

Emotional Intervention Programme

developed by Rezekne Technical School (Latvia) and Nelas School Group (Portugal)
under Erasmus+ project N° 2025-1-LV02-KA152-YOU-000300851
“Stronger Together – Youth for Wellbeing, Inclusion and Mental Health in Schools”

Problem diagnosis (*identified by 15-19 y/o students*)

High pressure (stress),
Competitive system, long school hours;
Language barrier (don't understand the language),
Intolerance (bullying, ableism, racism, religions, etc.),
Students self-isolate,
Issues with noise (especially in Portugal);
Lack of support (students with learning disabilities, issues with behaviour, not understanding subjects),
Lack of consideration for other students (favouring specific students),
Addictions (smoking and drinking due to stress and peer pressure).

Objective

Latvia (*general strategy of Rezekne Technical school*) - ensuring the well-being of students in the learning process. Communication is built on mutual respect and understanding.

Portugal (*strategic Objective 3 of the Educational Project of the Nelas School Group – AENela*)
- Promoting personal development and well-being of children and students.

Target groups

Students who feel stressed out by the pressure and not having enough time for extra curriculars and for yourself.

Students with communication issues and those who have a tendency to self-isolate.

Students who are bullied for being different and left behind in studies - learning disabilities, issues with communication.

Students who lack support from home or school.

Students who struggle with addictions.

Partnerships and Resources

Working with the schools' administrations, collaborating with other schools and invite experts.

Multiple internet resources to help us realise activities.

After the project, through fund raising events (sports tournaments, student art museums, student plays, etc) we can invite professionals and buy useful tools and resources (educational tools for students with learning disabilities, create rest/quiet rooms, improve school furniture/infrastructure).

Free resources available around the school or other school projects in collaboration with the current project (for example in Latvia – “Skolas soma” offers free educational trips to students).

Processes

Before and after each activity there should be a short questionnaire which will show us weather the activity has reached its desired goal - friendlier classes, feeling included, learning new techniques, improved self-esteem, and more.

Some examples of possible activities could be - Ice breakers (diversity bingo), quizzes (*Kahoot*, *Mentimeter*).

ACTION PLAN

Objective

Ensure that class directors understand the importance of supporting students with emotional difficulties and agree to implement the program, fostering student participation and promoting respect for individual differences and beliefs.

The programme aims to increase student's overall well-being scores at least 50% from pre-test to post-test. (see *Annex 1*). It also seeks to help students better manage emotions such as stress, anxiety, and situations like bullying.

Additionally, the programme aims to improve student's general well-being by at least 30%. An evaluation of students with emotional difficulties will be conducted at the beginning and at the end of the programme to assess its impact.

Execution indicators

The programme aims to improve student's well-being, with around 60% showing positive results and at least 65% improving their emotional management skills. It also seeks to reduce bullying by 50% and increase overall well-being by 50%.

Timeline

The programme includes 10 weekly sessions, lasting about 10 weeks. It involves students, teachers, psychologists, and project coordinator (optional), and can be implemented up to three times per school year.

Resources

The programme requires material such as paper, pens, printers, computers, phones, a projector, and a room, activity plans (see *the Annexes to this Programme*).

Risk management

Risks include low student participation or engagement, refusal to participate, and limited improvement in well-being. Technical problems (computers, Wi-fi, projector, printers), low attendance, room unavailability, or absence of staff/students may also affect the session.

PROGRAMME

1st session The Wellbeing Triangle Challenge (see Annex 2).
2nd session: What is IQ and EQ (see Annex 3).
3rd session How would you feel if you were... (see Annex 4).
4th session In a united group bullying doesn't get in (see Annex 5).
5th session (<i>invite a psychologist/ sports teacher/ expert to the class</i>) Best techniques of emotional regulation and stress management. Discussion "How can I help myself feel better emotionally?"
6th session Breaking mental stigma (see Annex 6).
7th session Stereotype sorting game (see Annex 7).
8th session (<i>a lesson outdoors about any topic with introducing some simple movements that can be done during the class</i>) Physical health and movement.
9th session Breaking social media filters (see Annex 8).
10th session Emotional dice (see Annex 9). Guided reflection and discussion "Can we learn to be happy?"

