# Printable Activity Pack

## 32 resilience-building worksheets

Ready-to-print student activities across the seven resilience domains, to accompany the Up-Res online platform and Teacher's Guide.

### Modules

- A · Emotional–Cognitive Regulation (8 activities)
- B · Coping Skills (3 activities)
- C · Adaptability / Flexibility (3 activities)
- D · Meaningfulness / Purpose (3 activities)
- E · Realism / Optimism (4 activities)
- F · Self-Efficacy (3 activities)
- G · Hardiness (8 activities)

Up-Res — Promoting academic achievement and inclusion of students through resilience building
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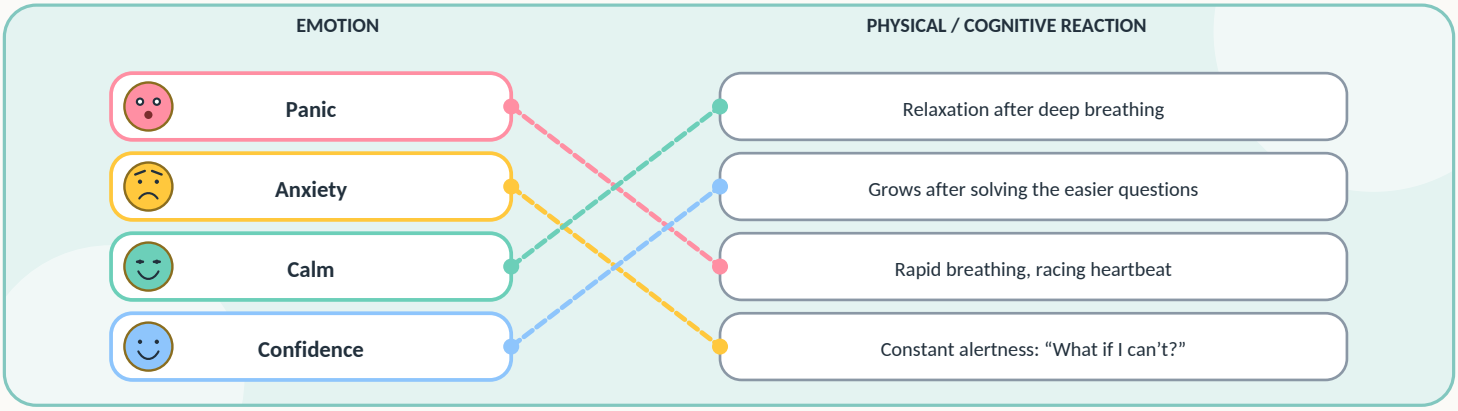
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# A.1 Emotion-Reaction Combination

*Scenario: Emma's math exam*

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| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Digital matching pairs | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Recognise how stress, calmness, confidence and relief show up in the body and mind, and identify self-regulation strategies.

## MATERIALS

Device or digital whiteboard; printed cards for the offline version.

## PREPARATION

Review local support contacts beforehand and remember the voluntary participation rule.

## HOW TO RUN IT

1. Contextualise Emma's story: she takes the test in a language she is still learning.
2. Present the cards/pairs of emotions and physical or cognitive reactions.
3. Students match each emotion with its bodily reaction.
4. Hold a guided discussion on self-regulation.

## CLASSROOM PROMPTS

*"Emotions cannot always be controlled, but we can learn to regulate how we respond."*

## DISCUSSION QUESTIONS

- What physical sign indicates that stress is increasing?
- Why do breathing exercises help calm emotions?
- What helped Emma regain her focus?

## ADAPTATIONS

Linguistic access: visual aids, translated keywords, or peer clarification without speaking for the student.

## SAFEGUARDING NOTE

Don't label emotions as "bad"; name them as normal bodily signals. If recalling stress causes distress, gently pause without forcing public exposure.

## LOW-TECH VERSION

Printed card game: emotion names (Anxiety, Calm, Confidence, Relief) and body-language cues to sort and match in pairs or small groups.

## OPTIONAL EXTENSION

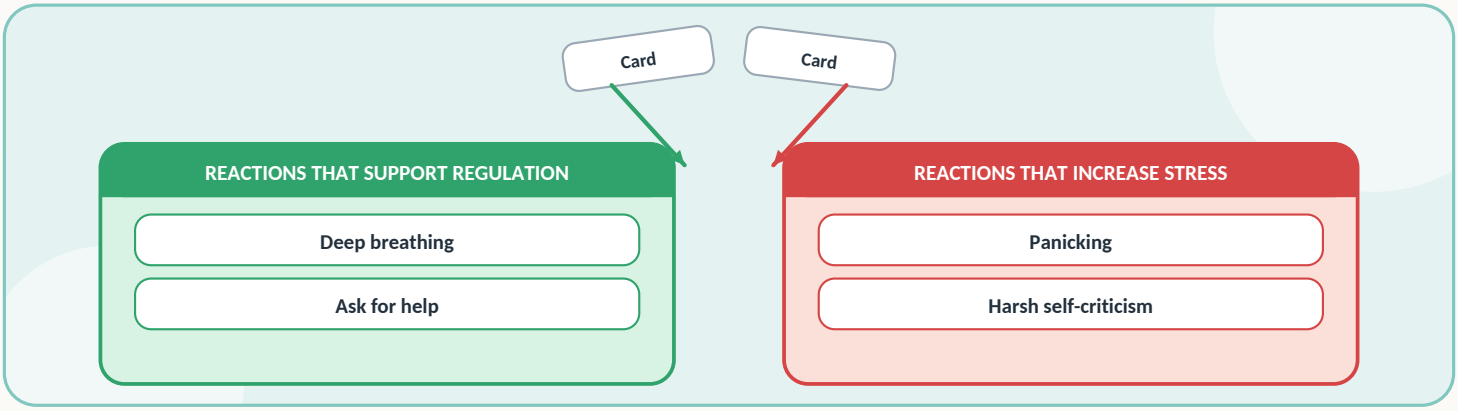
Complete the "Thought Daisy" (activity A.8).

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# A.2 Regulating My Reactions

*Scenario: Emma's math exam*

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| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Digital group sort | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Distinguish between reactions that promote emotional regulation and those that increase stress.

**MATERIALS**

Interactive digital platform, or board/printed cards in two areas.

**PREPARATION**

Start with 60 seconds of guided breathing or feet in contact with the ground.

**HOW TO RUN IT**

1. Hold a brief initial co-regulation session with the class.
2. Present cards depicting reactions to difficult situations.
3. Sort them into two groups: "Reactions that support regulation" and "Reactions that increase stress".
4. Share which strategy to practise this week.

**CLASSROOM PROMPTS**

*"Some reactions help us feel calmer, while others increase tension. Let's identify them together."*
*"Which of these reactions would help you go on for one more minute?"*

**DISCUSSION QUESTIONS**

- What reactions help maintain calm?
- Why do panic or harsh self-criticism hinder clear thinking?

**ADAPTATIONS**

Allow private written responses or visual options for students with social anxiety.

**SAFEGUARDING NOTE**

Avoid "incorrect" or "bad"; use "helpful" and "less helpful".

**LOW-TECH VERSION**

Two labelled envelopes/boxes on the table ("Helpful reactions" and "Stress-increasing reactions"); students distribute the printed cards.

**OPTIONAL EXTENSION**

Each student writes on a card the helpful reaction they commit to trying.

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# A.3 Spinning Wheel of Emotional-Cognitive Regulation

*Scenario: Emma's math exam*

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What do you do if you start to panic?

How can you transform the thought "I'm going to fail"?

What advice would you give a very stressed friend?

"Pass" option | Oral | Written | In pairs

**ACTIVITY TYPE** Random wheel reflection

**AGE** 10–15 years

**DURATION** 15–20 min

**GROUP** Max. 15 students · 2 educators

## LEARNING OBJECTIVE

Connect regulation strategies with experiences of school performance or adaptation.

## MATERIALS

Interactive digital roulette or cardboard roulette with a rotating arrow.

## PREPARATION

Make sure students know they can "pass" if they do not wish to respond publicly.

## HOW TO RUN IT

1. Spin the wheel to randomly select a reflective question.
2. Offer the option of oral, written or paired responses.
3. Discuss the strategies mentioned and validate the diversity of responses.

## CLASSROOM PROMPTS

*"Spin the wheel and answer the question by connecting it to what you've learned."*
*"There are no right or wrong answers, only ways to get to know yourself better."*

## DISCUSSION QUESTIONS

- What's the first thing you can do if you start to panic?
- How can you transform the thought "I'm going to fail"?
- What advice would you give a friend who is very stressed?

