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Tool 1

Say It with Strength, Not Silence

Overview

Objectives

- Students will distinguish between passive, aggressive, and assertive communication styles
- Students will practice expressing opinions or saying “no” in respectful ways
- Students will build confidence in standing up for themselves while respecting others

What are the trainable behaviors/skills?

- Expressing opinions, needs, and boundaries clearly
- Managing disagreements respectfully
- Saying “no” without guilt
- Using confident body language and tone

Context

Format: Pair work or small group
Setting: Indoor (classroom, open space, or drama room)

Target Group

Ages 13–17, small groups or pairs

Duration: 45–50 minutes

Outline

1. Teacher introduces the concept of assertiveness using simple definitions and examples.
2. Students analyze short scenarios and decide which response style is shown.
3. In pairs or groups, they practice rephrasing responses in an assertive way.
4. Role-play exercises help students try out assertive language and body posture.
5. Class ends with reflection and optional journaling.

Useful Materials

- Printed scenario cards showing passive, aggressive, and assertive responses
- Assertive communication checklist (body language, tone, word choice)
- Space for role-plays (chairs, optional props)
- Whiteboard or projector (optional)
- Timer

Instructions

1. Begin by explaining the three main communication styles – passive, aggressive, and assertive – using relatable, real-life examples. Emphasize that assertiveness means expressing needs honestly and respectfully, without violating others' rights.
2. Share 2–3 sample scenarios with the whole class. For each, ask:
“What style is being used here?”
“How could it be changed to assertive?”
3. Divide students into small groups or pairs. Distribute scenario cards (e.g., “Your friend always copies your homework”, or “You’re given too much responsibility in a group project”).
4. Students take turns acting out both the original (passive or aggressive) and a rephrased assertive version. Encourage them to focus on:
Calm tone of voice
Direct eye contact
“I” statements (e.g., “I feel uncomfortable when...”)
Confident but respectful body posture
5. After each round, invite peer feedback using the Assertiveness Checklist. Encourage positive reinforcement of good strategies.
6. Regroup for class discussion. Optionally, ask students to journal one real-life situation where they could try being more assertive.

Reflection Questions:

- How did it feel to speak up in an assertive way?
- Which style do you usually use and why?
- How can assertiveness help you feel more respected and confident?

Adaptation Tips:

- Use simplified scenarios for ages 12–13; add complexity for ages 16–17
- For digital sessions, use breakout rooms and scenario slides
- Non-verbal students can write or draw their responses using speech bubbles



Tool 2

My Voice Matters: Building Inner Confidence Overview

Objectives

- To help students recognize their right to express feelings, needs, and opinions respectfully.
- To strengthen inner confidence and self-worth as foundations of assertiveness.
- To practice setting healthy personal boundaries and communicating them clearly.

What are the trainable behaviors/skills?

- Self-awareness of needs and emotional limits.
- Expressing disagreement or refusal without guilt.
- Balancing confidence with respect and empathy.
- Using “I” statements and positive self-talk to reinforce assertiveness.

Target Skill: Assertiveness

Context

Format: Individual reflection followed by small group discussion.

Setting: Indoor (classroom or guidance room), ideally arranged in a semi-circle or clusters for open conversation.

Target Group

Ages 13–17, working individually and then in small groups of 4–6.

Duration: 45 minutes

Outline

Tool 2

- Introduction (5 min): Define assertiveness and connect it to self-respect and boundaries.
- Reflection (10 min): Students complete the “My Voice Matters” worksheet to identify needs and limits.
- Sharing (10 min): In groups, students discuss how expressing themselves can be respectful and empowering.
- Practice (15 min): Students rewrite common self-doubt thoughts into assertive “I” statements.
- Wrap-Up (5 min): Class reflection on how confidence supports healthy relationships.

Useful Materials

- “My Voice Matters” worksheet (Annex).
- Whiteboard or projector for examples of assertive vs. non-assertive phrases.
- Pens, markers, and paper.
- Optional: calming background music to support reflection.

Instructions

1. Introduction: Assertiveness = Self-Respect in Action (5 minutes)

Ask:

“What does it mean to respect yourself while also respecting others?”

“How does being assertive feel different from being aggressive?”

Write on the board:

Assertiveness = expressing yourself with confidence and respect.

Explain that today's activity focuses on finding and using one's own voice.

2. Individual Reflection: My Voice Matters (10 minutes)

Distribute the My Voice Matters Worksheet.

Ask students to think quietly about times when they:

- Stayed silent but wished they had spoken up.
- Spoke harshly and later regretted it.
- Felt proud for saying something respectfully.

Then, they write short reflections about:

- Their personal rights (e.g., “I have the right to say no.”)
- Their boundaries (e.g., “I need space when I’m stressed.”)
- Their values (e.g., “I value honesty.”)

3. Small Group Sharing: What Makes a Voice Strong? (10 minutes)

In small groups, invite students to share one insight from their worksheet.

Encourage supportive listening – no advice or judgment, just understanding.

Prompt discussion:

“What makes it hard to speak up sometimes?”

“What helps you express yourself more confidently?”

Teacher note: Emphasize that assertiveness comes from inner clarity before outward action.

4. Practice: Rewriting Thoughts (15 minutes)

Write several self-doubt examples on the board:

- “People won’t listen to me.”
- “I don’t want to upset anyone.”
- “I’m not good at saying no.”

Ask students to transform each into an assertive “I” statement, such as:

- “My opinions deserve to be heard.”
- “I can express disagreement kindly.”
- “It’s okay to say no when I need to.”

Students then create 2-3 of their own personal assertive statements to keep in their notebooks.

Instructions

5. Reflection & Wrap-Up (5 minutes)

Conclude with a short class discussion:

“How does it feel to speak with confidence and kindness?”

“When might you need to use your assertive voice this week?”

Encourage students to use one of their “I” statements daily as a positive reminder.

REFLECTION QUESTIONS

1. What helps you feel confident enough to speak your mind respectfully?
2. How can you express your boundaries without feeling guilty?
3. What’s one situation where you could use assertiveness in the next few days?

ADAPTATION TIPS

- For Younger Students (11-13): Use visual icons or color charts to show “My Strong Voice” (green = calm, red = too aggressive, blue = too quiet).
- For Older Students (16-18): Add a journaling prompt about assertiveness in friendships, family, or online communication.
- For Large Groups: Have students write “I statements” on sticky notes and post them on a class “Confidence Wall.”
- For Digital Contexts: Use shared documents or digital whiteboards to write and share “I statements.”

ANNEX: MY VOICE MATTERS WORKSHEET

Purpose:

To help students reflect on their rights, needs, and communication patterns, and practice turning self-doubt into assertive language.

Step 1: My Personal Rights

Write 3 things you have the right to say or feel.

Examples:

- “I have the right to say no.”
- “I have the right to ask for help.”
- “I have the right to be treated with respect.”

- 1.
- 2.
- 3.

Step 2: My Boundaries

Think of situations where you need space or limits.

Examples:

- “When I’m tired, I need quiet.”
- “I don’t like when people interrupt me.”

- 1.
- 2.

Step 3: My Assertive “I” Statements

Rewrite your inner thoughts in a strong, respectful way.

Examples:

- “I can say no and still be kind.”
- “My voice deserves to be heard.”

- 1.
- 2.

Step 4: My Confidence Reminder

Write one short affirmation that helps you stay assertive.

Examples:

- “I speak with respect and strength.”
- “Confidence starts with self-respect.”

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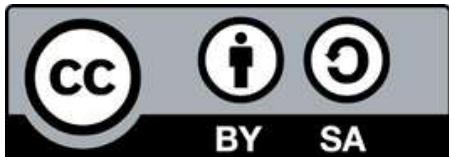
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Tool 1

Cool Heads, Clear Words

Overview

Objectives

- Students will recognize common conflict triggers in school and social life
- Students will practice a step-by-step method for resolving peer conflicts
- Students will demonstrate active listening and solution-building strategies

What are the trainable behaviors/skills?

- Identifying the root causes of conflict
- Managing emotions during disagreement
- Practicing respectful negotiation and compromise
- Listening to different perspectives before reacting

Context

Format: Small group

Setting: Indoor (classroom or structured group circle)

Target Group

Ages 13–17, small groups

Duration: 45–50 minutes

Tool 1

Outline

1. Teacher introduces a simple 4-step model for resolving conflict.
2. Students analyze sample conflicts and identify emotional triggers.
3. In small groups, they role-play the conflict and resolution steps.
4. Students switch roles and reflect on how outcomes can change with calm communication.
5. Groups create a Conflict Toolkit poster summarizing key strategies.

Useful Materials

- Conflict scenario cards (peer-based situations: rumors, group work tension, exclusion)
- “4 Steps to Resolution” handout
- Poster paper and markers
- Optional: calming tools (stress ball, soft music, timer)



Instructions

1. Begin with a question: “What kinds of conflict do students face most often?” Gather responses (e.g., gossip, misunderstandings, feeling disrespected).
2. Introduce the 4 Steps to Conflict Resolution:
 1. Cool down first (don’t act while angry)
 2. State the problem clearly using “I” statements
 3. Listen to the other person’s side
 4. Work together on a fair solution
3. Hand out conflict scenario cards. In groups of 3-4, students read the situation and discuss:
 - What caused the conflict?
 - What emotions are involved?
 - What might help de-escalate the situation?
4. Groups role-play both an unhelpful and a constructive version of the conflict. Emphasize tone, listening, and fairness.
5. After each role-play, groups reflect briefly: “Which approach worked better? Why?”
6. To wrap up, each group creates a small Conflict Toolkit Poster – listing 3-5 tips or phrases that help resolve conflicts (e.g., “Let’s take a break and talk later”, “I feel... when...”).

Reflection Questions:

- What do you usually feel or do when conflict happens?
- Which of the 4 steps do you think is the hardest – and why?
- How does calm communication change the outcome of a conflict?

Adaptation Tips:

- For younger groups, act out simple scenarios using puppets or short comics
- Use culturally relevant examples for diverse classrooms
- Digitally, students can create posters or presentations with tools like Canva or Padlet



Tool 2

Peace Builders: Restoring Understanding Together

Objectives

- To help students practice calm and empathetic communication in repairing conflicts.
- To develop active listening, perspective-taking, and solution-building skills in group situations.
- To encourage students to take responsibility for their role in misunderstandings and to rebuild trust.

What are the trainable behaviors/skills?

- Expressing emotions respectfully and clearly.
- Listening to understand, not to argue.
- Recognizing mutual responsibility in conflicts.
- Building fair, lasting solutions through collaboration.

Target Skill: Conflict Resolution

Context

Format: Small group activity (3-6 students).

Setting: Indoor (classroom or circle space) – arranged in a way that allows open dialogue and eye contact.

Target Group

Ages 13-17, small groups or whole-class circles

Duration: 45 minutes

Tool 2

Outline

- Introduction (5 min): Define conflict as an opportunity to rebuild understanding.
- Story Challenge (10 min): Groups receive short conflict stories showing both sides.
- Perspective Swap (10 min): Students switch roles to express each person's emotions and needs.
- Restorative Dialogue (15 min): Groups create a short “Peace Builder Conversation” that resolves the issue fairly.
- Reflection (5 min): Discuss lessons about empathy, communication, and forgiveness.

Useful Materials

- Printed Conflict Story Cards (Annex).
- “Peace Builder Dialogue” template (Annex).
- Markers, pens, and A4 paper.
- Optional: music or calm background sound for the reflection phase.

Instructions

1. Introduction: From Conflict to Connection (5 minutes)

Start with a discussion:

“What does it mean to make peace, not just stop fighting?”

“Why is it important to understand both sides of a conflict?”

Write on the board:

Conflict + Communication + Empathy = Resolution

Explain that today's activity will focus on repairing understanding, not assigning blame.

2. Story Challenge: Understanding Both Sides (10 minutes)

Divide students into small groups and distribute one Conflict Story Card to each.

Each story shows a disagreement between two classmates, friends, or team members.

Ask groups to read their story and discuss:

- What went wrong?
- How do both people feel?
- What does each person need to feel heard and understood?

Encourage students to write these on the “Peace Builder Dialogue” template.

3. Perspective Swap: Walking in Each Other's Shoes (10 minutes)

Students pair up within their group to role-play each side of the story.

Then, they swap roles – person A becomes person B and vice versa.

Ask:

“How did it feel to see the situation from the other side?”

“What new understanding did you gain?”

This exercise helps students step beyond their own perspective and discover empathy as a key to resolution.

4. Restorative Dialogue: Building the Bridge (15 minutes)

Groups now use the “Peace Builder Dialogue” format to create a short, respectful conversation that ends with a fair solution.

Example structure on the worksheet:

- 1.I feel... (state emotion calmly)
- 2.I need... (express what would help)
- 3.I understand that you... (show empathy)
- 4.Can we agree to... (propose a solution)

Each group presents their “Peace Builder Dialogue” to the class (or in smaller circles).

Applaud examples of fairness, listening, and empathy.

Instructions

5. Reflection & Wrap-Up (5 minutes)

Facilitate a short whole-class reflection:

“What did you notice about how understanding each other changes conflict?”