ANNEX 1

Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) *for well-being self-assessment*

Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last 2 weeks.

Responses (Scale 1–5):

1 = None of the time;

2 = Rarely;

3 = Some of the time;

4 = Often;

5 = All of the time

Score: sum of items (14–70); higher scores = greater well-being

Statement	1	2	3	4	5
1. I've been feeling optimistic about the future.					
2. I've been feeling useful.					
3. I've been feeling relaxed.					
4. I've been feeling interested in other people.					
5. I've had energy to spare.					
6. I've been dealing with problems well.					
7. I've been thinking clearly.					
8. I've been feeling good about myself.					
9. I've been feeling close to other people.					
10. I've been feeling confident.					
11. I've been able to make up my own mind about things.					
12. I've been feeling loved.					
13. I've been interested in new things.					
14. I've been feeling cheerful.					

ANNEX 2

The Wellbeing Triangle

Duration: 45minutes

Materials: A large poster/whiteboard with a triangle, large sheets of paper, markers, sticky notes of 2 different colours, printed scenarios, a box for the lottery, papers with numbers 1-4

Goal: Explore how *social*, *emotional*, and *physical* wellbeing work together — and how to keep them balanced in daily life.

Step 1: Kick-Off (around 5 min)

Led by youth facilitators

The facilitator show the triangle drawn on a a big poster/ whiteboard, etc. and present the three corners - 3 aspects that affect our wellbeing: physical health, social health and emotional health.

Hand out sticky notes (1 for each participant)

Ask everyone to carefully think and write:

“The most important aspect of wellbeing for *me personally* is _____.”

Keep it private — no sharing yet (so that participants do not affect each others’s choice).

The facilitator explains that there are no correct or wrong answers.

When, the participants have written their answer, the facilitator put titles on 3 separate tables (1st table - physical health, 2nd table - social health, 3rd table - emotional health). Then ask the participants to put the sticky notes on the respective corner of the wellbeing circle on the poster/whiteboard and then **move to the table** that matches their answer to the previous question.

Step 2: Group work - discussion and challenge (around 20 min)

Mini discussion (5 min):

The facilitator says: “Talk with the people at your table. You all chose the same area — but your reasons might be different! Take a few minutes to share why you picked it and what it means to you.”

Participants should answer the questions:

“*Why did I choose this aspect as the most important for my wellbeing?*”

“*What happens when this part of your wellbeing isn’t going well?*”

Quick share:

Each table shares their conclusions with the full group, for example: “Most of us chose this because...”

Creative Group Task (5–10 minutes depending on the situation – the facilitator observes and tells when to stop) - if one group is too big, divide it (no more than 6 people in one group)

Each group is given a challenge:

1) Physical Health Table

Challenge:

Invent a **one-minute “energy break”** for students to use during study sessions.

→ Could be a stretch, breathing pattern, or mini movement.

Goal: something everyone could realistically do between classes.

2) Social Health Table

Challenge:

Create a **“connection booster”** — a simple activity or action that helps classmates feel more connected or included.

→ Could be for example a quick icebreaker.

Goal: make school or study groups feel more open and supportive.

3) Emotional Health Table

Challenge:

Design a **“mood reset tool”** — something to help when emotions feel heavy.

Design a small collection of 3–5 things that could help someone relax or feel better during a stressful day.

Goal: Create a practical mini “emotional first aid kit” anyone can use at school or at home.

Group presentations: Each group presents what they invented (about 2min per group)

Step 3: Group work - discussion (around 15 min)

The facilitator organises a lottery: Each participant draws one card from a box with numbers 1-4. Now there are 4 groups with equal number of participants.

Each group's task:

Read your scenario (*see below*) (one or two scenarios - depending on the work speed of each group).

Discuss:

- How different aspects of the wellbeing triangle are affected in this situation? What can be the consequences, if the situation does not change?
- What can be done to help the situation?

Scenarios

1. “The Exam Marathon”

Anna is preparing for her final exams. She’s studying late every night, skipping meals, and sleeping only a few hours. Her friends invite her to take short breaks, but she refuses, saying she has no time.

2. “New in Town”

David recently moved to Latvia from another country to study in a new school. His Latvian is improving, but he often feels isolated. Classmates are friendly but he’s shy to join conversations or after-school events.

