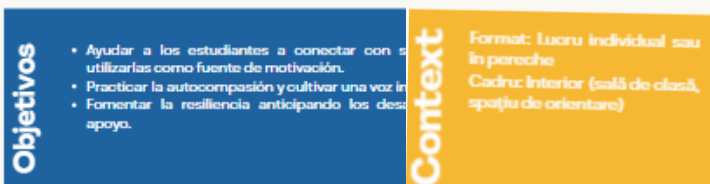
### Adaptation Tips

- For Different Ages:
  - Younger students (11–12): Focus more on drawing and symbols. The initial class brainstorm of strengths will be crucial for the sharing session brief and highly structured.
  - Older students (13–16): Challenge them to connect each to a future goal (e.g., "How will your determination help you achieve your future career?"). They could write a short paragraph on the back of the shield explaining a time they demonstrated that strength.

Focuses on one specific emotional skill, Includes:

- clear objectives .
- context of implementation (age, group size, setting),time needed.
- materials required (always simple and easy to find),
- step-by-step instructions for the teacher or facilitator.
- Ends with reflection questions to help adolescents think about what they felt, what they learned and how they behave in real-life situations.
- Offers adaptation tips so teachers and youth workers can adjust the activity to different groups, abilities and classroom realities.

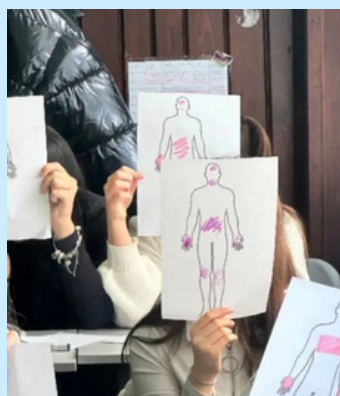
### Each tool



### Care sunt comportamentele/abilitățile

- Identificarea și etichetarea emoțiilor cu acuratețe
- Calmează-te înainte de a reacționa
- Utilizarea strategiilor de autoreglare (respirație, numărare)
- Recunoașterea semnelor fizice și mentale ale stresului

The tools use different methods such as games, group dynamics, guided discussions and outdoor activities, and can be implemented indoors or outdoors. All tools are written in simple, accessible English, and translated into Spanish and Romanian, so that they can be easily used in different schools and local contexts.



## TESTING THE TOOLKIT IN REAL CLASSROOMS

After designing the 24 tools, the project moved into a key step: the testing phase.

Its purpose is to see if the tools are:

- engaging and meaningful for adolescents,
- practical for teachers,
- inclusive for students with different backgrounds.

Who takes part? Adolescents aged 12–17 at risk of social exclusion and the teachers who work with them.

Each school partner (Colegio Córdoba and Liceul Teoretic “George Moroianu”) involves at least 15 adolescents and 5 teachers, including young people from disadvantaged backgrounds so the testing reflects the real diversity of the target groups.

## How we tested the Toolkit?

Each tool is used in a real classroom , following four simple steps:

1. Introduction – the facilitator explains the purpose of the activity and creates a safe, inclusive atmosphere.
2. Implementation – the activity is carried out as planned, with the facilitator guiding the group.
3. Feedback – adolescents and teachers complete short forms about clarity, engagement, relevance, timing, difficulty and inclusiveness.
4. Reflection – the facilitator notes group dynamics, participation, emotional reactions and any adaptations.



## Our partners



Colegio Córdoba (Spain) is our coordinator, a school offering Infant, Primary and Secondary Education (for pupils aged 3 to 16). It has a staff of more than 50, including teachers and administrative personnel.

Liceul Teoretic George Moroianu (Romania) is the oldest institution of local renown, founded in 1873. The school's educational vision encompasses the development of an attractive educational environment



Poderío T&R (Spain) is a training organization , with a staff made up of experts in different subjects. All have teaching and facilitating as common points

Asociația Copiii în Sănul Familiei (Romania), founded in 1984, aims at supporting institutionalised children and reunite them in a family environment



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