“Which words or actions helped the most to restore peace?”

End with this affirmation on the board:

“Peace isn’t the absence of conflict – it’s the presence of respect.”

REFLECTION QUESTIONS

1. What helped you understand the other person’s point of view?
2. How does empathy make conflict easier to resolve?
3. What can you do differently next time a disagreement happens?

ADAPTATION TIPS

- For Younger Students (11-13): Use simpler stories and allow drawings instead of dialogue writing.
- For Older Students (16-18): Introduce a reflection on real-life conflicts in friendships, school, or online.
- For Large Groups: Use a fishbowl format – one group models a “Peace Builder Dialogue” while others observe and discuss.
- For Digital Context: Use breakout rooms; students can record short video dialogues or create digital posters summarizing solutions.

ANNEX: PEACE BUILDER DIALOGUE WORKSHEET

Purpose:

To help students explore both sides of a conflict, practice empathy, and create a fair solution through structured conversation.

Step 1: Read Your Story

What happened? Who are the two people involved?

Step 2: What Each Person Feels and Needs

Person A feels...Person A needs...

Person B feels...Person B needs...

Step 3: Perspective Swap

After switching roles, write one new thing you realized:

Step 4: Build the Peace

Work together to write a short respectful dialogue that ends in understanding.

Example starters:

- “I understand that you felt...
- “Next time, I will try to...
- “Let’s agree to...

Step 5: Reflection

What did you learn about resolving conflicts with empathy?

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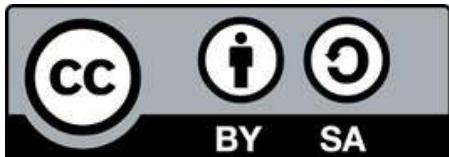
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Tool 1 Name It, Tame It

Overview

Objectives

- Students will recognize how emotions feel in the body and brain
- Students will practice naming their emotions with clarity
- Students will apply 2-3 regulation techniques to reduce emotional intensity

What are the trainable behaviors/skills?

- Identifying and labeling emotions accurately
- Calming down before reacting
- Using self-regulation strategies (breathing, counting, grounding)
- Recognizing physical and mental signs of emotional escalation

Context

Format: Individual or pair work

Setting: Indoor (classroom, guidance space)

Target Group

Ages 12-14, individual or pairs

Duration: 40–45 minutes

Tool 1

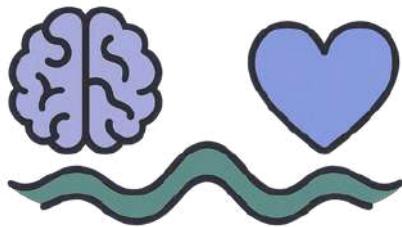
Outline

1. Teacher introduces how emotions affect the body and brain.
2. Students complete a worksheet that connects emotions to physical reactions.
3. They identify a recent emotional moment and “map” how it felt.
4. Teacher guides them through calming strategies.
5. They choose their favorite technique and create a “regulation card” for future use.

Useful Materials

- Emotion-body map worksheets
- Colored pencils or markers
- “Calm-down strategies” poster or handout
- Blank cards or small paper for students to design their own calming strategy card

Soft instrumental music (optional)



Instructions

1. Begin with a short explanation: Emotions affect how we think, feel, and act. They can feel overwhelming if we don't learn to pause and manage them.
2. Ask students: "Where do you feel anger/sadness/stress in your body?" Then introduce the Emotion-Body Map Worksheet. Each student colors or marks where they usually feel certain emotions (e.g., tense jaw, fast heartbeat, heavy chest).
3. Have students quietly reflect on a recent situation that triggered strong emotions. They complete a second short worksheet to describe:
 - What happened
 - What emotion was felt
 - What it felt like physically
 - What they did in response
4. Lead a brief calming exercise as a class – breathing together, grounding (5-4-3-2-1 method), or using a squeeze ball. Briefly explain when and how each tool helps.
5. Ask students to choose one calming method they liked. They design a "Regulation Card" – a personalized tool that reminds them what works when big feelings come up. Example: "When I feel overwhelmed, I breathe in for 4, hold for 4, out for 4."
6. Invite volunteers to share their cards or insights with the group. Encourage storing the cards in notebooks or pencil cases for future use.

Reflection Questions:

What signs tell you that you're starting to lose control of your emotions?
Which calming tool worked best for you and why?
How can naming your emotions help you feel more in control?



Cool Down Circle: Practicing Calm in Action

Overview

Objectives

- to help students apply emotional regulation techniques in real-life, emotionally charged situations.
- To strengthen emotional awareness and impulse control in social interactions.
- To promote empathy, active listening, and calm decision-making during conflicts or stress.

What are the trainable behaviors/skills?

- Regulating emotions before reacting.
- Practicing empathy and perspective-taking.
- Using breathing and grounding strategies in social contexts.
- Developing self-control, reflection, and constructive communication.

Context

Format: Small group or whole-class activity using realistic scenarios.

Setting: Indoor (classroom, guidance space). Chairs arranged in a circle to promote focus, respect, and open dialogue.

Target Group

Ages 13-16, working in small groups (4-6 students) or whole-class circles.

Duration: 45 minutes

Outline

- Introduction (5 min): Review emotional regulation and introduce the “Cool Down Circle” activity.
- Scenario Work (10 min): Groups receive relatable emotional scenarios.
- Strategy Planning (10 min): Students choose and apply calming strategies for the situation.
- Role-Play & Reflection (15 min): Groups act out their scenario and demonstrate their regulation response.
- Debrief (5 min): Discuss what worked, what felt difficult, and what could be applied in real life.

Useful Materials

- Printed Scenario Cards (with short emotional/social situations).
- Whiteboard or poster titled “Our Cool-Down Strategies.”
- Optional: calming corner setup (e.g., soft music, stress ball, timer).
- Pens and paper for group notes.

Instructions

1. Introduction: Staying Calm When It Matters (5 minutes)

Begin by asking:

“What does it mean to regulate your emotions?”

“Why is it hard to stay calm when we’re upset?”

Write on the board: “Emotional regulation = staying in control of your reactions.”

Briefly review a few calming techniques from Tool 1 (deep breathing, grounding, counting, taking space).

Explain that today’s activity helps students practice these skills in real situations.

2. Scenario Work: Real-Life Emotions (10 minutes)

Divide students into small groups and give each one a Scenario Card (examples below).

Ask groups to read their scenario and discuss:

- What emotions might come up?
- How might those emotions feel in the body?
- What reactions could make the situation worse?

Example Scenarios:

- “A friend spreads a rumor about you.”
- “You studied hard but still got a low grade.”
- “You’re blamed for something you didn’t do.”
- “Your teammate doesn’t listen to your idea.”

3. Strategy Planning: Cooling Down Together (10 minutes)

Each group chooses two calming techniques they could use before responding (e.g., deep breathing, pausing, talking calmly, walking away).

They then plan how to handle the situation after calming down – focusing on respectful communication or positive problem-solving.

Encourage notes like:

- “I take a deep breath before speaking.”
- “I remind myself, ‘It’s okay to be upset, but I can choose my response.’”

Activity Plan

4. Role-Play & Reflection (15 minutes)

Groups briefly act out their scenario in two versions:

- Version 1: Reacting without regulation.
- Version 2: Using calm-down techniques before responding.

After each role-play, ask the audience:

“What changed between version one and two?”

“How did emotional control affect the outcome?”

Applaud all groups for demonstrating emotional awareness and self-regulation.

5. Debrief & Class Reflection (5 minutes)

Bring everyone back into a circle. Lead a short reflective discussion using the questions below.

Reflection questions

1. What did you notice about how emotions affect your reactions?
2. Which regulation strategies worked best for you during the scenarios?
3. How could you apply these tools in real life — at school, at home, or with friends?

ADAPTATION TIPS

- For Younger Students (11–13): Use simpler, familiar scenarios (e.g., losing a game, being told “no”) and shorter role-plays.
- For Older Students (16–18): Add a journaling component — write about a real personal experience and how they could respond differently next time.
- For Large Classes: Split into multiple circles and rotate groups after each scenario.
- Digital Version: Use online breakout rooms; students can role-play on video or create a short comic/story version of their scenario.

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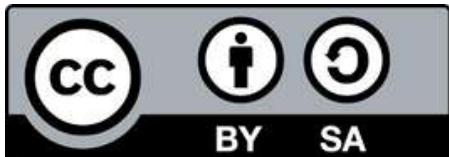
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Tool 1

Walk in My Shoes

Overview

Objectives

- Students will identify emotional cues and situations from others' perspectives.
- Students will demonstrate empathy through role play and discussion.
- Students will improve listening skills by practicing non-judgmental responses.

What are the trainable behaviors/skills?

- Recognizing and identifying emotional cues in others
- Practicing perspective-taking in real-life scenarios
- Strengthening active listening and non-judgmental responses
- Expressing compassion through verbal and non-verbal communication

Context

- Format: Pair work
- Setting: Indoor (classroom or quiet shared space)

Target Group

Ages 12–15, pairs or small groups

Duration: 40 minutes

Outline

Tool 1

- Teacher introduces the concept of empathy using a short real or fictional story.
- Students are paired and given emotion-based scenario cards.
- One student role-plays while the other practices empathetic listening.
- Students switch roles and reflect on the experience.
- Class regroups for a discussion on what empathy felt like in action.

Useful Materials

- Emotion Scenario Cards: Printed cards with realistic, age-appropriate situations that evoke common adolescent emotions (e.g., rejection, loneliness, failure, being misunderstood). Prepare at least 8-10 different cards for variety.
- Empathy Checklist: A small printed guide for each student listing key listening behaviors (e.g., “Make eye contact”, “Use reflective statements”, “Don’t interrupt”, “Ask how to support”).
- Chairs arranged in pairs: Create a quiet, focused environment where students can sit face-to-face during the role-play.
- Pens and paper (optional): For students to jot down what they noticed or learned, or to write answers to reflection questions after the discussion.
- Timer or stopwatch: To help manage the timing of each role-play round and ensure equal participation.

Activity Plan

Instructions

1. Introduce the concept of empathy using a relatable story or a short video clip (e.g., someone feeling left out or facing a tough situation). Emphasize that empathy means feeling with someone, not fixing their problem. Clarify the difference between empathy and sympathy.
2. Divide the class into pairs. If there's an odd number of students, create a group of three and let one student observe and give feedback.
3. Distribute one emotion scenario card to each pair. These cards describe everyday adolescent challenges (e.g., "I just moved to a new school and feel invisible", or "I was left out of a group project I really cared about").
4. In each pair, Student A reads the card and role-plays the person in the scenario. They should speak in the first person ("I feel...") and express how that situation might feel emotionally (sadness, frustration, anxiety, loneliness, etc.).
5. Student B listens actively, using the Empathy Checklist as guidance:
 - Make eye contact and show attentiveness with body language
 - Use reflective phrases like: "It sounds like you're feeling...", or "That must have been really tough."
 - Avoid giving advice or trying to "solve" the problem
 - Ask supportive questions such as "How can I support you right now?" or "What helped you in that moment?"
6. After 3-4 minutes, students switch roles. Student B now role-plays a new scenario while Student A listens empathetically using the checklist.
7. After both rounds, give each pair 2-3 minutes to talk about how it felt to be truly listened to. Ask them to share whether they felt understood and what made that possible.
8. Return to a whole-class discussion. Invite volunteers to share key insights. Ask: "What surprised you?", "What was easy or hard about showing empathy?", "What did you learn about yourself or others?"

Reflection Questions:

- What was challenging about listening without offering solutions?
- How did you know when your partner felt heard?
- How can you use empathy more in your daily life?



Tool 2

The Empathy Map: Seeing Through Their Eyes Overview

Objectives

- To help students recognize that everyone experiences emotions differently based on their perspective.
- To develop understanding of others' needs, thoughts, and feelings through visual mapping.
- To encourage compassion, teamwork, and open-mindedness in group problem-solving.

What are the trainable behaviors/skills?

- Perspective-taking and emotional awareness.
- Active listening and interpreting emotional cues.
- Expressing empathy through communication and collaboration.
- Understanding diversity of emotions and experiences.

Target Skill: Empathy

Context

Format: Small group activity (3-5 students).

Setting: Indoor classroom, tables arranged for group work and easy discussion.

Target Group

Ages 13-16, working in small groups.

Duration: 45 minutes

Outline

- Introduction (5 min): Teacher introduces empathy as “seeing through another person’s eyes.”
- Scenario Exploration (10 min): Groups receive a short scenario about a social or emotional situation.
- Empathy Mapping (15 min): Students complete an “Empathy Map” worksheet exploring what the person might see, hear, think, feel, and need.
- Sharing Insights (10 min): Groups present their empathy maps to the class and discuss patterns or surprises.
- Reflection (5 min): Students reflect on how empathy can change their behavior in daily life.

Useful Materials

- Printed Empathy Map Worksheet (one per group).
- Scenario Cards with short, age-appropriate social stories (e.g., feeling left out, being judged, dealing with failure).
- Pens, colored markers, and paper.
- Whiteboard or projector to show an example of a completed map.