3. “Injury Season”

Laura is a basketball player. She sprains her ankle before the regional finals. She’s told to rest for two weeks, but she feels useless when she can’t train. Her mood drops, and she avoids her teammates.

4. “The Perfect Image”

Victor runs a popular Instagram fitness page. He feels pressure to look good all the time and worries what followers will think if he misses a workout or posts something less “perfect.”

5. “The Drama Rehearsal”

A group of students are rehearsing a play for a youth festival. Tension builds when the lead actor keeps interrupting others and dismissing suggestions.

6. “Quiet in the Crowd”

Elen is talented but introverted. During a summer music camp, she feels overshadowed by louder students and starts doubting her abilities.

7. “Family Pressure”

Leon’s parents constantly push him to get top grades and enter a prestigious university. He feels anxious before every test and hides his stress behind jokes.

8. “Online All the Time”

Līga stays connected online 24/7 — chatting, watching TikToks, checking messages. She rarely disconnects, even at night, and finds it hard to concentrate or relax.

Step 4: Final conclusions

If there is time, each group may present their conclusions.

At the end, each participant takes 3 other sticky notes (different colour than the first one), writes one short sentence - what can I do to support this aspect of the wellbeing triangle? - and places it on/under the wellbeing circle drawn on the poster/whiteboard.

ANNEX 3

What is IQ and EQ?

Video: <https://www.youtube.com/watch?v=AjyOyqAlx8> (4:09)

Activity “Where do you stand?” (20 min)

- a) **IQ or EQ** : Everyone lines up in a long column (one behind another). Taking a step to the right means choosing IQ; to the left means EQ. The facilitator reads short statements. Participants are given a brief moment to think. After a signal, each person steps either to the right or to the left. The facilitator emphasizes that there are no right or wrong answers. If someone responds in an unusual way, they may be invited to share. If a participant cannot decide, they may remain in place.

STATEMENTS

1. Which one is more important to get good grades?
2. Which one is more important to be a good friend?
3. Which one is more important for leaders to make the best decisions?
4. Which one is more important to feel happiness?
5. Which one is more important for a social media influencer?
6. Which one is more important to calm yourself before a big presentation?
7. Which one is more important to making friends easily in a new school?
8. Which one is more important to establish good relations with teachers in a new school?

- b) **YES or NO**. Everyone lines up in a long column (one behind another). Taking a step to the right means choosing YES; to the left means NO. The facilitator reads short statements. Participants are given a brief moment to think. After a signal, each person steps either to the right or to the left. The facilitator emphasizes that there are no right or wrong answers. If someone responds in an unusual way, they may be invited to share. If a participant cannot decide, they may remain in place.

STATEMENTS

1. You can succeed in life without much EQ.
2. You can succeed in life without much IQ.
3. Social media influencers need EQ more than IQ.
4. You can't really improve your EQ — it's something you're born with.
5. In a job interview, emotional intelligence is more important than test scores.
6. It's better to be honest and logical, even if people's feelings get hurt.
7. Schools focus too much on IQ and not enough on EQ.
8. If you have high EQ, you don't really need a high IQ to be successful.

WORKSHEET 1 - IQ or EQ

Group work – questions for discussion

	Situation	Choose IQ/ EQ/ not sure
1.	You're taking a difficult math exam with complex problem-solving questions.	
2.	Your friend is upset after failing an exam and you want to comfort them.	
3.	You're leading a group project where one team member refuses to cooperate.	
4.	You're building a robot for a national competition.	
5.	You have to apologize to a teacher after being rude in class.	
6.	You're trying to convince your parents to let you go on a trip with friends.	
7.	You need to make a study plan to prepare for five exams in one week.	
8.	A classmate criticizes your presentation harshly — how do you respond?	
9.	You're solving a complex puzzle with limited clues.	
10.	You're giving feedback to a teammate who keeps making the same mistake.	
11.	You're applying for a scholarship that requires a written essay and an interview.	
12.	You're the captain of a sports team that just lost an important game.	
13.	You're asked to explain a difficult scientific idea to a younger student.	
14.	You're helping two friends who had an argument make peace again.	
15.	You're planning a charity event with a large group of volunteers.	
16.	You realize you've made a big mistake in a group task — what do you do?	
17.	You're in a debate competition and must respond to unexpected questions.	
18.	You're designing an app that solves a real-life problem for students.	
19.	You notice a friend is acting distant and withdrawn lately.	
20.	You're starting a new job and need to learn quickly while fitting into the team.	