## ADAPTATIONS

Include non-academic questions: "when I don't understand the language", "when I miss home".

## SAFEGUARDING NOTE

If a student shows distress when recalling a stressful situation, allow a private response or free drawing.

## LOW-TECH VERSION

Cardboard roulette or 6-sided die: each face or section matches a reflection question printed on a sheet visible on the wall.

## OPTIONAL EXTENSION

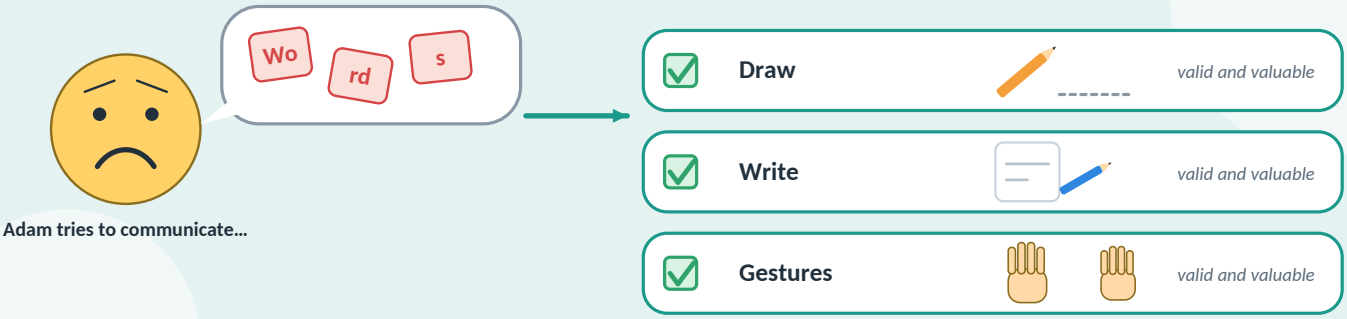
In pairs, create a "quick guide to calm" with the three answers most voted by the group.

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# A.4 Adam's Journey of Courage

*Scenario: Broken Words*

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| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Multiple-choice reflection | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

## LEARNING OBJECTIVE

Recognise the emotions triggered by communication barriers and identify alternative ways to participate.

## MATERIALS

Digital multiple-choice questionnaire or printed form.

## PREPARATION

Present language learning as a shared responsibility of the classroom, not as an individual deficiency.

## HOW TO RUN IT

1. Recall Adam's story of trying to communicate in the work group.
2. Identify the situations that caused him emotional distress.
3. Select the alternative strategies Adam used to keep communicating (drawing, writing, gestures).

## CLASSROOM PROMPTS

*"What situations made Adam feel uncomfortable?"*
*"Writing or drawing are perfectly valid and valuable ways to communicate."*

## DISCUSSION QUESTIONS

- Why can difficulty expressing oneself cause stress?
- How can classmates and teachers facilitate communication?

## ADAPTATIONS

Validate gestures and non-verbal communication as equally valuable forms of expression.

## SAFEGUARDING NOTE

Protect the student from any teasing related to accent or developing vocabulary.

## LOW-TECH VERSION

Printed worksheet with check boxes and illustrations of alternative ways to communicate.

## OPTIONAL EXTENSION

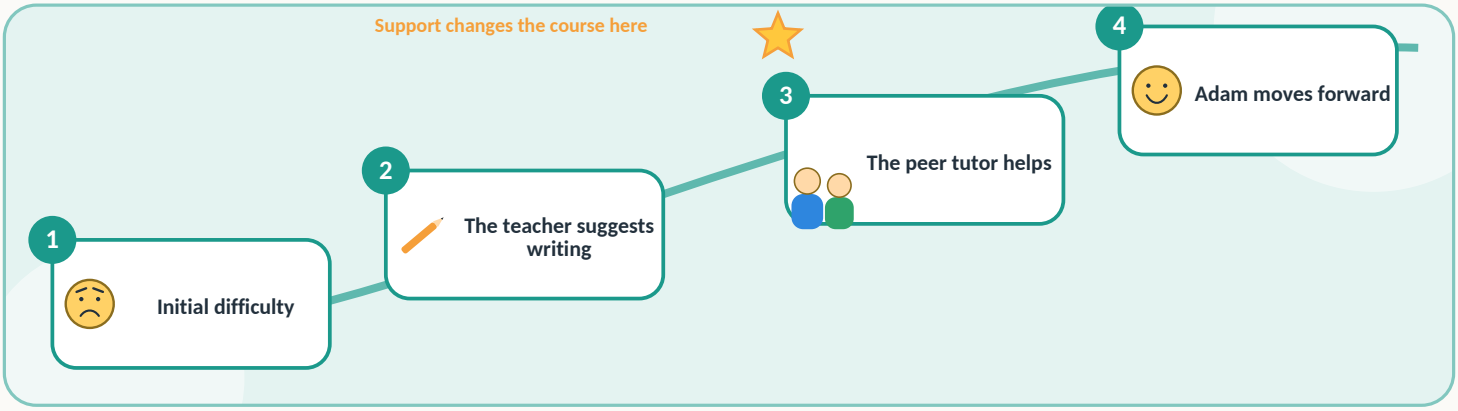
Create a mini-classroom poster with agreed icons and gestures for asking for help or taking a break.

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# A.5 Putting the Events in Order

*Scenario: Broken Words*

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| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Sequencing activity | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Understand how events, emotions and support unfold in a temporal sequence.

## MATERIALS

Digital sequence platform or paper strips with the events of the story.

## PREPARATION

Prepare the unsorted event strips for each working group.

## HOW TO RUN IT

1. Read the event cards for Adam's story.
2. Arrange them chronologically, from the initial difficulty to the teacher's intervention and the peer tutor's contribution.
3. Identify the exact moment when support changed the course of the story.

## CLASSROOM PROMPTS

*"Place the events in the order they occurred."*
*"Identify when someone else's support helped Adam move forward."*

## DISCUSSION QUESTIONS

- What changed in the story after the teacher suggested writing?
- What does this show about the importance of patience in the classroom?

## ADAPTATIONS

Add a tutor partner to help read the strips without taking control of the task.

## SAFEGUARDING NOTE

Stress that emotional regulation and progress are usually gradual, not immediate.

## LOW-TECH VERSION

Paper strips to arrange on the table: number them or stick them on a timeline.

## OPTIONAL EXTENSION

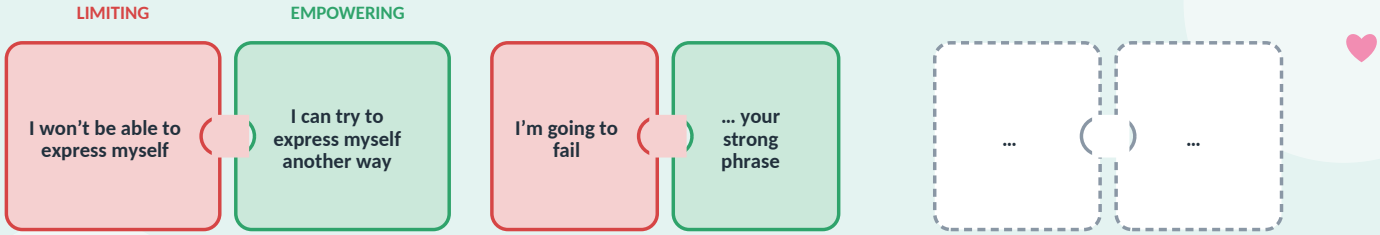
Draw your own timeline highlighting a moment when someone's support helped you overcome a challenge.

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# A.6 From Negative Thoughts to Stronger Thoughts

*Scenario: Broken Words*

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**Bridge of Thoughts: match each half**
and practise the empowering thought aloud

| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Matching activity | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

## LEARNING OBJECTIVE

Transform limiting or panic-inducing thoughts into realistic and empowering alternatives.

## MATERIALS

Digital pairing software or "Bridge of Thoughts" cards.

## PREPARATION

Check the emotional state of the group; if a student is distressed, self-regulate first before cognitive work.

## HOW TO RUN IT

1. Identify common limiting thoughts ("I won't be able to express myself").
2. Pair each with its restructured, realistic thought ("I can try to express myself in another way").
3. Practise the empowering thoughts aloud.