Instructions

1. Introduction: Seeing Through Someone Else's Eyes (5 minutes)

Begin with a class discussion:

“What does it really mean to understand someone else’s feelings?”

“Can two people experience the same situation differently?”

Write on the board:

Empathy = understanding how another person sees, feels, and thinks – even if their experience is different from yours.

Explain that today, students will use an Empathy Map to explore another person’s emotions, thoughts, and needs.

2. Scenario Exploration (10 minutes)

Divide the class into small groups of 3–5 students.

Give each group one Empathy Scenario Card, such as:

- “A new student joins the class but no one talks to them.”
- “A teammate blames you for losing a game.”
- “Your friend doesn’t invite you to a party.”
- “Someone posts a mean comment online.”

Ask groups to read the scenario aloud and discuss:

“How might this person be feeling?”

“What do you think they want or need?”

3. Group Work: The Empathy Map (15 minutes)

Distribute one Empathy Map Worksheet per group with four labeled sections:

SEE – HEAR – THINK – FEEL – NEED.

Groups fill in each section together:

- SEE: What does this person see happening around them?
- HEAR: What might they be hearing from others or saying to themselves?
- THINK: What thoughts could be running through their mind?
- FEEL: What emotions might they experience?
- NEED: What do they most need right now (comfort, understanding, support, apology)?

Encourage use of color, drawings, or key words – creativity is welcome!

Instructions

4. Sharing and Discussion (10 minutes)

Each group presents their empathy map to the class.

After each presentation, ask:

“What did you notice about how different groups understood the same situation?”

“Were there any surprising feelings or needs you hadn’t thought of?”

Highlight that empathy means noticing diversity of emotions – there’s no single “right” way to feel.

5. Reflection & Wrap-Up (5 minutes)

Conclude with a short whole-class reflection:

“How can empathy maps help us communicate better with others?”

“What could change if we tried to see from others’ perspectives more often?”

Encourage students to keep their maps as reminders of how to pause and consider others’ feelings before reacting.

REFLECTION QUESTIONS

1. What did you learn about how different people experience the same event?
2. How did creating the empathy map change how you think about others’ feelings?
3. When could you use this kind of empathy in your own life?

ADAPTATION TIPS

- For Younger Students (11-13): Use visual icons or emojis for the “SEE-HEAR-FEEL” sections instead of full sentences.
- For Older Students (16-18): Add a reflection question linking empathy to real social issues (e.g., online behavior, bullying, inclusion).
- For Limited Time: Use one scenario for the whole class and complete the map together on the board.
- For Digital Context: Use a shared whiteboard or collaborative platform (e.g., Padlet, Jamboard) with labeled sections for each group to fill in virtually.

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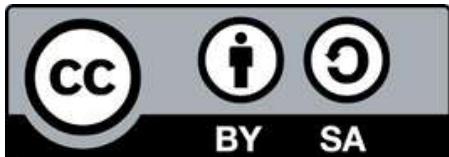
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Tool 1

My Motivation Map: Charting Your Drive Overview

Objectives

- To help students identify the difference between intrinsic (internal) and extrinsic (external) motivators.
- To guide students in connecting their personal goals to their core values.
- To develop proactive strategies for overcoming common obstacles to motivation.

What are the trainable behaviors/skills?

Goal setting, self-reflection, value identification, resilience, strategic planning, and metacognition (thinking about one's own thinking).

Target Skill: Motivation

Context

- Individual reflection followed by pair work.
- Indoor (classroom). A quiet and structured setting is ideal for this reflective activity.

Target Group

Ages 14–16, working individually and then in pairs.

Duration: 45 minutes

Outline

Tool 1

1. Introduce Motivation: The teacher explains intrinsic and extrinsic motivation using relatable examples.
2. Individual Mapping: Students use a "Motivation Map" worksheet to choose a personal goal. They then map out their "why" (values), their motivators, potential obstacles, and strategies to stay on track.
3. Pair & Share: In pairs, students share their maps, explaining their goals and the forces they believe will drive them.
4. Group Discussion: The teacher facilitates a brief class-wide discussion on common themes, challenges, and the power of understanding one's own motivation.

Useful Materials

- "My Motivation Map" worksheet for each student.
- Pens or pencils.
- Whiteboard or chart paper for the introduction.

Part 1

45
minutes

Instructions

1. Introduction: What Drives You? (10 minutes)

- The teacher introduces the concept of motivation.
- Define the two main types on the whiteboard:
 - Intrinsic Motivation: Doing something because it's personally rewarding. The motivation comes from inside you (e.g., learning guitar because you love music).
 - Extrinsic Motivation: Doing something to earn a reward or avoid punishment. The motivation comes from the outside (e.g., studying to get a good grade or avoid being grounded).
- Ask students for examples of each.

2. Individual Work: Charting Your Map (20 minutes)

- Distribute the "My Motivation Map" worksheets.
- Step 1: Choose a Goal. Instruct students to write down a meaningful short-term or long-term goal (e.g., "get a B in math," "make the basketball team," "learn to cook a meal").
- Step 2: Find Your "Why." Students write down why this goal is important to them. (e.g., "It matters because I want to feel more confident in class").
- Step 3: Identify Motivators. Students list both intrinsic (e.g., "I'll feel proud") and extrinsic (e.g., "My parents will be happy") motivators.
- Step 4: Predict Obstacles. Students brainstorm things that could get in their way (e.g., "I get distracted by my phone," "The practices are really early").
- Step 5: Plan Your Strategies. For each obstacle, students write down one strategy to overcome it (e.g., "I'll put my phone in another room while studying," "I'll pack my bag the night before").

Activity Plan

3. Pair & Share (10 minutes)

- In pairs, students take turns explaining their Motivation Map.
- The listening partner is encouraged to ask one clarifying question, such as, "What motivator do you think will be the most powerful for you?"

4. Closing Discussion (5 minutes)

- Bring the class back together.
- Ask a few students to share one obstacle and one strategy that they heard from their partner (with permission).
- Use the reflection questions below to wrap up.

Reflection Questions

- After mapping it out, does your goal feel more achievable? Why or why not?
- Were you surprised by which motivators (intrinsic or extrinsic) were more common for your goal?
- How can understanding your personal motivators help you when you feel like giving up?

Adaptation Tips

- For Different Ages:
 - Younger students (12-13): Use very simple, immediate goals (e.g., finishing homework for the week, cleaning their room). The worksheet could include icons or pictures. Focus the discussion on feelings of pride (intrinsic).
 - Older students (17-18): Encourage them to map out larger, more complex goals related to post-graduation plans (e.g., applying for a job or college). The discussion can be more nuanced, exploring how motivation can shift over time.
- For Different Group Sizes: For a larger class, the sharing portion can be done in small groups of three. You could also have students write their top strategy on a sticky note and create a "class strategies" board.
- Digital Context: Use a template on a collaborative digital whiteboard. Students can fill out their maps digitally and then share their screens in breakout rooms.

Annex

My Motivation Map: Charting Your Drive

Purpose:

Just like a map helps you find your way to a destination, your Motivation Map helps you discover what drives you, what slows you down, and how to reach your goals with energy and purpose.

Step 1: My Destination (Goal)

What's something important you want to achieve?

(Example: "Get better at math," "Start exercising," "Finish my project," "Build confidence.")

My Goal:

Step 2: My "Why" – The Reason I Want This

Why is this goal important to me?

(Example: "It will make me feel proud," "I want to help others," "It helps my future.")

My "Why":

Step 3: My Strengths – What Helps Me Move Forward

What skills, qualities, or habits will help you on this journey?

(Example: "I'm determined," "I stay organized," "I ask for help.")

My Strengths:

Annex

Step 4: My Roadblocks – What Gets in My Way

What obstacles or challenges might slow you down?

(Example: “Procrastination,” “Self-doubt,” “Distractions.”)

 My Roadblocks:

Step 5: My Tools & Strategies – How I’ll Keep Going

What actions, habits, or supports can help you stay motivated when it’s tough?

(Example: “Set small goals,” “Take breaks,” “Talk to a mentor,” “Reward progress.”)

 My Motivation Tools:

Step 6: My Energy Sources – What Fuels My Drive

What gives you energy, joy, or inspiration to keep going?

(Example: “Music,” “Encouragement,” “Success stories,” “Helping others.”)

 My Energy Boosters:

Step 7: My Support System

Who helps you stay on track or cheer you on?

(Example: “My family,” “My teacher,” “My friend,” “My coach.”)

 My Support Team: _____

Annex

🚦 Step 8: Staying on Course

How will you remind yourself to stay focused when motivation fades?
(Example: “Keep my goal visible,” “Use positive affirmations,” “Reflect weekly.”)

📝 My Plan to Stay on Course: _____

🌈 Step 9: My Motivation Mantra

Create a short phrase or affirmation to keep your motivation strong.

Examples:

- “One step at a time.”
- “I can do hard things.”
- “Keep going – progress, not perfection.”

📝 My Motivation Mantra: _____

💬 Step 10: Reflection

- What did I learn about what drives me?
- How can I use this map to reach my goal?

🗺 Optional Activity: Draw Your Motivation Map

Draw a road or journey on your page.

- 🚭 Start = Your current place
- 🏁 Finish line = Your goal
- 💡 Signs along the way = your supports or reminders
- ⚡ Roadblocks = challenges you'll overcome



Tool 2

Motivation Mantra: Fueling Your Goals Overview

Objectives

- To help students articulate their core motivation for a specific goal.
- To create a personal, positive statement (mantra) that can be used to reinforce focus and effort.
- To build confidence by connecting daily actions to long-term aspirations.

What are the trainable behaviors/skills?

Goal setting, positive self-talk, self-reflection, resilience, and focus.

Target Skill: Motivation

Context

- Individual reflection followed by small group sharing.
- Indoor (e.g., classroom). This is ideal for a focused, reflective activity.

Target Group

Ages 13–15, working individually and then in small groups.

Duration: 40 minutes

Outline

1. Introduction: The teacher explains what a motivation mantra is and why positive self-talk is a powerful tool.
2. Goal Selection: Each student chooses one meaningful personal goal they are working towards.
3. Mantra Creation: Students use a worksheet to break down their goal's "why" and craft a short, powerful, and positive mantra.
4. Group Sharing: In small groups, students share their goal and their mantra, explaining why they chose those words.
5. Reflection: The class discusses how they can use these mantras in their daily lives.

Useful Materials

- Paper or "Motivation Mantra" worksheet for each student.
- Pens, markers, or colored pencils.

Part 1

45
minutes

Instructions

1. Introduction: The Power of Words (10 minutes)

- The teacher introduces the concept of a mantra: "A mantra is a short, positive statement you can repeat to yourself to stay focused and motivated, especially when things get tough."
- Give a few examples: "I am focused and capable," "Every step is progress," or "I can do hard things."
- Explain that the goal of the activity is to create a personal mantra for a goal that is important to them.

2. Individual Work: Creating Your Mantra (15 minutes)

- Hand out paper or worksheets.
- Step 1: Ask students to write down one goal that is important to them right now (e.g., improving a grade, learning a new skill, making a team).
- Step 2: Below the goal, have them answer the question: "Why does this goal truly matter to me?" Encourage them to think about the feeling behind the goal (e.g., pride, confidence, happiness).
- Step 3: Based on their "why," instruct them to draft a short, positive mantra. It should be in the present tense (e.g., use "I am" instead of "I will be").
- Step 4 (Optional): Students can decorate the paper with colors or symbols that represent their goal and mantra.

3. Small Group Sharing (10 minutes)

- Divide students into small groups of 3-4.
- Each student shares their goal and their mantra. They should also briefly explain the "why" behind it.
- The group's role is to listen supportively.

4. Closing Discussion (5 minutes)

- Bring the class back together.
- Facilitate a brief discussion using the reflection questions below.

Reflection Questions

- How does saying your mantra out loud make you feel about your goal?
- Where is a place you could keep your mantra (e.g., in a notebook, on your desk) to remind you of your motivation?
- What did you learn from hearing about the goals and motivations of your classmates?

Adaptation Tips

- For Different Ages:
 - Younger students (11-12): Focus on a weekly goal. Provide sentence starters for the mantra, like "I am working hard to..." or "I feel good when I..."
 - Older students (16-18): Encourage them to create mantras for more complex, long-term goals. They could explore creating digital versions (e.g., a phone lock screen) to keep their mantra visible.
- For Different Group Sizes: For larger classes, the sharing can remain in small groups. You could create a "Mantra Wall" where students can anonymously post their mantras on sticky notes for the whole class to see.
- Digital Context: Students can use a simple graphic design tool or a collaborative whiteboard to create a visually appealing version of their mantra, then share it in digital breakout rooms.

Annex

Worksheet

🌟 My Motivation Mantra Worksheet

💡 What is a Motivation Mantra?

A motivation mantra is a short, powerful phrase that helps you stay focused, confident, and positive – especially when things get tough.

It's something you can repeat to yourself to remind you of your goals, strengths, and values.

1🌟 Step 1: Identify Your Goal

What are you trying to achieve or improve right now?

(Example: “I want to stay calm during exams.” or “I want to believe in myself more.”)

📝 My Goal:

💪 Step 2: Recognize Your Strengths

What are some things you’re good at, proud of, or have overcome before?