WORKSHEET 2 (IQ or EQ)

Group work – questions for discussion

1. **A doctor must tell a patient they have a serious illness.**

Should the doctor's medical expertise (IQ) or emotional sensitivity (EQ) matter more for the patient's well-being?

 IQ |  EQ | : _____

 Notes:

2. **A CEO has to fire several employees to save the company.**

Is logical decision-making or empathy more important for a fair, humane choice?

 IQ |  EQ | : _____

 Notes:

3. **A student finds their best friend cheating during an exam.**

Should they follow logical rules (report it) or handle it emotionally (protect the friendship)?

 IQ |  EQ | : _____

 Notes:

4. **A top scientist is brilliant but arrogant, driving talented colleagues away.**
Can pure intellect still lead to discovery, or will lack of EQ block progress?

 IQ |  EQ | : _____

 Notes:

5. **A parent must decide whether to push their child to study harder or let them rest and explore hobbies.**
Which type of intelligence guides a wiser parenting decision?

 IQ |  EQ | : _____

 Notes:

6. **A rescue team in a disaster zone must decide who to save first.**
Does rational prioritization outweigh emotional compassion?

 IQ |  EQ | : _____

 Notes:

7. **An influencer posts controversial content: it's logically correct but emotionally hurtful to many people.**

Should truth or empathy take priority when communicating in public?

🧠 IQ | ❤️ EQ | : _____

📝 Notes:

8. **Two candidates apply for the same leadership position — one is a strategic genius, the other an inspiring communicator.**

Which one would make the better leader in the long run?

🧠 IQ | ❤️ EQ | : _____

📝 Notes:

ANNEX 4

How would you feel if you were?

Objective:

Students experience the school environment with a disability, identify barriers in different school spaces, and try to develop ideas on how to make the school more inclusive.

Introduction and Preparation (20 min)

Explain the purpose of the activity: building empathy, understanding barriers, and improving school accessibility.

Assign students roles (by drawing lots):

- ✓ Mobility impairment (sports bands tied around the legs)
- ✓ Visual impairment (blindfold + an assistant who only helps after the student has first tried independently)
- ✓ Fine motor difficulties (a kitchen glove on the right hand/ three fingers on the left hand taped together)

Students work in pairs. First, one performs the tasks while the other assists; then they switch roles.

Provide safety instructions: move carefully, and assistance may be used if necessary.

Explain that it is normal if not all tasks can be completed, as each participant may need very different amounts of time.

Mark completed tasks on the worksheets. The assistant records how long each activity takes.

Before starting, make sure that all participants know where all necessary premises are located. Prepare all the necessary equipment.

Time for completion (approx. 100 minutes) – approx. 50 minutes per participant.

See the worksheet to be completed on the next page.

It is the example of Rezekne Technical School (*to be adapted by each school according to its infrastructure*).

Worksheet - How would you feel if you were...

No	Instruction	Put ✓ if you could you manage to do it?	How much time did it require?
The activity begins outside the school entrance. Everyone is wearing outerwear. Then everybody gets accessories for their “disability”.			
1.	Enter the school.		
2.	Take off your outerwear and leave it in the wardrobe.		
3.	Go to the second floor.		
4.	Go to room 215, open the door, enter the classroom, sit on a chair.		
5.	Take a notebook, open pg.5/ pg. 7 and a pen.		
6.	In the notebook copy the text written on the whiteboard.		
7.	Go to the teacher's table and take 3 sheets of paper (2 sheets with elements drawn on them + 1 white paper), scissors, markers, glue.		
8.	Colour the elements as you wish.		
9.	Cut the elements out.		
10.	Glue the elements onto the white paper, thus forming a piece of art.		
11.	Take your piece of art and go to the library (on the first floor)		
12.	Give the piece of art to the librarian and ask for any book you want.		
13.	Open the book (page 25), take a photo and send it to the project's WhatsApp group.		
14.	Go to the canteen.		
15.	Take a tray and move to the seller.		
16.	Take a glass of water, put in on the tray and move to a table.		
17.	Sit down and drink the water.		
18.	Put the tray away.		
19.	Go to the wardrobe and put your coat on.		