## CLASSROOM PROMPTS

*"It's not about ignoring what we feel, but about finding fairer and more helpful phrases for ourselves."*

## DISCUSSION QUESTIONS

- How do our emotions change when we speak kindly to ourselves?
- What empowering phrase would you like to remember?

## ADAPTATIONS

Model simple examples without requiring the disclosure of painful private experiences.

## SAFEGUARDING NOTE

Make sure the exercise is not perceived as an obligation to "think positively" by force.

## LOW-TECH VERSION

Printed puzzle-shaped cards: match the left half (limiting thought) with the right half (empowering thought).

## OPTIONAL EXTENSION

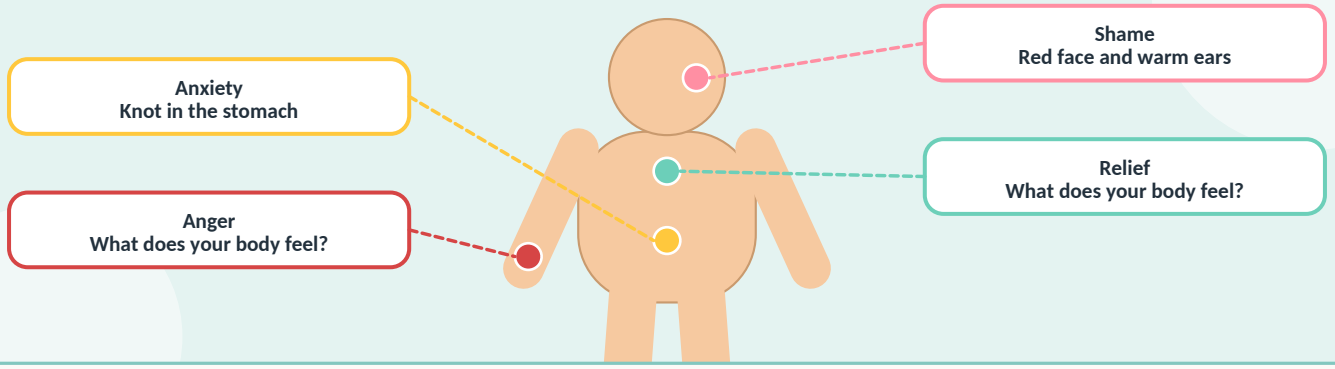
Write a "strong thought" on a pocket card to carry with you during the week.

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# A.7 Find the Emotion: Emotion & Body Match

*Scenario: Broken Words*

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**ACTIVITY TYPE** Matching activity

**AGE** 10–15 years

**DURATION** 15–20 min

**GROUP** Max. 15 students · 2 educators

## LEARNING OBJECTIVE

Link emotions such as anxiety, shame, anger and relief with the corresponding physical signs.

## MATERIALS

Digital body map or printed sheet with the silhouette of the human body.

## PREPARATION

Remind the group that bodily sensations are private and normal.

## HOW TO RUN IT

1. Look at the list of emotions and the list of bodily reactions.
2. Match each emotion with its bodily signal (e.g., shame → reddened face and warm ears; anxiety → knot in the stomach).
3. Reflect on how the body gives warning signals before words are even spoken.

## CLASSROOM PROMPTS

*"Relate each emotion to the physical sign that usually accompanies it."*
*"Listening to our body helps us regulate ourselves in time."*

## DISCUSSION QUESTIONS

- What physical sign is your "early warning" that you are under stress?
- Why is calming the body helpful for calming the mind?

## ADAPTATIONS

Allow pointing with tokens on the body silhouette, or writing without speaking in public.

## SAFEGUARDING NOTE

Normalise all physical reactions without labelling any as "bad" or "shameful".

## LOW-TECH VERSION

Printed body-map sheet: connect the emotions with the body parts using markers.

## OPTIONAL EXTENSION

Learn and practise the "brief body scan" technique (3 minutes) in the classroom.

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OPTIONAL ACTIVITY · EXTENSION

# A.8 The Thought Daisy

*Scenario: General reflection*

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Before starting:
3 deep breaths and feet on the ground




Colour the daisy freely
(prefer a ready-drawn template? that works too)

**ACTIVITY TYPE** Creative reflection

**AGE** 10–15 years

**DURATION** 15–25 min

**GROUP** Max. 15 students · 2 educators

## LEARNING OBJECTIVE

Identify a difficult thought and cultivate supportive alternatives around it.

## MATERIALS

Blank sheets of paper, coloured pencils and markers.

## PREPARATION

Brief body-connection routine: feel your feet on the ground and take 3 deep breaths.

## HOW TO RUN IT

1. Draw a large daisy in the centre of the paper.
2. Write a difficult or worrying thought in the centre.
3. Write a supportive alternative, strategy or calming thought on each petal.
4. Colour the daisy freely.

## CLASSROOM PROMPTS

*"At the centre we place the difficulty, but on each petal we grow an idea that helps us."*

## DISCUSSION QUESTIONS

- Which petal of your daisy do you think is the strongest?
- How did you feel when you transformed the idea at the centre?

## ADAPTATIONS

Offer templates with the daisy already drawn for those who prefer not to draw.

## SAFEGUARDING NOTE

Sharing the daisy is strictly voluntary; the student may keep it private.

## LOW-TECH VERSION

A completely manual, artistic activity on paper with coloured paints or crayons.

## OPTIONAL EXTENSION

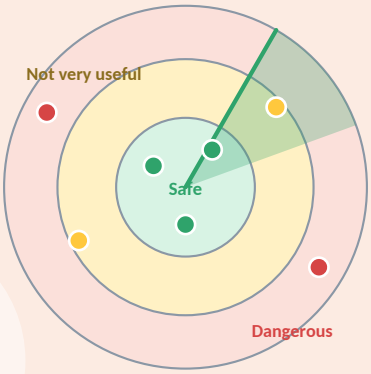
Create a collective mural with the daisies (respecting the privacy of the text in the centre).

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# B.1 Bully Radar

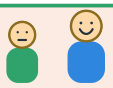
*Scenario: Sam's experience of exclusion*

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- ✓ Keep the evidence
- ✓ Seek a trusted adult
- ✓ Protect the peer

Without escalating the conflict



| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Strategy game | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Differentiate between effective and ineffective coping strategies in situations of harassment or exclusion.

## MATERIALS

Interactive digital game or board game.

## PREPARATION

Review the individual support protocol for dealing with anxiety beforehand.

## HOW TO RUN IT

1. Present Sam's experience of exclusion.
2. Select helpful coping strategies (keep evidence, seek a trusted adult, protect the peer).
3. Analyse how to respond without escalating the conflict.

## CLASSROOM PROMPTS

*"We look for strategies that protect the person without worsening the situation."*
*"We use the language of helpful or unhelpful responses instead of judgement."*

## DISCUSSION QUESTIONS

- Which option protects Sam most safely?
- Which adult at school could you approach in a similar situation?

## ADAPTATIONS

Replace fast-paced gameplay with a more deliberate selection process for hypervigilant students.

## SAFEGUARDING NOTE

If recalling the harassment causes distress, immediately activate the individual support protocol.

## LOW-TECH VERSION

Printed Radar Board with option cards: place them in the "Safe Strategy", "Not Very Useful" or "Dangerous" zones.

## OPTIONAL EXTENSION

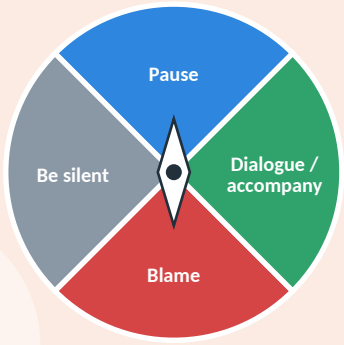
Practise in pairs a clear phrase for asking for help in front of a trusted adult.

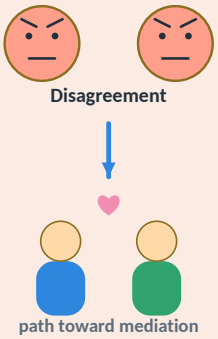
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# B.2 Conflict Compass

*Scenario: Disagreement between classmates*

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Ask for language clarification

Find a peer mediator

Notes with possible answers

**ACTIVITY TYPE** Reaction compass

**AGE** 10–15 years

**DURATION** 20–25 min

**GROUP** Max. 15 students · 2 educators

## LEARNING OBJECTIVE

Recognise initial conflict reactions and explore restorative options before responding.

## MATERIALS

Interactive compass graphic or paper compass template.

## PREPARATION

Explain the four cardinal points of the compass: Blame, Be silent, Pause, Dialogue/Accompany.