(Example: “I’m hardworking,” “I care deeply,” “I don’t give up easily.”)

📝 My Strengths:

❤️ Step 3: Choose Words That Inspire You

Circle or highlight words that make you feel strong, hopeful, or motivated:

Examples:

Brave • Focused • Calm • Determined • Confident • Kind • Patient • Strong • Capable • Persistent • Resilient

Annex

💡 Step 4: Create Your Motivation Mantra

Use your goal, strengths, and inspiring words to create your personal mantra.

Formula ideas:

- “I am _____ and I can _____.”
- “Every day, I get closer to _____.”
- “I choose to _____ even when _____.”

📝 My Motivation Mantra:

⌚ Step 5: Practice Your Mantra

How and when will you use your mantra?

- In the morning to start my day
- Before a challenge or test
- When I feel stressed or discouraged
- Before going to bed

⌚ My plan for using my mantra:

🌈 Step 6: Reflection

How does your mantra make you feel when you say it out loud?

(Example: “It makes me feel strong and calm.”)

📝 My Reflection:

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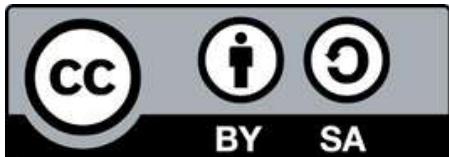
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Tool 1

Resilience Road: Bouncing Back Together Overview

Objectives

- Students will identify and reflect on how they emotionally react to setbacks.
- Students will practice re-framing negative events using peer discussion.
- Students will develop interpersonal trust through group storytelling.

What are the trainable behaviors/skills?

- Recognizing emotional responses to failure or setbacks
- Reframing negative experiences in a constructive way
- Sharing and listening to personal challenges in a group setting
- Strengthening perseverance and coping strategies

Context

- Format: Small group
Groups of 4–5 students allow for safe sharing and peer support.
- Setting: Indoor
Desks can be arranged in circles or clusters to promote connection and focus.

Target Group

Ages 13–16, small groups of 4–5 students

Duration: 45 minutes

Tool 1

Outline

- Teacher introduces a short story or example of a real-life challenge.
- Students discuss similar personal experiences in their group.
- Groups use a visual “Resilience Road” map to track their journey.
- Each group presents one resilience journey to the class.
- Students reflect individually using prompts.

Useful Materials

- Printed “Resilience Road” handouts (1 per group): A simple worksheet or visual journey map with 4 boxes or steps: What happened? → How did you feel? → What helped? → What did you learn?
- Markers or pens: Different colours can be used to differentiate between emotions, actions, and insights.
- Timer or stopwatch: To manage group discussion and presentation times effectively (e.g. 10 minutes for group work, 2 minutes per presentation).
- Whiteboard or blackboard (optional): To write key concepts like “resilience,” “bounce back,” or examples of coping strategies, helping visual learners.
- Story prompt card (optional): A brief, relatable story about a setback to spark discussion, especially helpful if students need inspiration.

Materials should be printed in advance and kept simple, so that teachers can implement the activity with no extra preparation time.

Part 1

30
minutes

Instructions

1. Warm-Up & Introduction (5 mins)

Begin the session with a short, relatable story about a common setback (e.g., failing a test, losing a game, argument with a friend). Ask students:

“Have you ever experienced something similar? How did you feel?”

2. Define Resilience (5 mins)

Introduce the concept of resilience as “bouncing back after difficulty.” Use simple examples from everyday life and write key words like “cope,” “bounce back,” “keep going” on the board.

3. Group Formation (5 mins)

Divide students into small groups of 4-5. Distribute one “Resilience Road” handout per group and pens or markers.

4. Personal Sharing (15 mins)

In each group, students take turns sharing a personal minor challenge they’ve faced (academic, social, family-related). Encourage respectful listening and support among peers.

Teacher should monitor groups gently and ensure no student is left out or pushed to share beyond their comfort.

Activity Plan

5. Select & Map a Story (10 mins)

Each group chooses one story to map using the “Resilience Road” handout. Students fill in these steps together:

- What happened?
- How did the person feel?
- What helped them cope?
- What did they learn or how did they grow?

6. Group Presentations (5-7 mins)

Each group presents their story and the completed map to the class in 2-3 minutes. The goal is to normalize struggle and highlight positive recovery.

7. Reflection & Wrap-Up (5 mins)

Lead a short whole-class discussion using these questions:

- “What did you notice about how people deal with challenges?”
- “How did it feel to share or listen to others?”
- “What helps you bounce back when things go wrong?”

Emphasize that resilience is a skill we all can grow, not something we're born with.



Tool 2

The Strength Jar: Building Inner Power Overview

Objectives

- To help students identify their personal sources of strength and coping mechanisms during challenging times.
- To promote confidence and optimism through collective recognition of strengths.
- To encourage emotional awareness, positive self-talk, and mutual support as key aspects of resilience.

What are the trainable behaviors/skills?

- Recognizing inner strengths and external supports.
- Practicing constructive self-reflection and positive communication.
- Strengthening perseverance, emotional balance, and optimism.
- Fostering a sense of belonging and shared resilience within the group.

Context

Format: Individual reflection followed by small group sharing.

Setting: Indoor (classroom). Desks or chairs arranged in a circle or clusters to create a calm, supportive atmosphere.

Target Group

Ages 13–16, working individually and then in small groups of 4–6 students.

Duration: 45 minutes

Outline

Tool 2

- Introduction (5 min): Define resilience and introduce the “Strength Jar” concept.
- Individual Reflection (10 min): Students write their personal strengths and coping tools.
- Group Sharing (15 min): Each student shares one or two strengths and adds them to the collective jar.
- Group Reflection (10 min): Discuss the importance of resilience and common patterns observed.
- Closing (5 min): Create a group affirmation to display with the jar.

Useful Materials

- One empty transparent jar, box, or container (digital version possible).
- Small paper slips or sticky notes (3–5 per student).
- Pens, markers, or colored pencils.
- Optional: stickers, labels, or ribbons for decoration.
- Whiteboard or flipchart for writing key concepts (“resilience,” “strength,” “bounce back”).

Part 1

30
minutes

Instructions

1. Introduction: What Helps Us Bounce Back? (5 minutes)

Write the word “Resilience” on the board and define it as “the ability to use our strengths to recover and grow after difficulties.”

Ask a few quick questions:

“What helps you feel strong when something goes wrong?”

“Who or what gives you energy to keep trying?”

Explain that today, the class will create a “Strength Jar” filled with examples of what helps each person stay strong.

2. Individual Reflection: My Strength Notes (10 minutes)

Distribute 3–5 slips of paper to each student.

Ask them to write one strength or coping tool on each slip.

Encourage both internal and external examples, such as:

- “I keep trying even when it’s hard.”
- “I talk to a friend.”
- “I take a break and breathe.”
- “I remember something I’ve achieved.”

They may use drawings, words, or colors to personalize their notes.

3. Group Sharing: Building Our Strength Jar (15 minutes)

Invite students to share one or two of their notes aloud before placing them in the jar.

Each time someone contributes, emphasize that every note adds to the group’s collective resilience – proof that everyone has valuable coping tools.

If teaching online, use a shared digital board or document titled “Our Strength Jar.”

Activity plan

15
minutes

4. Group Reflection: What We Learned About Strength (10 minutes)

Lead a class discussion using prompts like:

- “What similarities did you notice in our strengths?”
- “Did any of your classmates’ ideas inspire you?”
- “How could we use this jar as a reminder when things get tough?”

Encourage students to see resilience as a skill that grows stronger when shared.

5. Closing: Creating a Class Affirmation (5 minutes)

Together, create a short statement that represents the class’s collective strength.

Examples:

- “We are stronger together.”
- “Every challenge helps us grow.”
- “We rise, we learn, we keep going.”

Write or paste this affirmation on the jar and display it in the classroom as a visual symbol of shared resilience.

REFLECTION QUESTIONS

- 1.Which of your personal strengths helps you the most when facing challenges?
- 2.How did it feel to hear others’ coping strategies and sources of strength?
- 3.What new idea or habit will you try next time you face a difficult situation?

Activity Plan

ADAPTATION TIPS

- For Younger Students (11-13): Allow drawings or emojis instead of written notes; use more concrete examples (e.g., “asking for help,” “playing outside,” “hugging my pet”).
- For Older Students (16-18): Add a brief written reflection on how one of their strengths has helped them overcome a real obstacle.
- For Large Groups: Create several small jars by table or team, then combine them into one “Class Jar.”
- Digital Version: Use collaborative tools (Padlet, Google Jamboard, or Mentimeter) for students to post virtual “strength notes.”

Activity Plan

ANNEX: MY STRENGTH NOTES WORKSHEET

Purpose:

To support individual reflection and help students identify personal strengths before contributing to the group activity.

Step 1: My Strengths

Write down 3–5 things that make you feel strong or help you cope when life gets difficult.

Examples:

- “I try again even if I fail.”
- “I talk to someone I trust.”
- “I use humor to stay positive.”
-
-

Step 2: My Support System

List people or activities that help you bounce back when things are tough.

Step 3: My Resilience Reminder

Write a short, positive statement that encourages you to stay strong.

Examples:

- “I am capable of handling challenges.”
- “This feeling will pass.”
- “I can always try again.”

My Reminder: _____

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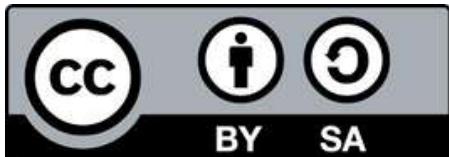
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Tool 1

My Emotional Weather Report Overview

Objectives

- To help students identify, name, and normalize their current emotions.
- To encourage students to mindfully explore the potential causes or triggers for their feelings.
- To build a vocabulary for expressing emotions in a non-judgmental way.

What are the trainable behaviors/skills?

Emotional recognition and labeling, connecting feelings to events or thoughts, mindful self-observation, and developing emotional vocabulary.

Target Skill: Self-Awareness

Context

- Individual reflection, followed by optional pair-sharing.
- Indoor (classroom). A calm and quiet atmosphere is best suited for this reflective activity.

Target Group

Ages 13–15. The activity is designed for individual work, with an option for sharing in pairs.

Duration: 40 minutes

Outline

Tool 1

1. Introduction: The teacher introduces the metaphor of emotions as "weather" that constantly changes.
2. Individual Reflection: Using a worksheet, students identify their current emotional "weather" (e.g., sunny, stormy, foggy).
3. Connecting to Causes: Students write a few sentences about the "climate conditions" (reasons or triggers) contributing to their emotional weather.
4. Partner Sharing (Optional): In pairs, students discuss the experience of labeling their feelings, sharing only what feels comfortable.
5. Class Discussion: The activity concludes with a group reflection on the value of emotional check-ins.

Useful Materials

- "Emotional Weather Report" worksheet/template. (Annex)
- Pens, pencils, or markers.
- Optional: Colored pencils for illustrating the weather.

Part 1

40
minutes

Instructions

1. Introduction & Brainstorm (10 minutes)

- The teacher introduces the core concept: "Our feelings are like the weather. They are not good or bad—they just are. They also change. Sometimes it's sunny, sometimes it's stormy, and sometimes it's just calm. Learning to notice our own emotional weather helps us understand ourselves better."
- As a class, brainstorm different emotions and match them to weather types. Write these on the board. Examples might include:
 - Sunny: Happy, joyful, proud.
 - Rainy: Sad, disappointed, lonely.
 - Stormy: Angry, frustrated, overwhelmed.
 - Foggy: Confused, uncertain, distracted.
 - Windy: Anxious, restless, nervous.

2. My Weather Report (15 minutes)

- Distribute the "Emotional Weather Report" worksheets.
- Instruct students to circle or draw the weather that best represents how they are feeling right now.
- In a space on the worksheet, ask them to write a short "forecast" explaining their weather. For example: "The forecast is partly cloudy, with a chance of rain later, because I'm feeling a little tired and have a big test coming up."
- Emphasize that this is a private reflection and they will only share if they want to.

3. Pair Sharing (10 minutes)
 - Organize students into pairs.
 - Frame the sharing prompt carefully: "You don't have to share the details of your weather report. Instead, talk with your partner about the experience of doing this activity. Was it easy or difficult to put a name to your feelings? Did the weather metaphor help?"
 - This focuses the discussion on the process of self-awareness, not the personal content, making it safer to share.
4. Closing Discussion & Reflection (5 minutes)
 - Bring the class back together for a brief group discussion.
 - Use the reflection questions below to guide the conversation, focusing on what students learned about themselves.

Reflection Questions

- What is the benefit of checking in with your "emotional weather" from time to time?
- Did giving your feeling a "weather" name make it seem more manageable or easier to understand? Why or why not?
- How could understanding your own emotional weather help you decide what you need in a particular moment (e.g., talk to a friend, have some quiet time)?