Additional rules:

You should **work in pairs**. First, one student does the activities, the other assists. Then they switch roles.

!!! Please keep in mind that the assistance can be provided only if the person cannot manage without support.

Please remember that it is possible that some of the activities are very difficult or almost impossible to be done with certain types of disabilities, so you **don't need to worry if you don't finish everything**.

The maximum **time for one person is 50 min**, then you should switch the roles, even if you haven't finished everything.

ANNEX 5

In a united group bullying doesn't get in

1. Warm-up: "Where Do You Stand?" (10–15 min)

Write statements on the board like:

"If no one laughs, bullying stops."

"It's risky to stand up for someone."

"Most bullying happens because others allow it."

Ask students to physically move to:

Agree

Disagree

Not sure

Then ask a few students to explain *why* they chose their position.

2. Short Scenario Exploration (15–20 min)

Give small groups different realistic scenarios, for example:

- A group chat where one student is being mocked
- Someone being excluded from a group project
- A classmate constantly being joked about in class

Ask each group:

- What is happening here?
- Who has power in this situation?
- What are the "bystanders" doing?
- What could they do differently?

Then have groups share briefly.

3. Core Activity: “The Power of the Group” Role Play (20–30 min)

Pick one scenario and act it out twice:

Round 1:

Students act it out as it usually happens (bystanders passive, maybe laughing or ignoring).

Round 2:

Same situation, but now:

- Some students support the target
- Someone changes the subject
- Someone directly calls it out

Afterward, discuss:

- What changed?
- How did it feel in each version?
- Which version gives the bully power?

4. Visual Concept: The Bullying Equation (5–10 min)

Introduce a simple idea:

Bullying Power = Bully + Audience Support

Then ask:

- What happens if the audience support goes to zero?
- Can bullying continue without attention?

5. Practical Strategies: “What Can You Actually Do?” (10–15 min)

Ask students to brainstorm *realistic* actions, not idealized ones. Guide them toward:

- Quiet support (“Are you okay?”)
- Not laughing or reacting
- Changing the subject
- Calling it out (when safe)
- Reporting if needed

Make it clear: not everyone has to be a hero—but *everyone affects the outcome*.

6. Reflection (5–10 min)

Give them one prompt to write or discuss:

“What kind of group do you want to be part of?”

or

“What’s one thing you would actually do differently after this?”

ANNEX 6

Breaking Mental Stigma

Activity 1. “A Person Based on First Impression” (15–20 min)

Procedure:

1. Select 5 volunteers (3 boys, 2 girls). Give each of them a sign to hold that describes who they are *supposed to be* at that moment:
 - athlete Emīls
 - a quiet boy in a hoodie
 - a boy with painted nails
 - a girl with a tattoo
 - a popular Instagram girl
2. The volunteers stand at the front of the class holding their signs.
3. Invite the group to focus on each volunteer one by one and say out loud any comments or characteristics that come to mind about that person.
(Don't rush—give them time to think and respond.)
4. After at least 5–7 comments have been said, the facilitator asks the volunteer how they feel hearing these comments.
5. The facilitator then reads:
“If you really knew me...”
6. Repeat the process for each volunteer in turn.

Sign 1 - Emīls, athlete, 17 years old

His story:

If you knew me, I practice football almost every day. Some people think that I always succeed and that I am overconfident.

In fact, sports help me cope with stress - there are often arguments at home, and training is my way of staying calm.

When I run around the field, I feel free. My dream is to someday be a coach for children who don't believe in themselves.

If you knew me, I practice football almost every day. Some people think that I always succeed and that I am overconfident.

In fact, sports help me cope with stress - there are often arguments at home, and training is my way of staying calm.

When I run around the field, I feel free. My dream is to someday be a coach for children who don't believe in themselves.

Sign 2 – Artis, a hooded guy, 16 years old

His story:

If you knew me, you would know that I often wear a hoodie at school. It's not because I don't want to talk to others – I just have anxiety and the noise makes me tired.