## HOW TO RUN IT

1. Read the scenario of disagreement between classmates.
2. Place the different reactions in the quadrants of the compass.
3. Discuss the consequences of each quadrant and identify paths to mediation.

## CLASSROOM PROMPTS

*"Which direction does the conflict take if we choose blame or pause?"*
*"We're not looking for who is right, but how to deal with the situation."*

## DISCUSSION QUESTIONS

- What reaction helps to de-escalate the conflict?
- What would you change the next time you face a misunderstanding?

## ADAPTATIONS

Add culturally adapted options: ask for language clarification, find a peer mediator.

## SAFEGUARDING NOTE

Avoid public debates about "who was to blame" in real classroom situations.

## LOW-TECH VERSION

A compass printed on A3 paper on the table; students stick notes with possible answers.

## OPTIONAL EXTENSION

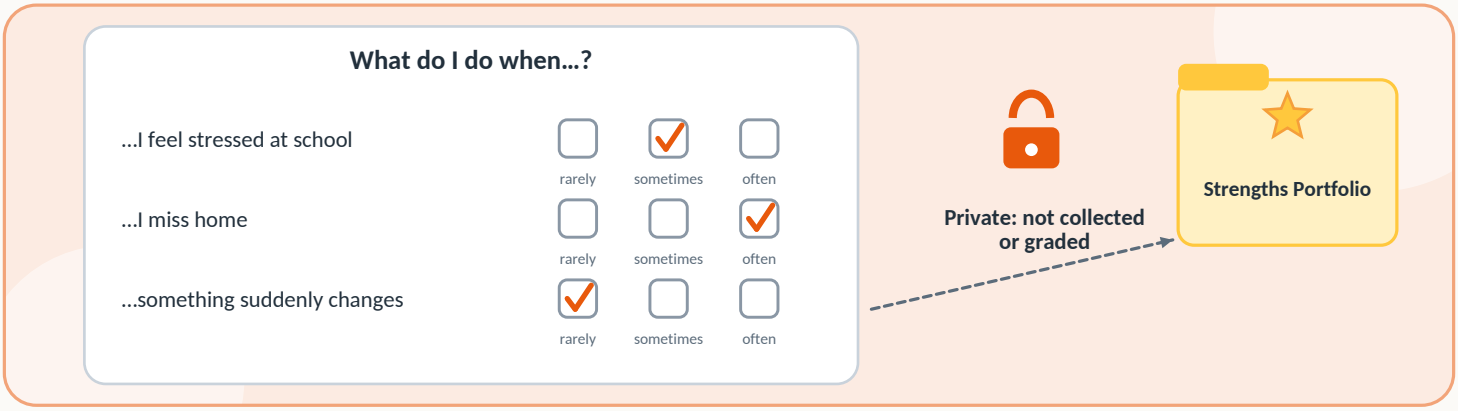
Act out, in a brief role-play, a resolution based on the Pause and Dialogue quadrant.

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# B.3 What Do I Do When I Have Difficulties?

*Scenario: Coping self-assessment*

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**ACTIVITY TYPE** Private self-assessment

**AGE** 10–15 years

**DURATION** 15–20 min

**GROUP** Max. 15 students · 2 educators

## LEARNING OBJECTIVE

Identify your own coping habits without judgement or academic evaluation.

## MATERIALS

Individual self-assessment questionnaire on paper or in a private digital version.

## PREPARATION

Explicitly state that the sheets will not be collected or graded.

## HOW TO RUN IT

1. Give the self-assessment to each student.
2. Students silently answer questions about how they react to school stress, homesickness or changes.
3. They reflect privately on their answers.

## CLASSROOM PROMPTS

*"This exercise is not a test. It's for you to discover which strategies you use most."*

## DISCUSSION QUESTIONS

- What strategy do you use most often when you're struggling with something?
- Are there other strategies you'd like to try next time?

## ADAPTATIONS

Include items on migration grief, distance from family and adaptation to new cultural rules.

## SAFEGUARDING NOTE

Ensure maximum privacy of responses to encourage honesty without fear of judgement.

## LOW-TECH VERSION

Printed questionnaire with simple check marks and free drawing space.

## OPTIONAL EXTENSION

Save the sheet in your personal "Strengths Portfolio" as a reference point.

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C.1

# Noah's Mind Match

*Scenario: Noah's first day at the new school*

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**ACTIVITY TYPE** Sorting activity

**AGE** 10–14 years

**DURATION** 15–20 min

**GROUP** Max. 15 students · 2 educators

## LEARNING OBJECTIVE

Differentiate limiting thoughts from empowering ideas during the school transition.

## MATERIALS

Digital sorter or two physical baskets with cards.

## PREPARATION

Review the story of Noah's first day at the new school.

## HOW TO RUN IT

1. Read the cards with thoughts that arise when changing environments.
2. Classify them as "Limiting Thoughts" or "Empowering Ideas".
3. Choose one limiting thought and transform it as a group.

## CLASSROOM PROMPTS

*"Limiting thoughts happen to everyone. The important thing is learning to recognise them."*
*"What can we do as a class to help a classmate fit in better?"*

## DISCUSSION QUESTIONS

- What thought helped Noah the most to take the first step?
- How can we change "I don't know anyone" into a more helpful phrase?

## ADAPTATIONS

Establish two collective classroom commitments to make welcoming new students easier.

## SAFEGUARDING NOTE

Normalise anxiety about unfamiliar environments without labelling it "inflexible".

## LOW-TECH VERSION

Two baskets/boxes on the table: "Basket of Limiting Ideas" and "Basket of Empowering Ideas".

## OPTIONAL EXTENSION

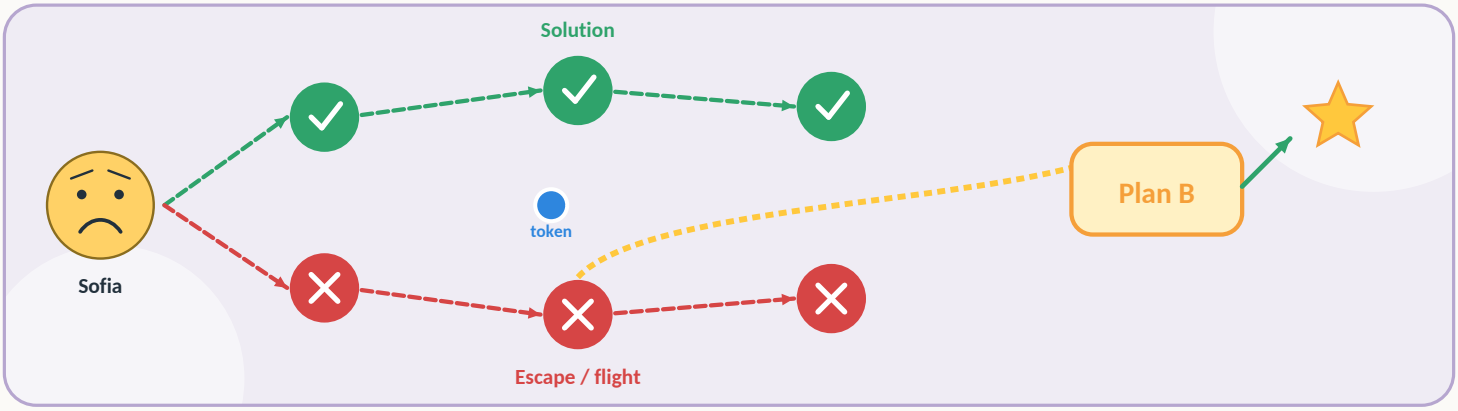
Write a collective welcome message for future classmates.

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# C.2 Sofia's Solution Path

*Scenario: Sofia's presentation and exam*

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| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Decision map | 10–14 years | 15–20 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Distinguish solution-oriented thinking from avoidance or escape under pressure.

## MATERIALS

Digital decision map or printed map on paper.

## PREPARATION

Remember Sofia's dilemmas in her presentation and exam.

## HOW TO RUN IT

1. Review the decision map, evaluating Sofia's options.
2. Identify "Solution" decisions versus "Escape/Flight" decisions.
3. Design a "Plan B" for unforeseen situations.

## CLASSROOM PROMPTS

*"Ideas of escape are natural under stress. The challenge is to pause and look for a Plan B."*

## DISCUSSION QUESTIONS

- At what point did Sofia manage to enter "solution mode"?
- What characterises a good Plan B?