Adaptation Tips

- For Different Ages:
 - Younger students (11–12): Rely more on drawing. Provide a sheet with large weather icons they can color in. The "forecast" could be simplified to one or two words.
 - Older students (16–18): Introduce more nuanced meteorological terms (e.g., "high pressure" for feeling calm and stable, "low pressure" for feeling down or anxious). They could extend the activity by journaling about how their "weather" patterns have shifted over the past week.
- For Different Group Sizes: In a large class, the sharing component can be done as a "think-pair-share" or skipped in favor of a quiet journaling period followed by the whole-group reflection.
- Digital Context: Use an online poll or a collaborative tool (like Menti or a Jamboard) where students can anonymously post their current weather icon. This creates a visual "class forecast," which can be a powerful way to show that everyone experiences a range of emotions.

Annex

Worksheet



My Emotional Weather Report

💬 Purpose:

Just like the weather changes every day, so do our emotions. This worksheet helps you describe your current mood forecast – noticing, naming, and accepting how you feel.

☀️ Step 1: Today's Emotional Forecast

If your emotions were the weather, what would they be right now?

Icon	Weather	Feelings
☀️	Sunny	Happy, Joyful, Proud, Energetic
⛅️	Partly Cloudy	Calm, Okay, A little distracted
🌧️	Rainy	Sad, Disappointed, Lonely, Hurt
⛈️	Stormy	Angry, Frustrated, Overwhelmed
💨	Windy	Anxious, Worried, Nervous, Restless
🌫️	Foggy	Confused, Unsure, Tired, Unfocused

📝 My emotional weather today: _____

Annex

💡 Step 2: Describe the Details of Your Emotional Weather

What's going on in your "emotional sky"?

(Example: "A few clouds of stress," "Some sunshine after a hard morning," "Thunder rumbling from an argument.")

📝 My weather details:

☁️ Step 3: Identify What's Influencing Your Weather

What's causing this emotional weather today?

(Example: "I had a fun morning," "I didn't sleep well," "I'm nervous about a test.")

📝 The reason behind my weather: _____

⚡ Step 4: Notice How It Feels in Your Body

Where do you feel this "weather" in your body?

(Example: "Heavy chest," "Light feeling," "Tense shoulders," "Calm breathing.")

📝 My body clues: _____

气象图标 Step 5: My Self-Care Forecast

What do you need to take care of yourself today, based on your emotional weather?

(Example: "If it's stormy, I'll rest." "If it's sunny, I'll share my good mood with others.")

📝 My plan for today: _____

Worksheet

Annex

🌈 Step 6: My Emotional Outlook

How do you think your weather might change later?

(Example: “I might feel calmer after lunch.” “I think I’ll feel better after I talk to a friend.”)

📝 My emotional outlook: _____

📝 Step 7: Reflection

What did you learn about your emotions by making your weather report?

🎨 Optional: Draw Your Weather Map

Draw what your emotional sky looks like today – sunshine, clouds, rain, lightning, or maybe a rainbow.

Label your drawing with feeling words.



Tool 2

My Emotional Compass Overview

Objectives

- To help students identify, name, and understand their current emotional state.
- To encourage students to connect their feelings to specific thoughts, events, or physical sensations.
- To build a routine of mindful self-check-ins to improve emotional literacy.

What are the trainable behaviors/skills?

Emotional identification, emotional labeling, introspection, connecting thoughts to feelings, mindfulness, and self-reflection.

Target Skill: Self-awareness

Context

- Individual reflection, with optional pair-sharing.
- Indoor (classroom). This works well as a calm starter activity for a lesson.

Target Group

Ages 13–16, working individually and then in pairs.

Duration: 40 minutes

Outline

Tool 2

1. Introduce the Metaphor: The teacher explains the idea of an "emotional compass" that helps us understand our inner direction.
2. Guided Exploration: The teacher introduces a simple worksheet or journal prompt with four points: the feeling, its intensity, its physical location in the body, and its possible cause.
3. Individual Check-in: Students silently and individually fill out their "compass" based on how they are feeling in that moment.
4. Pair & Share: In pairs, students share one thing they noticed during the check-in process (not necessarily the emotion itself).
5. Group Reflection: The teacher leads a brief discussion about the experience of pausing to self-reflect.

Useful Materials

- "My Emotional Compass" worksheet or a journal for each student.
- Pens or pencils.

Part 1

40
minutes

Instructions

1. Introduction: Finding Your Direction (5 minutes)

- The teacher introduces the concept: "Just like a compass tells you which way is north, we all have an internal 'emotional compass' that tells us what's happening on the inside. Today, we're going to learn how to read it."
- Explain that there are no "good" or "bad" directions—all emotions are just information.

2. Guided Practice: How to Read the Compass (15 minutes)

- Distribute the worksheet or ask students to draw the template in their journals. The template should have four sections:
 - a. FEELING: What's the main emotion I feel right now? (e.g., calm, anxious, tired, excited)
 - b. INTENSITY: On a scale of 1-10, how strong is this feeling?
 - c. PHYSICAL SENSATION: Where do I feel this in my body? (e.g., tight shoulders, warm chest, butterflies in my stomach)
 - d. POSSIBLE CAUSE: What might be causing this feeling? (e.g., thinking about the test, looking forward to the weekend)
- The teacher models an example on the board using a neutral feeling like "curiosity."

3. Individual Compass Reading (10 minutes)

- Ask students to complete their own emotional compass based on how they are genuinely feeling at that moment.
- Emphasize that this is a private reflection and there are no right or wrong answers.
- Play quiet, instrumental music to create a calm atmosphere.

4. Pair & Share (5 minutes)

- In pairs, have students share their experience with the activity.
- Prompt them: "Share one thing you learned or found interesting about doing this exercise. For example, 'I was surprised that I could feel my anxiety in my hands,' or 'I realized I was feeling more tired than I thought.'"

5. Closing Discussion (5 minutes)

- Bring the class back together for a brief group reflection.
- Use the reflection questions below to guide the conversation.

Reflection Questions

- What was it like to stop and check in with yourself in this structured way?
- Was it easy or difficult to connect your emotion to a physical sensation in your body?
- How might using this "emotional compass" be helpful at other times, like before an exam or after an argument?

Adaptation Tips

- For Different Ages:
 - Younger students (11-12): Use an "Emotional Weather Report" metaphor. The worksheet could have them circle emojis or draw weather symbols (sunny, rainy, cloudy, stormy) to represent their feelings.
 - Older students (17-18): Encourage them to explore more complex or mixed emotions. They can add a section for "conflicting feelings" (e.g., feeling both excited and nervous).
- Digital Context: This activity can easily be done using a simple Google Form that students fill out at the beginning of class. The aggregated, anonymous data could even be used to start a conversation about the general mood of the class.
- As a Quick Routine: This can be shortened to a 5-minute daily or weekly journal entry to build a consistent habit of self-awareness.

Annex

My Emotional Compass Worksheet

Purpose:

Just like a compass helps you find your way, your Emotional Compass helps you recognize your feelings and choose how to respond. This worksheet helps you explore what you feel, why you feel it, and where you want to go next.

Step 1: Identify where you are on the compass

Think of your emotions as directions on a compass:

Direction

-  North – Anger / Frustration
-  East – Anxiety / Fear
-  South – Sadness / Disappointment
-  West – Calm / Joy / Contentment

Emotion Group

- Angry, annoyed, hurt, defensive
- Worried, nervous, scared, uncertain
- Lonely, tired, discouraged, down
- Happy, peaceful, proud, grateful

Examples

Which direction are you pointing toward today?

- North (Anger)
- East (Anxiety)
- South (Sadness)
- West (Calm/Joy)

Step 2: Name the Emotion

What emotion are you feeling right now?

(Use feeling words – e.g., worried, excited, frustrated, calm, hopeful.)

 I feel: _____

Annex

💡 Step 3: Understand What's Behind It

What's happening that might be causing this feeling?

(Example: "I had an argument with a friend," "I'm worried about a test.")

📝 What happened: _____

🧠 Step 4: Notice How It Feels in Your Body

Where do you feel this emotion physically?

(Example: "Tight chest," "Butterflies in my stomach," "Warm face.")

📝 My body clues: _____

🧭 Step 5: Choose Your Direction (What You Want to Do Next)

How do you want to respond to this feeling?

(Example: "Take a deep breath," "Talk to someone," "Take a break.")

📝 My healthy direction: _____

💬 Step 6: My Compass Statement

Use your reflection to create a guiding statement that helps you navigate your emotions.

Examples:

- "I'm feeling nervous, but I can take deep breaths to calm myself."
- "I feel angry, so I'll take space before I talk."
- "I'm sad, and I'll do something kind for myself."

📝 My Compass Statement: _____

☀️ Step 7: Reflect

How do you feel now after exploring your emotions?

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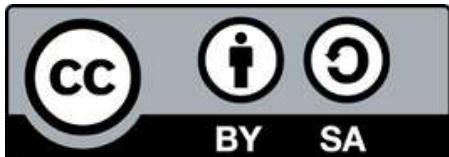
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Tool 1

My Strength Shield: A Self-Esteem Builder Overview

Objectives

- To help students identify and appreciate their personal strengths and positive qualities.
- To foster a positive self-concept by creating a tangible representation of their value.
- To practice giving and receiving positive feedback in a structured and supportive environment.

What are the trainable behaviors/skills?

Self-reflection, positive self-talk, identifying personal strengths, articulating positive qualities, and gracefully accepting compliments.

Target Skill: Self-Awareness

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 13–15. The activity is designed for students to work individually at first, then collaborate in pairs or small groups (3–4 students).

Duration: 45 minutes

Outline

Tool 1

1. Introduction: The teacher introduces the concept of a "Strength Shield" as a tool for recognizing one's inner power and value.
2. Individual Creation: Students individually brainstorm their strengths and populate a shield template with words or drawings that represent these qualities.
3. Group Sharing: In small groups, each student presents their shield, explaining the strengths they selected.
4. Peer Feedback: After each student shares, group members offer an additional strength they see in that person, which is then added to the shield.
5. Class Reflection: The activity concludes with a whole-class discussion about the experience.

Useful Materials

- "Strength Shield" worksheet/template (a simple shield outline on a piece of paper). (Annex)
- Pens, pencils, or markers.
- Optional: Colored pencils or crayons for decoration.

Part 1

45
minutes

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 teammate).

2. Building the Shield (15 minutes)

- Distribute the "Strength Shield" worksheets and writing materials.
- Instruct students to divide their shields into at least four sections.
- In each section, they should write down or draw a symbol for a personal strength they believe they possess. Encourage them to be specific and to think about different aspects of their lives.
- Assure them that there are no right or wrong answers and that this is a personal reflection. Let them decorate their shields if time allows.

3. Small Group Sharing & Feedback (15 minutes)

- Organize students into pairs or small groups of 3-4.
- Instruct them to take turns sharing their shields. Each student should explain at least two of the strengths they chose and why they feel it represents them.
- After a student presents, the other group members must each offer one additional strength or positive quality they see in that person. For example: "I think you're also really brave because you always stand up for others."
- The student who shared then adds these new strengths to the back of their shield.

4. Closing Discussion & Reflection (5 minutes)

- Bring the class back together for a final group discussion. Use the reflection questions below to guide the conversation.
- Encourage students to keep their shields somewhere visible—like in a notebook or on their wall at home—as a reminder of their value.

Reflection Questions

- Was it easier to identify your own strengths or to see strengths in your classmates? Why do you think that is?
- How did it feel to hear positive feedback from your peers? Did any of their comments surprise you?
- In what situations could looking at your "Strength Shield" be most helpful for you?

Adaptation Tips

- For Different Ages:
 - Younger students (11-12): Focus more on drawing and using symbols. The initial class brainstorm of strengths will be crucial. Keep the sharing session brief and highly structured.
 - Older students (16-18): Challenge them to connect each strength to a future goal (e.g., "How will your determination help you in your future career?"). They could write a short paragraph on the back of the shield explaining a time they demonstrated that strength.
- For Different Group Sizes: For larger classes, the sharing portion can be limited to pairs to ensure everyone has a chance to speak and receive feedback. The final reflection can be a "think-pair-share," where students discuss the questions with a partner before a few share with the whole class.
- Digital Context: This activity can be adapted using a digital whiteboard tool (like Google Jamboard or Miro). Students can create their shields with text, images, and digital sticky notes. Sharing can be done effectively in breakout rooms.

Annex



My Strength Shield

Purpose:

Your Strength Shield is a visual representation of who you are, what you value, and what makes you strong.

Each section of the shield represents a different part of your inner strength and identity.

Step 1: Draw or Visualize Your Shield

Draw a large shield outline on your paper and divide it into 4 sections (like a coat of arms).

Each section will represent one part of your personal strength.

(If you're filling this out digitally, use the boxes below instead of drawing.)

Section 1: My Personal Strengths

What are your best qualities, talents, or positive traits?

(Example: "Kind," "Brave," "Creative," "Good listener," "Hardworking.")

My Strengths: _____

Section 2: My Achievements or Proud Moments

What accomplishments or moments make you proud?

(Example: "Learning a new skill," "Helping a friend," "Finishing a project.")

My Achievements: _____

Annex

Heart Section 3: My Support System

Who or what gives you strength and helps you when things get tough?
(Example: "My family," "My friends," "My teacher," "My faith," "My pet.")

 My Supports: _____

Heart Section 4: My Values and Motivators

What matters most to you? What keeps you going?