The hoodie helps me feel safer, like I have my own world to breathe in.

I'm good at programming, and I once helped the school make a website, but few people know that. I just don't need to stand out.

Sign 3 – Haris, a guy with painted nails, 17 years old

His story:

If you knew me, I just love colours. Colours calm me down, and I love the way nail polish shines in the light.

Some people immediately call me “weird” or “girly,” but that doesn't bother me.

I drew, painted, and helped my friends prepare for the school play. Now I lead the creative group — and, yes, I love being in my own colourful world.

Sign 4 – Liene, a girl with tattoos – Liene, 17 years old.

Her story:

If you knew me, you would know that each of my tattoos means something. One is about my grandmother, who taught me to be strong. Another is about a friend I will never see again.

Many people think I am a rebel or a problem child, but I just want to remember my people.

On weekends, I work at an animal shelter. I feel needed there - no one looks at what you look like.

If you knew me, you would know that each of my tattoos means something. One is about my grandmother, who taught me to be strong. Another is about a friend I will never see again.

Many people think I am a rebel or a problem child, but I just want to remember my people.

On weekends, I work at an animal shelter. I feel needed there - no one looks at what you look like.

Sign 5 – Signe, a popular young woman from Instagram, 18 years old.

Her story:

If you knew me, People think I only care about pictures and times. But my profile is actually about body acceptance.

I once struggled with an eating disorder myself — and now I post motivational videos to help other young people feel good about themselves.

Yes, I love taking photos, but even more, I love seeing comments like, “Thanks to you, I’m no longer ashamed of myself.”

Discussion:

- What were your first impressions?
- What emotions did the labels create?

Activity 2. Film “Don’t label me” (3 min): <https://www.youtube.com/watch?v=1vkkFDg7UEc>

Activity 3. Step Forward (20 min)

This activity requires a hallway or larger space, so adjust based on time and availability.

Facilitators says: “Each of us lives in a different world, even if we are in the same room. For some people, life is easier—society supports them. For others, it is harder—people may not understand them or judge them based on prejudice. Today, we will try to *feel* this, not just understand it.”

Preparation:

Write 20 different roles on small cards (for example).

A teenager who lives in the countryside	A teenager who is often mocked at school
A young migrant	An athlete
A person who uses a wheelchair	An adopted person
A student from a wealthy family	A person with darker skin
A young mother	A person who believes in God
A young person who is homosexual	A person struggling with depression
A child living with their grandmother	A high-achieving student
An unemployed person	A person who feels lonely
A young artist	A person with ADHD
A teenager with anxiety	A young girl who wears a hijab

Procedure:

1. Give each participant one card.
2. Each participant silently reads their role but does not reveal it to anyone.
3. Everyone stands in a line at the back of the room.
4. The facilitator reads statements one by one:

“My parents support me in all my decisions.”

“I can talk about my feelings without being afraid of being laughed at.”

“I feel safe walking down the street.”

“People listen to my opinion.”

“I have seen people who look like me on TV or in advertisements.”

“I can easily find a job.”

“I don’t have to hide a part of myself to be accepted.”

“I can afford to go to the cinema or buy a new phone.”

“My friends understand me when I’m struggling.”

“People often judge me based on my appearance.”

5. After each statement, those to whom it applies take one step forward.
The others stay in place.
6. When all the statements have been read, the facilitator asks participants to look around and notice who is at the front, in the middle, and at the back.

Reflection and discussion:

- How did you feel when others moved forward while you stayed in place?
- How did it feel to be at the front—did it make you feel guilty, grateful, surprised?
- Where do stigmas appear in this situation?

ANNEX 7

Stereotype Sorting Game

Step 1. Introduction

Facilitator welcomes participants and frames the activity:

Step 2. Sorting Game Instructions (10 min)

Prepare a set of **cards** with statements that are stereotypical or descriptive.

Examples of stereotypes:

“Boys are better at sports than girls.”
“Teenagers spend all their time on phones.”
“People who wear glasses are smart.”
“Immigrants take away jobs.”

Examples of neutral/individual facts:

“Some people like maths, others don’t.”
“Everyone has different strengths.”
“Some people enjoy being leaders, some prefer supporting roles.”