## ADAPTATIONS

Replace competitive scores with qualitative progress badges ("Rooting", "Growth").

## SAFEGUARDING NOTE

Approach ethical choices from empathetic reflection, not from guilt or reproach.

## LOW-TECH VERSION

Map of the path drawn on large paper where students move a piece according to the chosen option.

## OPTIONAL EXTENSION

Create a collective list of "Plan B"s for small, everyday classroom problems.

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# C.3 Adaptability and Flexibility Self-Assessment

*Scenario: Self-assessment*

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No scores or comparisons · profiles change with the day and the situation

| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Qualitative self-assessment | 10–14 years | 20–25 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Promote self-awareness about how one responds to change, without rankings or comparisons.

**MATERIALS**

Qualitative profile cards: Seed, Sprout, Tree, Forest Helper.

**PREPARATION**

Arrange the profile cards in a user-friendly format without numerical scores.

**HOW TO RUN IT**

1. Read the statements about reactions to unexpected events.
2. Select the profile that best describes your current needs.
3. Agree on a commitment to flexibility in the classroom.

**CLASSROOM PROMPTS**

*"No profile is better than another. All profiles change depending on the day and the situation."*

**DISCUSSION QUESTIONS**

- What need does your profile identify with today?
- What commitment from the class helps you feel more confident in the face of change?

**ADAPTATIONS**

Use friendly, qualitative visual profiles instead of numerical ratings.

**SAFEGUARDING NOTE**

Never compare profiles between students or use labels such as "low flexibility".

**LOW-TECH VERSION**

Colour-printed profile cards that students read and select on their own.

**OPTIONAL EXTENSION**

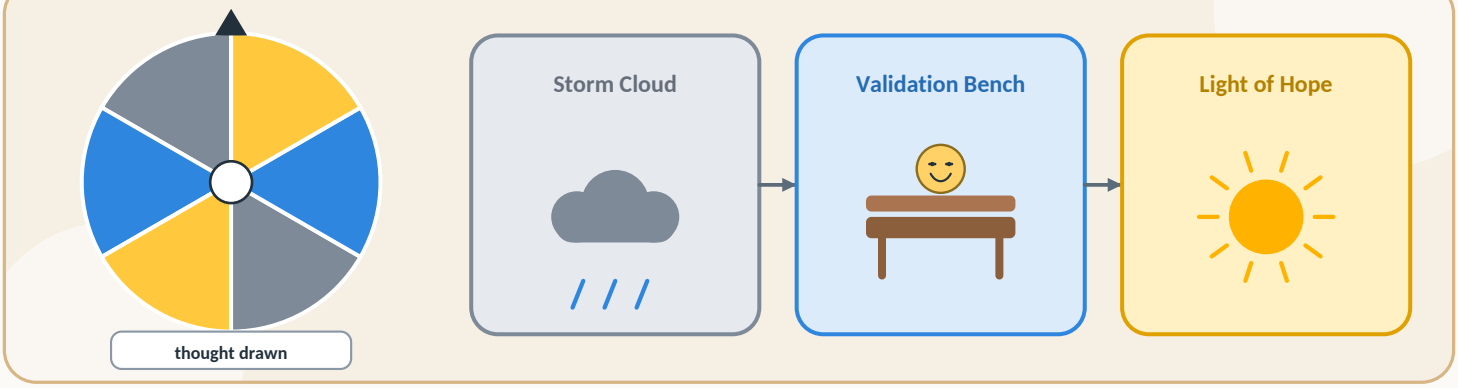
Write a self-help phrase to carry in your notebook during the week.

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# D.1 Mia's Transformation Wheel

*Scenario: Migration and uncertainty*

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| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Thought wheel | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Recognise difficult and hopeful thoughts during times of migration or uncertainty.

## MATERIALS

Digital roulette or three-zone board ("Storm Cloud", "Validation Bench", "Light of Hope").

## PREPARATION

Explicitly state that feeling sadness or anger in the face of loss is normal and healthy.

## HOW TO RUN IT

1. Spin the wheel and read the indicated thought.
2. Pause on the "Validation Bench" to name the emotion.
3. Explore whether the idea can move toward the "Light of Hope" or stay on pause.

## CLASSROOM PROMPTS

*"Feeling sadness or anger after a difficult change is normal. There's no rush to find meaning in it."*

## DISCUSSION QUESTIONS

- Which idea of hope resonated most with you?
- What can we do when we still don't understand a difficult event?

## ADAPTATIONS

Allow cards to be left in the storm cloud without forcing premature positivity.

## SAFEGUARDING NOTE

Respect the grieving process without pressuring the student to "see the good" immediately.

## LOW-TECH VERSION

Physical board on the table with the three zones marked on kraft paper, plus thought cards.

## OPTIONAL EXTENSION

Write a personal note of encouragement for moments of doubt.

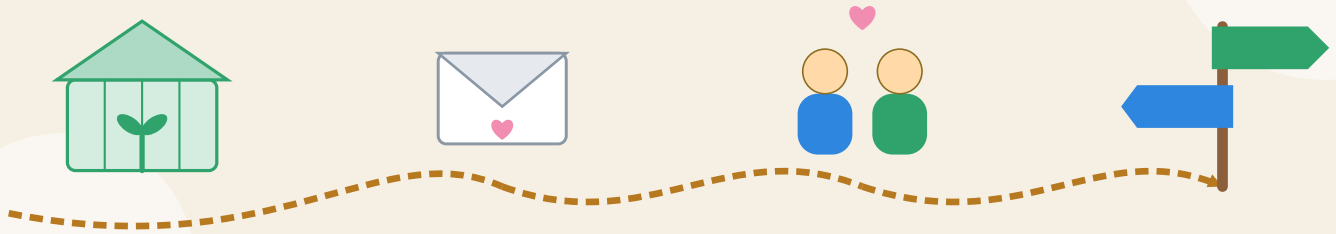
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# D.2 Alex's Journey of Hope

*Scenario: Alex: the greenhouse and his father's note*

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The greenhouse | His father's note | Ask for help | A new direction



Key factor: support from other people

| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Questionnaire / dilemma cards | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Identify a sense of direction after disappointments or unexpected turns in life.

## MATERIALS

Questionnaire interpreting Alex's story, or dilemma cards.

## PREPARATION

Use neutral and inclusive language about sources of meaning and direction.

## HOW TO RUN IT

1. Present the key moments in Alex's story (the greenhouse, his father's note).
2. Discuss each reflection question in small groups.
3. Identify the factors that enabled him to find a new direction.

## CLASSROOM PROMPTS

*"When one door closes, learning to explore other options takes time and support."*
*"Asking for help is a sign of strength."*

## DISCUSSION QUESTIONS

- What moment represented a real turning point for Alex?
- Why was the help of other people key in his process?

## ADAPTATIONS

Use broad terms (sources of connection, purpose) without prescribing specific beliefs.

## SAFEGUARDING NOTE

Avoid romanticising adversity; acknowledge the reality of pain before talking about learning.

## LOW-TECH VERSION

Printed sheet with vignettes of Alex's journey and discussion questions for pair work.

## OPTIONAL EXTENSION

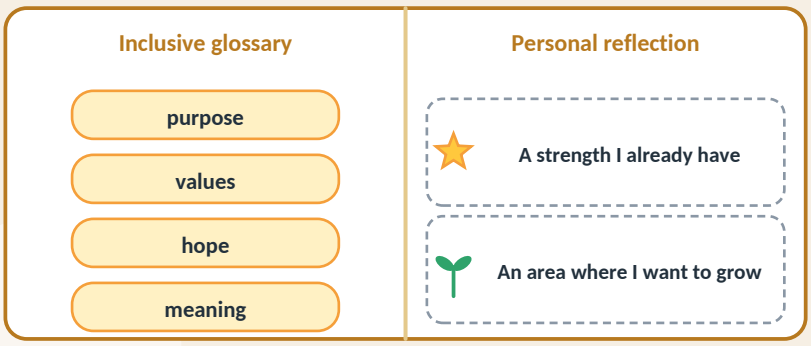
Write a sentence about "what gives me direction" on a reflective mural.

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# D.3 Self-Assessment of Meaning and Purpose

*Scenario: Self-assessment*

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Confidential: family and beliefs are respected

A small step toward what matters to me

**ACTIVITY TYPE** Self-reflection with glossary

**AGE** 10–15 years

**DURATION** 20–25 min

**GROUP** Max. 15 students · 2 educators

## LEARNING OBJECTIVE

Identify personal sources of meaning, connection and hope in a private setting.