(Example: "Honesty," "Learning," "Helping others," "Making people smile.")

 My Values: _____

Step 2: Add a Motto or Power Word

At the bottom or top of your shield, write a personal motto, affirmation, or power word that represents your overall strength.

Examples:

- "I am stronger than I think."
- "Kindness is my power."
- "Keep going, keep growing."

 My Motto / Power Word: _____

Step 3: Decorate Your Shield

Use colors, symbols, or images that represent your personality and strengths.

(For example, a heart for kindness, a sun for positivity, a book for learning.)

 [Space for drawing or collage]



Tool 2

My Accomplishment Timeline Overview

Objectives

- To help students identify and acknowledge personal achievements, both big and small.
- To enable students to recognize their personal growth and resilience over time.
- To boost self-worth by focusing on positive past experiences and connecting them to personal strengths.

What are the trainable behaviors/skills?

Self-reflection, positive recall, storytelling, identifying personal strengths, developing a growth mindset.

Target Skill: Self-esteem

Context

- Individual reflection followed by optional small group sharing.
- Indoor (classroom). A quiet and comfortable space is best for this reflective task.

Target Group

Ages 13–16, working individually and then in small groups.

Duration: 45 minutes

Outline

Tool 2

1. Introduce the Concept: The teacher explains that accomplishments are not just major awards but also include overcoming challenges, learning new skills, and acts of kindness.
2. Brainstorm Achievements: Students privately brainstorm a list of things they are proud of from different areas of their lives (school, hobbies, relationships).
3. Create the Timeline: Students draw a physical line on a large piece of paper and plot their brainstormed accomplishments chronologically.
4. Connect to Strengths: For each accomplishment, students identify the personal strength or skill they used to achieve it (e.g., courage, perseverance, creativity).
5. Share and Reflect: In small groups, students share one accomplishment from their timeline they are particularly proud of, and the class concludes with a guided reflection.

Useful Materials

- Large paper (A3 or chart paper) for each student.
- Colored pens, markers, or pencils.

Part 1

45
minutes

Instructions

1. Introduction: What is an Accomplishment? (5 minutes)

- The teacher starts a brief discussion about what an accomplishment is.
- Emphasize a broad definition: It can be anything that makes you feel proud, a challenge you overcame, a new skill you learned, or a time you helped someone.
- Provide examples: "It could be winning a game, but it could also be finally understanding a tough math problem or being a supportive friend."
-

2. Brainstorming Your Successes (10 minutes)

- Ask students to take a few minutes to silently brainstorm and jot down at least 5-10 personal accomplishments on a spare piece of paper.
- Provide prompts to help them think:
 - "A time you learned something new."
 - "A moment you were brave or faced a fear."
 - "A time you were proud of your effort, regardless of the result."
 - "A time you were a good friend or family member."

3. Creating Your Timeline (15 minutes)

- Distribute the large paper and colored pens.
- Instruct students to draw a long line across the paper—this is their timeline. They can mark their birthdate on one end and today's date on the other.
- Ask them to plot their brainstormed accomplishments on the timeline where they belong. Encourage creativity with drawings, symbols, and colors.

- For at least three points on their timeline, they must write down the strength they used (e.g., "Patience," "Creativity," "Determination").

4. Small Group Sharing (10 minutes)

- Divide students into small groups of 3-4.
- In their groups, each student shares one accomplishment from their timeline that they feel especially proud of and the strength they associated with it.
- The group's role is to listen supportively.

5. Closing Reflection (5 minutes)

- Bring the class back together.
- Use the reflection questions below to facilitate a brief closing discussion.

Reflection Questions

- Looking at your completed timeline, what is a strength or skill you seem to use more often than you realized?
- Was it easier to remember big, obvious achievements or the smaller, personal ones? Why do you think that is?
- How can remembering these past accomplishments help you feel more confident when you face a new challenge in the future?

Adaptation Tips

- For Different Ages:
 - Younger students (11-12): Focus on a shorter timeline, such as "My School Year Timeline" or "My Summer Timeline." Provide a worksheet with pre-labeled sections like "A New Skill I Learned" and "A Time I Was Kind."
 - Older students (17-18): Encourage them to create a "Future Accomplishment Timeline," where they map out future goals and link them to past achievements that demonstrate they have the skills to succeed.
- Digital Context: Use a collaborative digital whiteboard (like Jamboard or Miro). Each student can create their own timeline using digital sticky notes, images, and drawing tools. Sharing can be done in breakout rooms.
- For Privacy: The sharing component can be made optional, or students can share with just one trusted partner instead of a small group. Emphasize that they only have to share what they are comfortable with.

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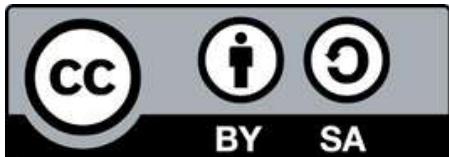
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Tool 1

Letter to My Future Self Overview

Objectives

- To help students connect with their future aspirations and use them as a source of motivation.
- To practice self-compassion and cultivate a positive inner voice.
- To build resilience by anticipating future challenges and offering encouragement.

What are the trainable behaviors/skills?

Future-oriented thinking, goal visualization, positive self-talk, self-compassion, emotional forecasting, and reflective writing.

Target Skill: Self-motivation

Context

- Individual. This is a deeply personal and reflective activity.
- Indoor (classroom). A quiet, calm environment is best suited for thoughtful writing.

Target Group

Ages 14–17, working individually.

Duration: 40 minutes

Outline

Tool 1

1. Introduce the Concept: The teacher explains the idea of writing a letter to one's future self as a way to create a time capsule of current hopes and provide future encouragement.
2. Guided Reflection: The teacher leads a brief guided reflection with prompts to help students think about their goals, values, and potential future challenges.
3. Letter Writing: Students spend the majority of the time individually writing a letter to themselves, to be opened one year in the future.
4. Seal and Store: Students seal their letters in an envelope, write their name and the "open on" date, and give them to the teacher for safekeeping.
5. Group Debrief: The teacher facilitates a brief, general discussion about the experience of writing the letters.

Useful Materials

- Paper or nice stationery for each student.
- Pens.
- An envelope for each student.

Part 1

40
minutes

Instructions

1. Introduction and Setup (5 minutes)

- The teacher introduces the activity: "Today, we're going to do something a little different. We're going to write a letter to the person you will be one year from now. This letter is a gift of encouragement and a reminder of your goals from your past self— you, today."
- Distribute paper, pens, and envelopes.

2. Guided Reflection (10 minutes)

- Ask students to close their eyes or look down and think quietly as you read a few prompts aloud. Pause between each one.
 - "Picture yourself one year from today. What do you hope you have accomplished or learned?"
 - "What are your biggest goals right now? What steps do you hope you've taken toward them?"
 - "What challenges do you think you might face over the next year?"
 - "What advice or encouragement would you give to your future self to help them through those challenges?"
 - "What are you proud of right now that you want to remember?"

3. Letter Writing (15 minutes)

- Instruct students to begin writing their letters. Emphasize that this is a private letter, and no one else will read it.
- Play some quiet, instrumental music in the background to help students focus.
- Circulate quietly to ensure everyone is on task.

4. Sealing the Letters (5 minutes)

- When the time is up, ask students to finish their last sentence.
- Instruct them to fold their letter, place it in the envelope, and seal it.
- On the front of the envelope, they should write their full name and "To be opened on [today's date, one year from now]."
- The teacher collects the letters for safekeeping, promising to return them on the designated date.

5. Closing Discussion (5 minutes)

- Bring the class together for a brief reflection on the process, not the content of the letters.
- Use the reflection questions below to guide the discussion.

Reflection Questions

- Without sharing details, what was the easiest or hardest part about writing a letter to your future self?
- What kind of feeling did you have while writing this letter (e.g., hopeful, nervous, reflective)?
- How might thinking about your future self in this way help you stay motivated with your goals right now?

Adaptation Tips

- For Different Ages:
 - Younger students (12-13): Have them write a letter to themselves at the end of the current school year. Use more structured prompts on the board, like "One thing I want to get better at is..." and "A piece of advice for myself is..."
 - Older students (17-18): Encourage them to write to themselves 5 years in the future, focusing on bigger life goals related to career, relationships, and personal growth.
- Digital Context: With school and parent permission, students could use a trusted service like FutureMe.org to have the letter emailed to them on a future date. This can be a powerful digital alternative.
- Art Integration: Allow students to include a small drawing or symbol in their letter that represents their current self or a goal they have.



Tool 2

Obstacle to Opportunity: A Growth Mindset Tool Overview

Objectives

- To help students identify a personal obstacle or a past failure in a constructive way.
- To practice reframing setbacks as valuable learning experiences.
- To empower students to create a concrete, actionable step to move forward.

What are the trainable behaviors/skills?

Resilience, problem-solving, growth mindset, self-reflection, and positive reframing.

Target Skill: Self-Motivation

Context

- Individual reflection, followed by pair work.
- Indoor (e.g., classroom). A quiet setting is best for the reflective part of this activity.

Target Group

Ages 14–16, working individually and then in pairs.

Duration: 45 minutes

Outline

Tool 2

1. Introduction: The teacher introduces the concept of a "growth mindset" versus a "fixed mindset."
2. Identify the Obstacle: Students work individually to reflect on a past failure or a current challenge they are facing.
3. Reframe the Narrative: Using a worksheet, students analyze the obstacle to find the lessons learned and the skills gained.
4. Define a New Path: Students identify one small, achievable step they can take to apply their learning and move forward.
5. Share the Opportunity: Students share their reframed "opportunity" and their next step with a partner.

Useful Materials

- "Obstacle to Opportunity" worksheet for each student.
- Pens or pencils.

Part 1

45
minutes

Instructions

1. Introduction: Growth Mindset (10 minutes)

- Begin with a brief discussion about two mindsets:
 - Fixed Mindset: Believing your abilities are unchangeable. Failure is seen as a limit.
 - Growth Mindset: Believing your abilities can be developed through effort. Failure is seen as an opportunity to learn and grow.
- Explain that this activity is a way to practice a growth mindset.

2. Individual Reflection: The Worksheet (15 minutes)

- Hand out the "Obstacle to Opportunity" worksheet.
- Ask students to think of a time they failed at something or a challenge they are facing now. It could be big or small (e.g., a bad grade, an argument with a friend, not making a team).
- Guide them to fill out the worksheet sections:
 - The Obstacle: Briefly describe the situation.
 - The Lesson: What did you learn from this experience? (e.g., a new skill, something about yourself, how to do things differently).
 - The Opportunity: How can you use this lesson in the future? What positive can come from this?
 - My Next Step: What is one small, concrete action you can take this week?

Activity Plan

3. Pair and Share (10 minutes)
 - Organize students into pairs.
 - Instruct them to share their "Opportunity" and their "Next Step" with their partner.
 - The partner's role is simply to listen actively and offer encouragement. This is not about giving advice but about creating accountability and support.
4. Class Debrief (10 minutes)
 - Bring the class back together for a group discussion.
 - Use the reflection questions below to guide the conversation about what they learned from the process.

Reflection Questions

- How did it feel to look at a setback as an opportunity instead of just a failure?
- Was it easier or harder than you expected to find a lesson in your obstacle? Why do you think that is?
- Why can it be helpful to share your "next step" with another person?

Adaptation Tips

- For Different Ages:
 - Younger students (12-13): Focus on smaller, more concrete academic or social challenges. Use a worksheet with more sentence starters to guide their reflection.
 - Older students (17-18): Encourage them to reflect on more significant challenges related to their future goals. The sharing component can be made optional or done through journaling if the topics are highly personal.
- Digital Context: The worksheet can be a shared digital document or a form. Use breakout rooms for the pair-and-share portion of the activity. Anonymously collected "Next Steps" could be shared on a class Padlet or Jamboard to inspire others.

Annex



Obstacle to Opportunity

purpose:

Every challenge we face can teach us something valuable. This worksheet helps you recognize an obstacle, understand your reaction, and transform it into an opportunity for growth.

Step 1: Identify the Obstacle

What challenge or problem are you facing right now?

(Example: “I didn’t get the grade I wanted.” or “I’m nervous about speaking in front of others.”)

My Obstacle:

Step 2: Describe How It Makes You Feel

What emotions or thoughts come up when you face this obstacle?

(Example: “Frustrated,” “Embarrassed,” “Worried,” “Like giving up.”)

My Feelings:

Step 3: Identify Limiting Thoughts

What are you telling yourself that might make this obstacle harder to overcome?

(Example: “I’m not good enough,” “I always mess up,” “This is too hard.”)

My Limiting Thoughts:

Annex

☀️ Step 4: Reframe the Obstacle

Now, imagine seeing your challenge differently – what could this obstacle teach you, help you practice, or open up for you?

(Example: “I can use this to learn new study strategies.” or “This is a chance to become more confident.”)

📝 My New Perspective:

🚀 Step 5: Find the Opportunity

How can this obstacle become an opportunity for growth or improvement?

📝 My Opportunity Is:

🎯 Step 6: Plan Your Next Step

What specific action can you take to move forward with this new mindset?