Divide participants into **small groups (3–5 people each)**.

Give each group a set of cards and ask them to **sort them into categories**:

Stereotypes
Neutral facts / observations
Unsure

Step 3. Group Work & Debate (15 min)

Groups discuss their reasoning while sorting.

Encourage them to reflect:

“Why do you think this is a stereotype?”
“Could this sometimes be true? Why or why not?”
“How might this statement affect someone who hears it often?”

Step 4. Whole Group Discussion (15 min)

Each group posts their sorted cards on a wall/board.

Participants walk around, compare results, notice similarities and differences.

Facilitator leads a short plenary:

“Which cards were hardest to classify?”

“Did any group classify the same card differently?”

“What does that tell us about stereotypes?”

Step 5. Reflection in Teams (15 min)

Back in small groups, give reflection questions:

“Have you ever been stereotyped? How did it feel?”

“What risks are there when we act on stereotypes?”

“What could we do as a group/school to challenge stereotypes?”

Encourage storytelling, but remind about **confidentiality and respect**.

Step 6. Closing Circle (10 min)

Everyone comes together. Invite 2–3 volunteers to share their biggest insight.

Facilitator sums up:

Stereotypes are oversimplified ideas about groups.

They can influence behaviour, opportunities, and wellbeing.

Awareness is the first step to **challenging stereotypes**.

End with a positive note: *“We are all more than a stereotype — today you’ve shown how important it is to see each person fully.”*

Stereotypes
Boys are better at sports than girls.
Teenagers spend all their time on phones.
People who wear glasses are smart.
Immigrants take away jobs.
Politicians are always corrupt.
Older people don't understand technology.
People from small towns are uneducated.
Athletes aren't smart.
People with tattoos are irresponsible.
All programmers are men.
Introverts don't like people.
Teenagers are lazy.
Artists are messy and emotional.
Scientists are antisocial.
People who go to the gym are vain.
Boys are naturally better at math.