## MATERIALS

Printed questionnaire with an inclusive glossary.

## PREPARATION

Review the terms in the glossary (purpose, values, hope, meaning).

## HOW TO RUN IT

1. Complete the personal reflection questions individually.
2. Consult the inclusive glossary of terms.
3. Identify a current strength and an area in which you would like to grow.

## CLASSROOM PROMPTS

*"The meaning of life is built little by little and each person expresses it in their own way."*

## DISCUSSION QUESTIONS

- What value or person gives you strength when things are uncertain?
- What small step can you take today toward what matters to you?

## ADAPTATIONS

Inclusive glossary with secular, cultural concepts that respect all beliefs.

## SAFEGUARDING NOTE

Keep family and personal convictions strictly confidential.

## LOW-TECH VERSION

Printed booklet for individual reflection with space for drawing and writing.

## OPTIONAL EXTENSION

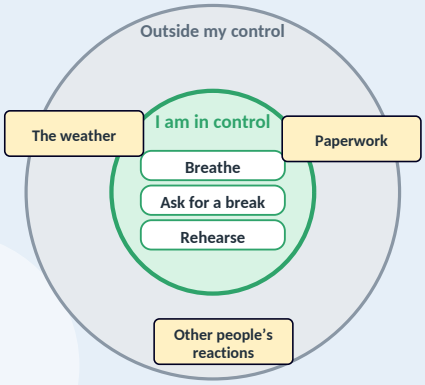
Identify a person in the community who can be thanked for their support.

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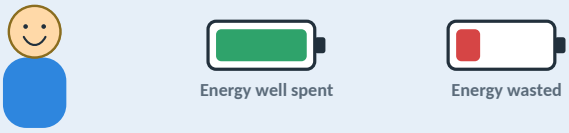
# E.1 I'm in Control

*Scenario: Sara's presentation crisis*

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*"We cannot control everything that happens, but we can choose how we respond"*




**ACTIVITY TYPE** Circle sorting

**AGE** 10–15 years

**DURATION** 15–20 min

**GROUP** Max. 15 students · 2 educators

## LEARNING OBJECTIVE

Differentiate between actions under personal control and circumstances beyond control.

## MATERIALS

Digital control circle or printed sheet with two concentric circles.

## PREPARATION

Ensure examples are adapted to diverse realities (administrative times, accent, climate).

## HOW TO RUN IT

1. Look at cards depicting situations from Sara's story.
2. Place them inside the "Circle of I Am in Control" (my breathing, asking for a break, rehearsing) or outside it (the weather, other people's reactions, paperwork).
3. Reflect on conserving emotional energy.

## CLASSROOM PROMPTS

*"We cannot control everything that happens around us, but we can control how we choose to respond."*

## DISCUSSION QUESTIONS

- What do we waste energy on when we try to change the uncontrollable?
- What action within your control can you take today?

## ADAPTATIONS

Include specific examples: a slow procedure or an accent is out of control; asking others to speak more slowly is within control.

## SAFEGUARDING NOTE

Avoid burdening the student with responsibility for systemic barriers that are not theirs.

## LOW-TECH VERSION

Circles drawn on a large piece of cardboard where sticky notes with the situations are attached.

## OPTIONAL EXTENSION

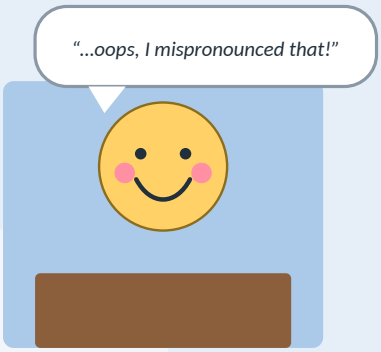
Draw your own personal "Circle of Control" for a stressful situation of the week.

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# E.2 Sara's Positive Path

*Scenario: Sara's presentation crisis*

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- Using humour ✓
- Focus on what I can control ✓
- Letting shame paralyse me ✗

**ACTIVITY TYPE** Multiple choice

**AGE** 10–15 years

**DURATION** 10–15 min

**GROUP** Max. 15 students · 2 educators

## LEARNING OBJECTIVE

Recognise constructive responses after making a mistake or feeling embarrassed.

## MATERIALS

Digital or printed multiple-choice cards.

## PREPARATION

Remember Sara's pronunciation mistake and her ability to continue.

## HOW TO RUN IT

1. Analyse the response options Sara used after her mistake.
2. Select the responses that show flexible coping (using humour, focusing on what is controllable).
3. Discuss how to overcome the fear of ridicule.

## CLASSROOM PROMPTS

*"Sara managed to overcome a difficult moment. Let's find out what strategies helped her."*

## DISCUSSION QUESTIONS

- Why does humour help to lessen the impact of a mistake?
- How can we support each other when we make a public blunder?

## ADAPTATIONS

Diversify examples beyond school exposure (moving, adapting to new rules).

## SAFEGUARDING NOTE

Clarify that realistic optimism does not mean ignoring shame, but not letting it paralyse us.

## LOW-TECH VERSION

Short reading worksheet with coloured markers to underline constructive strategies.

## OPTIONAL EXTENSION

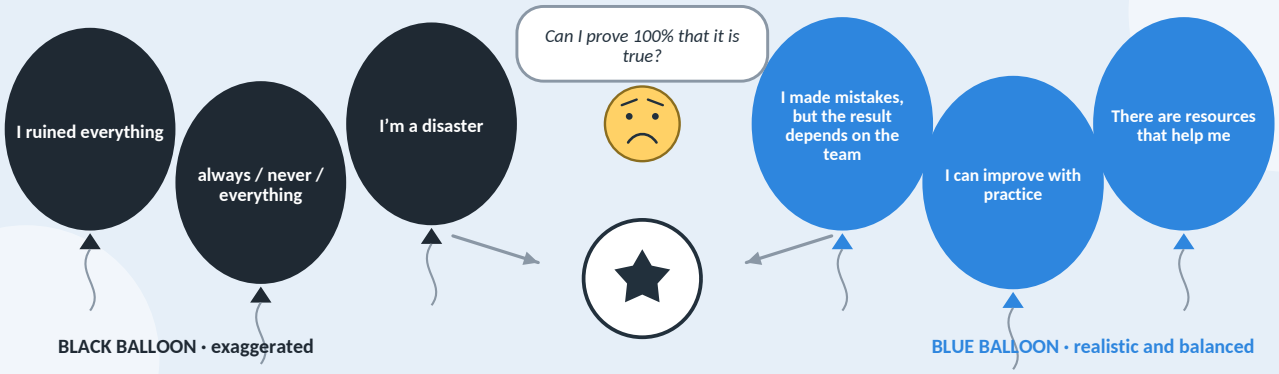
Practise in pairs a polite response to a small mistake made in public.

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# E.3 Blue or Black?

*Scenario: Leo's football match*

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| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Balloon sorter | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Distinguish realistic, balanced thoughts from exaggerated or absolute ideas after a failure.

## MATERIALS

Digital balloon sorter (Blue = realistic, Black = exaggerated) or physical cards.

## PREPARATION

Explain the difference between proven facts and generalisations ("always", "never", "everything").

## HOW TO RUN IT

1. Read Leo's self-judgement statements after losing the match.
2. Classify the exaggerated thoughts in the Black Balloon ("I ruined everything") and the balanced ones in the Blue Balloon ("I made mistakes, but the result depends on the team").
3. Construct an alternative statement based on evidence.

## CLASSROOM PROMPTS

*"Can I prove 100% that this thought is true?"*
*"Realistic optimism acknowledges the difficulty but seeks available resources."*

## DISCUSSION QUESTIONS

- Why do the words "always" or "never" often mislead us?
- What evidence shows that Leo can improve with practice?

## ADAPTATIONS

Connect balanced thinking with community resources and not just individual effort.

## SAFEGUARDING NOTE

Do not dismiss the student's thoughts; help them examine the evidence kindly.

## LOW-TECH VERSION

Blue and black paper balloons stuck on the board, with envelopes for the cards.

## OPTIONAL EXTENSION

Write a balanced sentence to replace an absolute thought in your notebook.

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OPTIONAL ACTIVITY · EXTENSION

# E.4 Shine Your Star

*Scenario: Optional reflective extension*

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*At least one point names an outside person or service*

| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Creative reflection | 10–15 years | 15–25 min | Max. 15 students · 2 educators |

## LEARNING OBJECTIVE

Identify personal and community sources of realistic hope.