(Example: “Ask for feedback,” “Practice 10 minutes a day,” “Try again tomorrow.”)

📝 My Action Step:

💬 Step 7: Positive Power Statement

Turn your new mindset into an empowering statement to remind yourself that you can handle challenges.

Examples:

- “I can learn from this and grow stronger.”
- “Every challenge is a chance to improve.”
- “Setbacks are setups for comebacks.”

📝 My Power Statement:



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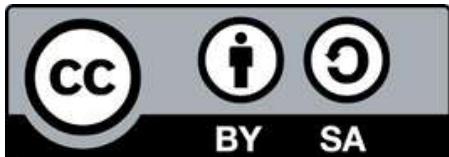
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Tool 1

The 3 P's: Pause, Plan, Proceed Overview

Objectives

- To help students recognize impulsive triggers and practice pausing before reacting.
- To equip students with a structured method for thinking through consequences.
- To build a personal toolkit of strategies for managing strong emotions and impulses.

What are the trainable behaviors/skills?

Impulse control, consequential thinking, problem-solving, emotional management, and strategic planning.

Target Skill: Self-Regulation

Context

- Individual work followed by pair or small group discussion.
- Indoor (classroom). A structured environment is ideal for this focused, strategy-based activity.

Target Group

Ages 13-15. The activity is designed for individual reflection and then sharing strategies in pairs.

Duration: 45 minutes

Outline

Tool 1

1. Introduce a Scenario: The teacher presents a relatable scenario where a character feels a strong impulse to react emotionally (e.g., receiving a critical comment online).
2. Individual Work: Students use a "Pause, Plan, Proceed" worksheet to analyze the situation. They identify the impulse (Pause), brainstorm alternative actions and outcomes (Plan), and choose the best path forward (Proceed).
3. Pair Discussion: In pairs, students share their "plans," explaining why they chose their strategy and what they think the outcome would be.
4. Group Reflection: The teacher facilitates a class discussion about the importance of self-regulation and shares some of the effective strategies discussed in pairs.

Useful Materials

- "Pause, Plan, Proceed" worksheet.
- Pens or pencils.
- Whiteboard or chart paper for brainstorming scenarios.

Activity Plan

Instructions

1. Introduction & Scenario (10 minutes)

- The teacher introduces the concept of self-regulation: "Self-regulation is like being the pilot of your own brain. It's the ability to pause, think, and choose your actions, especially when you feel strong emotions like anger, excitement, or frustration."
- Present a scenario. For example: "Imagine you posted a project you were proud of online. A few hours later, someone you know leaves a comment saying, 'This is actually pretty bad.' Your immediate impulse is to write back something angry."
- Ask the class: "What's the danger in reacting instantly?"

2. Individual Work: Pause, Plan, Proceed (15 minutes)

- Distribute the "Pause, Plan, Proceed" worksheets.
- PAUSE: Instruct students to write down the initial impulsive reaction they (or the character) would have and the emotion driving it (e.g., "Impulse: Insult them back. Emotion: Anger/Embarrassment").
- PLAN: Ask students to brainstorm at least three different, more thoughtful ways to respond. For each option, they should write down a potential positive or negative consequence.
 - Option 1: Ignore the comment. (Consequence: Avoids a fight, but I might still feel bad).
 - Option 2: Write, "Sorry you feel that way, I worked hard on it." (Consequence: Shows maturity, might end the conflict).
 - Option 3: Delete the comment. (Consequence: I control the space, but doesn't resolve the feeling).
- PROCEED: Students circle the option they think is the best choice and write one sentence explaining why.

45
minutes

3. Pair & Share (10 minutes)

- In pairs, students share the option they chose and their reasoning.
- Encourage them to discuss: "Which of your partner's ideas did you think was most effective? Why?"

4. Closing Discussion (10 minutes)

- Bring the class back together. Ask a few volunteers to share the strategies they chose.
- Use the reflection questions below to guide a final discussion about applying this skill in their own lives.

Reflection Questions

- In what kind of real-life situations would the "Pause, Plan, Proceed" method be most useful?
- What is the hardest part about pausing when you're feeling a strong emotion? What could make it easier?
- How can practicing self-regulation in small moments (like not sending an angry text) help you handle bigger, more difficult situations in the future?

Adaptation Tips

- For Different Ages:
 - Younger students (11-12): Use simpler, more concrete scenarios (e.g., someone cuts in line, a sibling takes their toy). The worksheet can use visuals like a stop sign for "Pause."
 - Older students (16-18): Use more complex scenarios involving peer pressure, ethical dilemmas, or long-term goal setting (e.g., the impulse to procrastinate on a major project).
- For Different Group Sizes: For larger classes, the sharing can be done in small groups of 3-4 instead of pairs. You can also collect anonymous strategies on sticky notes and discuss them as a class.
- Digital Context: Create a shared document or slide deck with several scenarios. Assign student groups to a slide and have them fill out the "Pause, Plan, Proceed" steps collaboratively.

Annex

💡 The 3 P's: Pause, Plan, Proceed

💬 Purpose:

When things feel hard, stressful, or confusing, the 3 P's can help you stop, think, and make a smart choice.

Use this worksheet to reflect and respond thoughtfully – not react impulsively.

1. PAUSE: Stop and Notice 🚨

What is your first, immediate reaction or impulse? What emotion is driving that impulse?

My Impulse Is To: _____

The Feeling Behind It Is: _____

2. PLAN: Think of Your Options 🤔

Brainstorm three different ways you could respond. What is a likely consequence for each choice?

Option 1: _____

• Potential Consequence: _____

Option 2: _____

• Potential Consequence: _____

Option 3: _____

• Potential Consequence: _____

Worksheet

Annex

3. PROCEED: Choose the Best Path

Circle the option above that you think is the best choice. Why did you choose it?

I chose this option because:



Tool 2

The Emotional Thermometer: Staying Cool Overview

Objectives

- To help students recognize the physical, mental, and emotional signs of escalating feelings.
- To teach students to match the intensity of their emotion with an appropriate coping strategy.
- To empower students to proactively manage their reactions before their emotions become overwhelming.

What are the trainable behaviors/skills?

Emotional awareness, impulse control, strategic thinking, proactive coping, and metacognition (thinking about one's feelings).

Target Skill: Self-regulation

Context

- Individual reflection followed by a small group discussion.
- Indoor (classroom). A calm and supportive environment is essential for this activity

Target Group

Ages 13–15, working individually and then in small groups.

Duration: 45 minutes

Outline

Tool 2

1. Introduce the Metaphor: The teacher explains the concept of an "Emotional Thermometer," where feelings can range from cool and calm to hot and reactive.
2. Create the Thermometer: Students draw a thermometer and divide it into three or four color-coded zones representing different levels of emotional intensity (e.g., Blue/Calm, Yellow/Alert, Red/Overwhelmed).
3. Identify the Signs: For each zone, students list the personal signs they experience—what their body, mind, and emotions do at that "temperature."
4. Match with Strategies: Students brainstorm "cool-down" strategies that are appropriate for each zone.
5. Share and Reflect: In small groups, students share one helpful strategy they identified, followed by a brief class-wide reflection.

Useful Materials

- Paper (A4 or A3).
- Colored pens, markers, or pencils (especially blue, yellow, and red).
- Optional: "Emotional Thermometer" worksheet template.

Instructions

1. Introduction: What's Your Temperature? (5 minutes)

- The teacher introduces the metaphor: "Just like temperature can rise from cold to hot, our emotions can too. Today, we're going to create a personal 'emotional thermometer' to help us notice when our feelings are heating up and know how to cool down."
- Draw a simple thermometer on the board with "cool" at the bottom and "hot" at the top.

2. Building Your Thermometer (15 minutes)

- Students draw a large thermometer on their paper.
- Instruct them to divide it into 3 zones and color them:
 - Blue Zone (Bottom): Calm, relaxed, focused.
 - Yellow Zone (Middle): Cautious, annoyed, frustrated, worried. The "warning" zone.
 - Red Zone (Top): Angry, panicked, overwhelmed, out of control.
- Next to each zone, students should create two columns: "My Signs" and "My Strategies."

3. Identifying "My Signs" (10 minutes)

- Ask students to fill in the "My Signs" column for each zone.
- Provide prompts to guide their thinking:
 - "In the Blue Zone, how does your body feel? What are your thoughts like?" (e.g., relaxed shoulders, steady breathing, clear thoughts).
 - "In the Yellow Zone, what are the first warning signs?" (e.g., clenched jaw, faster heartbeat, negative thoughts).
 - "In the Red Zone, what happens when you lose control?" (e.g., yelling, crying, can't think clearly).

45
minutes

4. Brainstorming "My Strategies" (10 minutes)

- Now, have students fill in the "My Strategies" column.
- Emphasize that the strategy should match the temperature:
 - Yellow Zone Strategies (Proactive): "What can you do to stop yourself from reaching the red zone?" (e.g., take five deep breaths, listen to a calm song, stretch).
 - Red Zone Strategies (Reactive): "What can you do to cool down safely?" (e.g., walk away from the situation, talk to a trusted adult, squeeze a stress ball).

5. Small Group Sharing & Reflection (5 minutes)

- In small groups of 3, have each student share one strategy they find effective when they are in the "Yellow Zone."
- Bring the class back together and use the reflection questions below for a final discussion.

Reflection Questions

- Why is it helpful to notice the signs of the "Yellow Zone" instead of waiting until you are in the "Red Zone"?
- Was it easier to identify your signs or to come up with strategies? Why do you think that is?
- How can you use this thermometer as a tool in your daily life, both in and out of school?

Adaptation Tips

- For Different Ages:
 - Younger students (11-12): Use a simpler 3-zone thermometer with emojis (e.g., 😊, 😐, 😡). Provide a list of strategy ideas that they can choose from and write onto their thermometer.
 - Older students (16-18): Encourage them to add more nuanced zones (e.g., a green zone for "content," an orange zone for "agitated"). They can also explore the root causes of their triggers for each zone.
- Digital Context: This activity works well on a digital whiteboard (like Jamboard or Miro) where students can use shapes, colors, and text boxes to create their thermometers and then share them in breakout rooms.
- For Different Group Sizes: In a large class, the reflection can be a "Chalk Talk" activity, where students write their answers to reflection questions on chart paper placed around the room.

Annex



My Emotional Thermometer

🌡️ How am I feeling right now?

Use this thermometer to check in with your emotions. Color or circle the level that matches how you feel.

● Level 5 – Exploding (Out of Control)

Feelings: Angry, furious, panicking, overwhelmed, terrified

Body Clues: Yelling, crying, shaking, tense muscles, can't think clearly

What I Can Do:

- Take deep breaths
- Ask for help or a break
- Move to a calm space
- Use grounding techniques

● Level 4 – Very Upset (Losing Control)

Feelings: Frustrated, worried, annoyed, nervous

Body Clues: Heart racing, clenched fists, fidgeting, warm face

What I Can Do:

- Talk to someone I trust
- Use calm-down tools (stress ball, music, stretching)
- Positive self-talk: "I can handle this."

● Level 3 – Uncomfortable (Upset or Uneasy)

Feelings: Sad, disappointed, confused, tired, unsure

Body Clues: Frowning, low energy, quiet, avoiding others

What I Can Do:

- Take a short break
- Write or draw about how I feel
- Do something that helps me feel better (walk, drink water)

Annex

● Level 2 – Calm (In Control)

Feelings: Content, relaxed, okay, focused

Body Clues: Normal breathing, relaxed body, clear thoughts

What I Can Do:

- Keep doing what's working
- Be kind to myself and others
- Practice gratitude

● Level 1 – Happy (Feeling Great)

Feelings: Excited, joyful, proud, peaceful

Body Clues: Smiling, energized, open posture

What I Can Do:

- Share my happiness
- Encourage others
- Remember what helps me feel this way

 **My Triggers:**

(Things that make me move up the thermometer)

 **My Calming Strategies:**

(Things that help me cool down)

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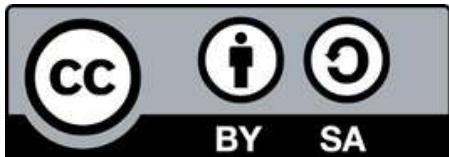
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Tool 1

Team Architect Challenge: Building Together Overview

Objectives

- To improve communication, active listening, and negotiation skills within a group.
- To foster shared problem-solving and collaborative decision-making.
- To help students recognize and appreciate the different roles individuals play in a team.

What are the trainable behaviors/skills?

Collaboration, communication, active listening, negotiation, strategic planning, problem-solving, and role flexibility.

Target Skill: Teamwork

Context

- Small group (4-5 students).
- Indoor (classroom) or Outdoor (schoolyard). The activity is flexible, but a classroom provides a controlled space for building.

Target Group

Ages 13-15, working in small groups.

Duration: 45 minutes

Outline

Tool 1

1. Introduce the Challenge: The teacher explains the goal: to build the tallest possible freestanding tower using only the materials provided.
2. Form Groups & Distribute Materials: Students form small groups, and each group receives an identical set of materials.
3. Plan & Build: Groups are given a set amount of time to discuss their strategy and construct their tower.
4. Measure & Present: Once time is up, all building stops. Each group's tower is measured, and they briefly share their process.
5. Group Reflection: The teacher leads a discussion about the experience, focusing on teamwork, communication, and challenges.