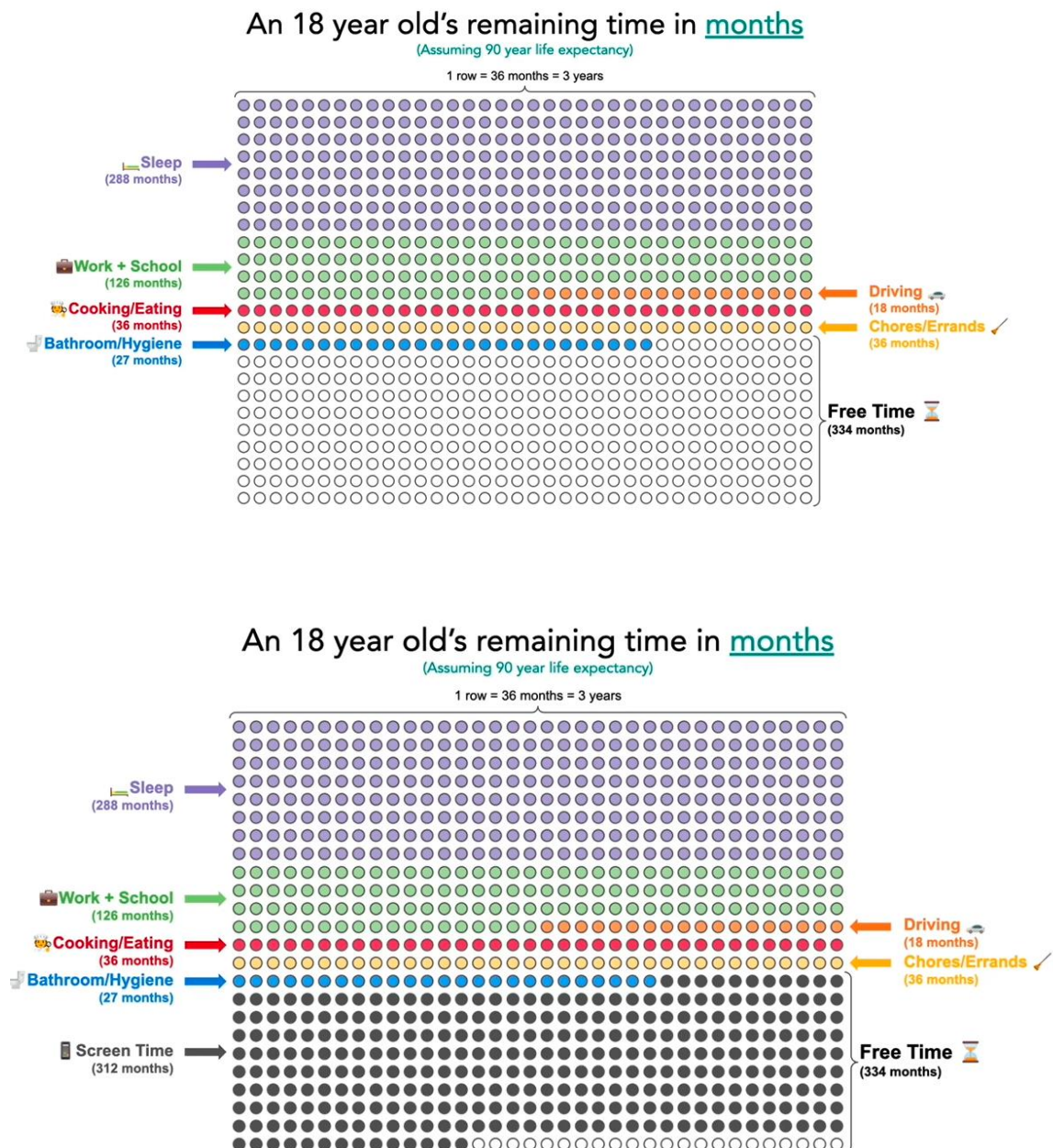
Examples of neutral facts
Some people like maths, others don't.
Everyone has different strengths.
Some people enjoy being leaders, some prefer supporting roles.
Some people prefer working in the morning, others at night.
Teenagers spend a lot of time online.
Everyone learns in different ways.
Some people find math difficult.
Regular exercise improves mental health.
Some people are naturally more creative.
Reading helps improve vocabulary.
Children learn languages faster than adults.
Drinking enough water is important for health.
Working in a team can improve ideas.
People communicate in different ways.
Getting enough sleep helps concentration.
Learning new skills takes time and practice.

ANNEX 8

Breaking the Social Media Filter

Video: [The Battle for Your Time: Exposing the Costs of Social Media | Dino Ambrosi | TEDxLagunaBlancaSchool](#) (11:31)

Screenshot from the video:



Option 1. Padlet Wall: “Behind the scene”— work in groups of 2-3

Students anonymously post an *idealized moment* — real or fictional — as if they were sharing it online.

1. **Discuss** a real-life situation that’s difficult or unpleasant (examples: exam stress, loneliness, family arguments, tiredness, being sick, etc.).
2. **Stage a photo** that could be posted on social media to make this situation look *perfect* or *happy*.
 - Example: Someone crying over homework → staged as “studying hard with coffee and smiles.”
 - Example: Empty fridge → staged as “healthy minimalist lifestyle.”
3. **Take two photos:**

Behind the scenes (the real situation)

The fake post (what you’d upload on social media – photo + text)

4. **Upload both photos to Padlet** in one post.

Option 2. Padlet Wall 2 - work in pairs

Padlet Setup:

“Post 2 images or short description of a ‘perfect’ social media moment — real or imagined. It could be something you’ve seen online or something you might post yourself.”

Examples students might post:

A smiling group selfie

A travel photo

A clean desk and cup of coffee captioned “Study vibes”

A gym mirror photo

A new outfit, etc.

Goal: Create a digital “perfect life” wall — a realistic social media feed.

Discussion – in groups:

How do these images make you feel?

What benefits can they give you?

Can they harm us somehow?

What influencers make you feel better/motivated/energized?

What influencers/pages make you feel worse. What can you do?

ANNEX 9

Emotional Dice

Students, individually, need to complete the following sentences:

1. A positive emotion that I felt this week was...
2. Something that I do to relax when I'm anxious...
3. A person who helps me feel good is...
4. What do I do when I feel sad?
5. A moment when I got over a difficult emotion was when...
6. Something that I would like to learn about emotions...