## MATERIALS

Printed star template, coloured pencils and markers.

## PREPARATION

Prepare 5-pointed star templates with opening phrases.

## HOW TO RUN IT

1. Give each student a star.
2. Write a complete sentence on each point: “I can control…”, “A resource I have…”, “Someone who supports me…”, “A small step…”.
3. Decorate the star freely.

## CLASSROOM PROMPTS

*“Your star combines what you can do with the help you can receive from others.”*

## DISCUSSION QUESTIONS

- Which point of your star brings you the most peace today?
- Who can you turn to if individual effort isn’t enough?

## ADAPTATIONS

Define realistic optimism by recognising both obstacles and external sources of help.

## SAFEGUARDING NOTE

Ensure that at least one point of the star names an external support person or service.

## LOW-TECH VERSION

Handmade artwork on paper or cardboard cut into a star shape.

## OPTIONAL EXTENSION

Hang the stars in a corner of the classroom as the “Group Resource Constellation”.

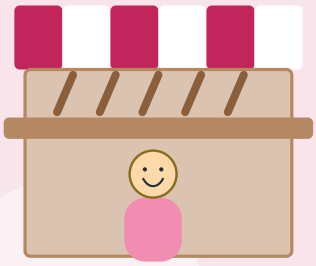
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F.1

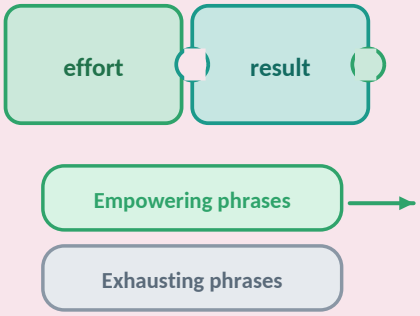
# Lina's Confidence Puzzle

*Scenario: Lina and her cinnamon stall*

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Lina and her cinnamon stall




POWER PHRASE

*individual and collective*

**ACTIVITY TYPE** Phrase puzzle

**AGE** 10–15 years

**DURATION** 15–20 min

**GROUP** Max. 15 students · 2 educators

## LEARNING OBJECTIVE

Recognise thoughts that strengthen or weaken self-confidence and healthy pride.

## MATERIALS

Digital or printed puzzle pieces on cardboard.

## PREPARATION

Review the story of Lina defending her cinnamon stall despite the ridicule.

## HOW TO RUN IT

1. Put together the puzzle pieces that relate effort to results.
2. Identify "Empowering" and "Exhausting" phrases.
3. Write one individual "Power Phrase" and one collective "Power Phrase".

## CLASSROOM PROMPTS

*"Feeling proud of your own efforts is healthy and valuable."*
*"In our class, we support each other to feel stronger together."*

## DISCUSSION QUESTIONS

- When did Lina feel that her effort was worthwhile?
- What power phrase would you tell yourself in response to a hurtful comment?

## ADAPTATIONS

If discriminatory comments arise, immediately apply the teacher's active anti-discrimination stance.

## SAFEGUARDING NOTE

Protect the student and do not treat discrimination as a problem the victim must solve alone with "more confidence".

## LOW-TECH VERSION

Physical cardboard puzzle where students fit pairs of sentences together on the table.

## OPTIONAL EXTENSION

Create a "Power Phrase" card to stick on your desk or binder.

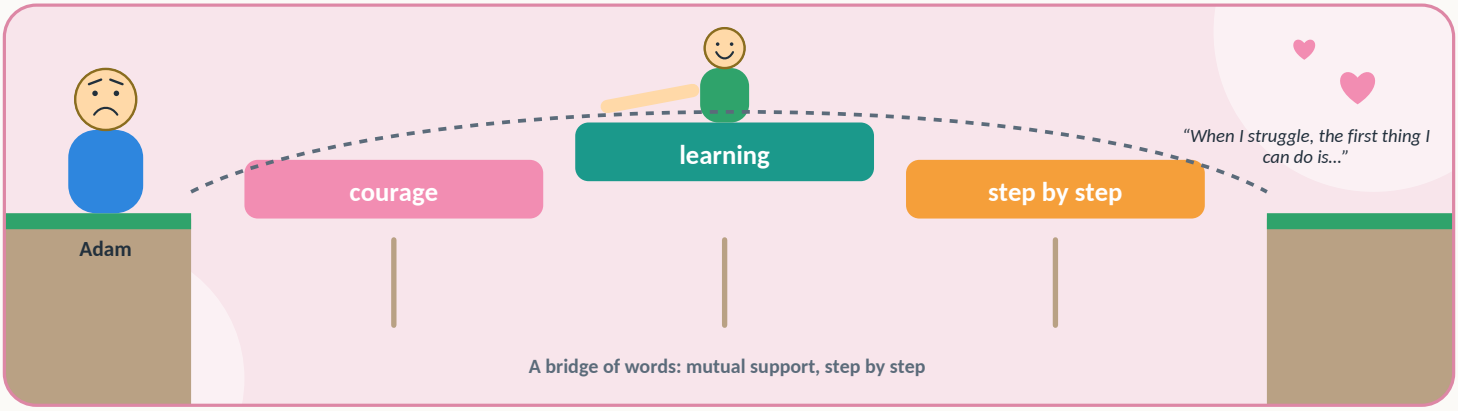
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F.2

# Building Bridges with Words

*Scenario: Ethan helps Adam in the recycling lab*

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| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Sentence completion | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Connect small steps, mutual support and leadership with the language of self-efficacy.

## MATERIALS

Drag-and-drop word game for sentences on screen, or printed text cards.

## PREPARATION

Remember the story of Ethan helping Adam in the recycling lab.

## HOW TO RUN IT

1. Complete the blank sentences by selecting words such as "courage", "learning", "step by step".
2. Discuss how helping a classmate increases both of your confidence.
3. Complete the sentence: "When I am struggling, the first thing I can do is...".

## CLASSROOM PROMPTS

*"We don't present shyness as a flaw; each person grows at their own pace."*

## DISCUSSION QUESTIONS

- What was Ethan's first small step, and why was it important?
- How does helping someone else boost your own confidence?

## ADAPTATIONS

Collective question: "How can we support each other to feel more capable?"

## SAFEGUARDING NOTE

Do not equate leadership with being the most talkative; emphasise care, consistency and silent support.

## LOW-TECH VERSION

Printed sheet with fill-in-the-blank sentences and vocabulary cards to stick on.

## OPTIONAL EXTENSION

Design in pairs a voluntary help activity for the classroom.

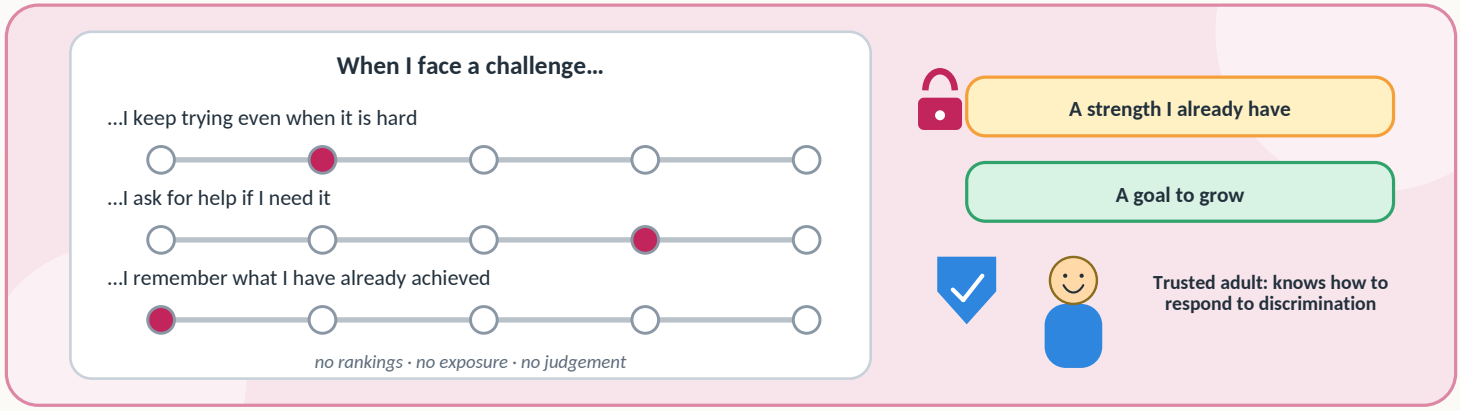
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F.3

# Self-Efficacy Self-Assessment

*Scenario: Self-assessment*

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| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Private self-assessment | 10–15 years | 20–25 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Notice patterns of personal confidence without rankings, exposure or judgement.