Useful Materials

- For each group:
 - 20 sheets of standard paper (e.g., A4 or letter size)
 - 1 meter of masking tape
 - 1 pair of scissors
- Measuring tape or ruler.

Part 1

45
minutes

Instructions

1. Introduction and Grouping (5 minutes)

- The teacher introduces the activity: "Today, we're going to work as architects and engineers. Your challenge is to work with your team to build the tallest freestanding tower you can, using only these materials."
- Explain the rules clearly:
 - The tower must stand on its own without any support.
 - You can only use the paper, tape, and scissors provided.
 - You will have 20 minutes to plan and build.
- Divide students into groups of 4-5.

2. Planning and Building Phase (20 minutes)

- Distribute the materials to each group.
- Start a timer for 20 minutes.
- The teacher circulates around the room, observing the team dynamics but not interfering unless there is a safety concern or a group is completely stuck. Pay attention to how groups plan, communicate, and handle disagreements.

3. Measurement and Showcase (10 minutes)
 - When the timer ends, all groups must stop building.
 - Go to each group one by one and measure the height of their tower. Record the heights on a whiteboard for all to see.
 - Give each group 1 minute to briefly explain their design strategy and what they thought worked well.
4. Closing Discussion & Reflection (10 minutes)
 - Bring the class back together for a whole-group discussion.
 - Use the reflection questions below to guide the conversation, focusing on the process of working together, not just the height of the towers.
 - Congratulate all teams on their effort and creativity.

Reflection Questions

- What was the most successful part of your teamwork? When did you feel like you were all working together effectively?
- What role did you notice yourself playing in the group (e.g., leader, planner, builder, encourager)? Did your role change during the activity?
- If you had the chance to do this again with the same team, what is one thing you would do differently to improve your collaboration?

Adaptation Tips

- For Different Ages:
 - Younger students (11-12): Use easier materials like straws and connectors or blocks. Give them more time and focus the reflection on sharing and taking turns.
 - Older students (16-18): Add more complex constraints. For example, the tower must be able to support a small weight (like a pen) on top, or for the first 5 minutes, the team can only plan without touching the materials.
- For Different Group Sizes: This activity works best in small groups. For a very large class, consider having a "judging panel" of students who help measure and ask questions during the showcase phase.
- Digital Context: This can be adapted into a design challenge using a collaborative platform. Groups could use a digital whiteboard to design a structure and then present their blueprint, explaining how it would be stable and why their design is innovative.



Tool 2

The Perfect Square: A Blindfolded Team Challenge Overview

Objectives

- To practice clear verbal communication, active listening, and giving precise instructions.
- To highlight the importance of cooperation, shared leadership, and trust in achieving a common goal.
- To enhance group problem-solving skills under challenging circumstances.

What are the trainable behaviors/skills?

Communication, active listening, leadership, cooperation, problem-solving, trust, and spatial awareness.

Target Skill: Teamwork

Context

- Small group.
- Outdoor (e.g., schoolyard) or a large, open indoor space (e.g., gymnasium, cleared-out classroom). The activity requires space for movement.

Target Group

Ages 13–15, small groups of 4–6 students.

Duration: 40 minutes

Outline

Tool 2

1. Setup: The teacher divides students into small groups and provides each group with a length of rope and blindfolds for every member.
2. Challenge: Each group stands in a circle, holds onto the rope, and puts on their blindfolds. The objective is to work together to form a perfect square with the rope.
3. Execution: The groups communicate and collaborate to manipulate the rope into the target shape without anyone letting go or removing their blindfold.
4. Reveal and Reflect: Once a group believes they have succeeded, they remove their blindfolds to see the result. The activity concludes with a group discussion about the process.

Useful Materials

- One long piece of rope per group (approximately 5-7 meters).
- A blindfold for each student.
- An open space, free of obstacles.

Part 1

40
minutes

Instructions

1. Introduction and Setup (10 minutes)

- Divide the class into small groups of 4 to 6 students.
- Take the groups to the open space.
- Give each group one piece of rope. Have them form a circle and each take hold of the rope with both hands.
- Distribute the blindfolds.
- Explain the rules: "Your challenge is to work together to form a perfect square with the rope. You must remain blindfolded and hold onto the rope at all times until you believe you have completed the task."
- Emphasize safety: Move slowly and communicate clearly to avoid collisions.

2. The Challenge (15 minutes)

- Instruct students to put on their blindfolds and begin.
- The teacher's role is to observe, ensuring safety but not providing guidance or hints.
- Pay attention to the different strategies, communication styles, and leadership dynamics that emerge within each group.
- When a group decides they are finished, instruct them to drop the rope on the ground and step back before removing their blindfolds.

Reflection Questions

- What was the most difficult part of working together without being able to see? How did your group handle this challenge?
- Did a leader emerge in your group? If so, what did they do that was helpful? Did leadership shift at any point?
- How important was listening in this activity? Can you give an example of when your group listened well or when a lack of listening caused a problem?

Adaptation Tips

- For Different Ages:
 - Younger students (11-12): Use a simpler shape, like a triangle. Alternatively, allow one person in the group to keep their blindfold off to act as a "director."
 - Older students (16-18): Increase the complexity by asking for a more difficult shape (e.g., a pentagon or a star) or by adding a rule, such as periods of mandatory silence, to force non-verbal problem-solving.
- For Different Group Sizes: This activity works best with 4-8 people. With larger groups, you can have multiple groups working simultaneously and compare their strategies and results.
- Indoor Context: If space is very limited, an alternative activity like the "Human Knot" can be used to teach similar skills without requiring as much movement.

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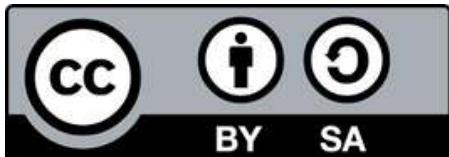
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Tool 1

Same or Different, Still Equal

Overview

Objectives

- Students will identify visible and invisible differences among individuals
- Students will practice listening and speaking with respect during sensitive topics
- Students will reflect on how bias or assumptions can lead to exclusion

What are the trainable behaviors/skills?

- Recognizing and valuing differences in others
- Practicing respectful communication
- Challenging stereotypes and assumptions
- Cooperating with peers from diverse backgrounds

Context

Format: Small group

Setting: Indoor (classroom or circle space)

Target Group

Ages 13–15, small mixed groups

Duration: 45–50 minutes

Tool 1

Outline

1. Teacher introduces the idea of “visible and invisible” differences.
2. Students complete a silent walk or card activity to explore personal identity.
3. In groups, they share stories or experiences where they felt different or judged.
4. Each group creates a “Respect Charter” with rules for inclusive behavior.
5. Groups present and discuss common values across differences.

Useful Materials

- Identity cards or “Who Am I?” handouts (e.g., name, language, interests, challenges, traditions)
- Flipchart or poster paper
- Markers
- Printed Respect Charter template
- Safe space setup (circle of chairs or floor cushions)



Instructions

1. Begin with a class discussion: “What makes people different and what brings us together?” Introduce the idea that diversity includes culture, beliefs, appearance, interests, learning styles, and life experiences.

2. Hand out “Who Am I?” identity cards (or let students create their own). Ask them to complete sections such as:

Something I’m proud of

Something others might not know about me

A time I felt misunderstood

3. In groups of 4–5, students share what they’re comfortable sharing from their cards. Emphasize active listening, no interrupting, and no judgment.

4. Each group receives a Respect Charter template. They work together to create 5 rules or values for how to treat others fairly, especially when differences arise.

Examples: “We listen without interrupting.” / “We don’t laugh at someone’s background or language.”

5. Groups decorate and present their Respect Charter to the class. Discuss common themes that emerged across groups and how these values help build safe, inclusive classrooms.

Reflection Questions:

When have you felt excluded or different and how did that feel?

What did you learn about someone else that surprised or inspired you?

How can you help make school a more respectful space for everyone?



Tool 2

Bridges, Not Walls: Building Respectful Connections Overview

Objectives

- To help students practice respectful communication during differences of opinion or misunderstanding.
- To strengthen mutual respect and perspective-taking through cooperative dialogue.
- To encourage active inclusion and appreciation of diversity in group contexts.

What are the trainable behaviors/skills?

- Respectful disagreement and conflict de-escalation.
- Perspective-taking and open-mindedness.
- Cooperation and constructive communication.
- Recognizing and challenging bias respectfully.

Target Skill: Tolerance and Respect

Context

Format: Small groups (4-6 students).
Setting: Indoor (classroom or circle setting) – open space for movement and dialogue.

Target Group

Ages 13-16, working in small groups.

Duration: 45 minutes

Outline

Tool 2

- Introduction (5 min): Explore what “respect” means in action.
- Scenario Challenge (10 min): Groups receive real-life social conflict cards.
- Bridge-Building (15 min): Students discuss and plan a respectful response to each scenario.
- Sharing & Discussion (10 min): Groups present their “bridges” to the class.
- Reflection (5 min): Discuss lessons learned about respect, tolerance, and listening.

Useful Materials

- Printed “Bridge Scenario Cards” (examples included in Annex).
- Whiteboard or flipchart labeled “Building Bridges.”
- Pens, markers, and paper.
- Optional: small paper bridges or strings to symbolize connection.

Instructions

1. Introduction: Respect in Action (5 minutes)

Start with the question:

“What does respect look like – not just sound like?”

“Is it possible to disagree and still show respect?”

Write key student ideas on the board under two columns:

Respectful behaviors (listening, calm tone, empathy) vs. Disrespectful behaviors (interrupting, judging, ignoring).

Explain:

Tolerance means accepting others even when they think, look, or believe differently.

Respect means treating others as valuable, no matter our differences.

2. Scenario Challenge: When Differences Arise (10 minutes)

Divide students into small groups and give each group a Bridge Scenario Card describing a realistic disagreement or misunderstanding.

Example scenarios (see Annex for details):

- Two classmates argue over a group project idea.
- Someone makes a joke about another student’s accent.
- A student refuses to work with someone from another culture.
- Friends disagree about social media posts or opinions.

Each group discusses:

- What emotions are involved?
- What went wrong in communication?
- What could a respectful response look like?

3. Bridge-Building: From Conflict to Connection (15 minutes)

Explain the metaphor:

“Every time we choose respect, we build a bridge.”

Each group creates their own “bridge solution” – a short role-play, dialogue, or visual showing how the situation could be handled respectfully.

Encourage them to include:

- Active listening
- Calm tone and body language
- A fair solution or apology
- A phrase that “builds connection” (e.g., “I understand your point,” “Let’s find common ground”).

Optional: Students can draw a symbolic “bridge” and write their key message of tolerance on it.

Instructions

4. Sharing & Class Discussion (10 minutes)

Each group presents their bridge solution.

After each, ask the class:

“What made this response respectful?”

“How did they show tolerance or understanding?”

Summarize on the board: Bridges are built with listening, kindness, and fairness.

5. Reflection & Wrap-Up (5 minutes)

End with a calm reflection circle:

“What will you remember next time you disagree with someone?”

“How can you be a ‘bridge-builder’ in your school or community?”

Encourage students to choose one small respectful action they'll practice this week.

REFLECTION QUESTIONS

1. How does showing respect during disagreement change the outcome?
2. What communication habits help build understanding between people?
3. What does it mean to “build a bridge” instead of a wall in daily life?

ADAPTATION TIPS

- For Younger Students (11-13): Use simpler, playful scenarios (e.g., sharing toys, taking turns) and build paper bridges labeled with kind words.
- For Older Students (16-18): Link discussion to social media, cultural debates, or inclusion topics. Add journaling about real experiences.
- For Large Groups: Assign one scenario per group and rotate to see different respectful responses.
- For Digital Context: Use breakout rooms; each group writes a short online “Respect Charter” using shared slides or Jamboard.

ANNEX: BRIDGE SCENARIO CARDS

Purpose:

To help students practice tolerance and respectful communication through realistic examples.

Scenario 1 – Group Project Conflict

Two classmates disagree about how to complete a group project. One insists on doing it their way; the other feels ignored.

How can they both feel heard and respected?

Our Bridge: _____

Scenario 2 – A Hurtful Joke

Someone makes a joke about another student's appearance or accent. The class laughs, but one person feels hurt.

What would a respectful response look like here?

Our Bridge: _____

Scenario 3 – Different Beliefs

Two friends argue about cultural or religious beliefs. Each feels misunderstood.

How can they listen and find common ground?

Our Bridge: _____

Scenario 4 – Online Disagreement

A social media post causes tension among classmates. Some students comment rudely, others stay silent.

What could you write or say to keep respect online?

Our Bridge: _____

Scenario 5 – Left Out

A student is left out of a game or activity because they're "different."

How can others show inclusion and kindness?

Our Bridge: _____

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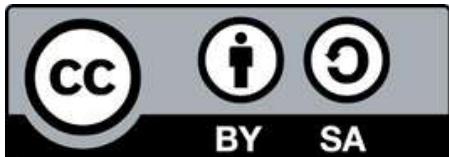
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