## MATERIALS

Private self-assessment scale on paper.

## PREPARATION

Remember the clear referral route if trust has been damaged by harassment or discrimination.

## HOW TO RUN IT

1. Read the statements about overcoming challenges individually.
2. Complete the prompts privately.
3. Write down one existing strength and one personal growth goal.

## CLASSROOM PROMPTS

*"Trust is built with experience and the support of trusted people."*

## DISCUSSION QUESTIONS

- What past achievement reminds you that you are capable of learning difficult things?
- Which adult at school can you approach if you feel your rights are not being respected?

## ADAPTATIONS

Include explicit protection routes indicating which adult will respond if there is discrimination.

## SAFEGUARDING NOTE

Self-efficacy is not assessed in isolation from the safety of the environment; ensure a respectful climate.

## LOW-TECH VERSION

Printed self-assessment sheet with clear design and large letters.

## OPTIONAL EXTENSION

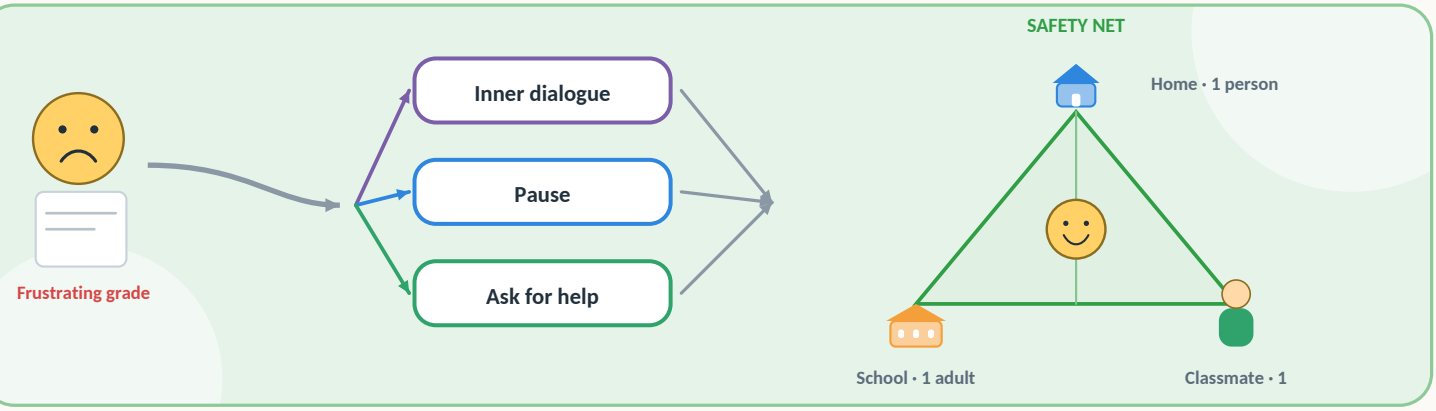
Add a proof of effort or personal achievement to the "Strengths Portfolio".

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# G.1 Daniel's Path to Hardiness

*Scenario: The Math Challenge*

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| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Interactive story | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Recognise resilience through disappointment, persistence and seeking support.

## MATERIALS

Interactive digital story with options, or paper route cards.

## PREPARATION

Clarify that Daniel is a new character, to avoid confusion about continuity between modules.

## HOW TO RUN IT

1. Accompany Daniel after he receives a frustrating math grade.
2. Make decisions at turning points (inner dialogue, pause strategy, asking for help).
3. Design Daniel's personal safety net and your own.

## CLASSROOM PROMPTS

*"Hardiness is not about feeling no pain or frustration; it's about learning to pause and seek help to continue."*

## DISCUSSION QUESTIONS

- What helped Daniel not to give up after the initial disappointment?
- Who do you have in your own Safety Net?

## ADAPTATIONS

Complete the "Safety Network Map": 1 person at home, 1 adult at school and 1 classmate.

## SAFEGUARDING NOTE

If a space on the Safety Net Map is left blank, the teacher helps privately to identify a safe option.

## LOW-TECH VERSION

Cards with printed dilemmas where students choose the path forward at the table.

## OPTIONAL EXTENSION

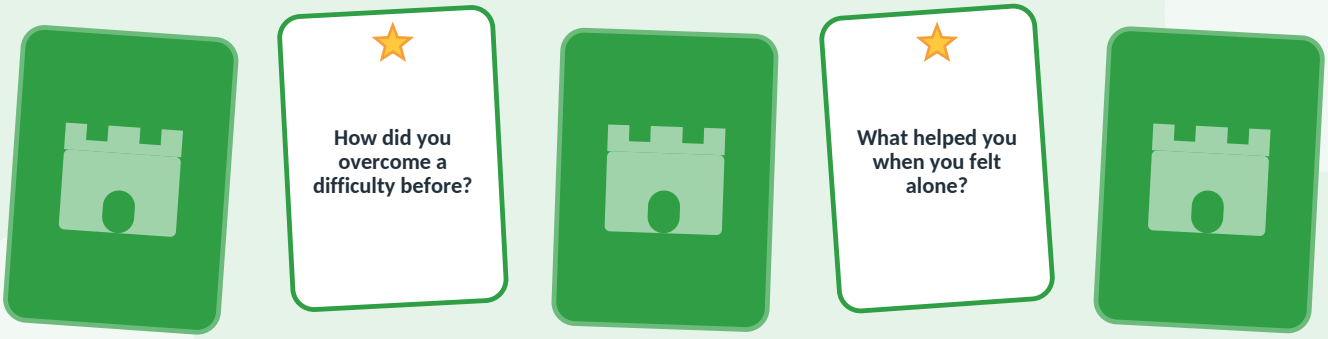
Complete the official "Safety Network Map" form and add it to the student's folder.

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# G.2 My Past Hardiness Resources

*Scenario: Memory of resources*

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Flip the card and remember...

| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Memory cards | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

## LEARNING OBJECTIVE

Recognise past moments when you managed to continue despite difficulties.

## MATERIALS

Digital rotating cards or physical "fortress" memory cards.

## PREPARATION

Make participation optional; some students may still be discovering their resources.

## HOW TO RUN IT

1. Turn over cards with positive memory questions ("How did you overcome a difficulty before?", "What helped you when you felt alone?").
2. Reflect individually or in pairs on the resources used.
3. Complete the sentence: "One thing that helped me stay strong before was...".

## CLASSROOM PROMPTS

*"Remembering the challenges we have already overcome gives us clues for facing the present."*

## DISCUSSION QUESTIONS

- What quality of yours helped you during a difficult time in the past?
- How can you use that same strength this week?

## ADAPTATIONS

Allow naming small survival actions or support received from another person.

## SAFEGUARDING NOTE

Avoid comparing stories of trauma or difficult experiences between students.

## LOW-TECH VERSION

Illustrated physical card game to flip over on the table.

## OPTIONAL EXTENSION

Register the resource in the "Strengths Portfolio" tab.

# G.3 My Life Motto

*Scenario: Meaning, patience and direction*

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WORD BANK

patience | path | continue

With _____ I follow my _____ and I can _____

Complete the sentences and write your personal motto

My motto: _____




**ACTIVITY TYPE** Phrases and motto

**AGE** 10–15 years

**DURATION** 15–20 min

**GROUP** Max. 15 students · 2 educators

## LEARNING OBJECTIVE

Connect resilience with meaning, patience and step-by-step direction.

## MATERIALS

Interactive word search or printed phrase strips.

## PREPARATION

Emphasise that a motto doesn't have to work every day.

## HOW TO RUN IT

1. Complete motivational sentences using the word bank ("patience", "path", "continue").
2. Discuss why the process matters as much as the final result.
3. Write a short personal motto.

## CLASSROOM PROMPTS

*"Sometimes resilience is about carrying on, but other times it's about resting and asking for help."*

## DISCUSSION QUESTIONS

- Which phrase from your motto gives you the most peace of mind?
- Why is patience essential when we are learning?

## ADAPTATIONS

Clarify that pausing, asking for help or changing strategy are also forms of resilience.

## SAFEGUARDING NOTE

Avoid pressure to "be strong all the time" or demands for false positivity.

## LOW-TECH VERSION

Coloured cardboard strips to write and decorate your personal motto.

## OPTIONAL EXTENSION

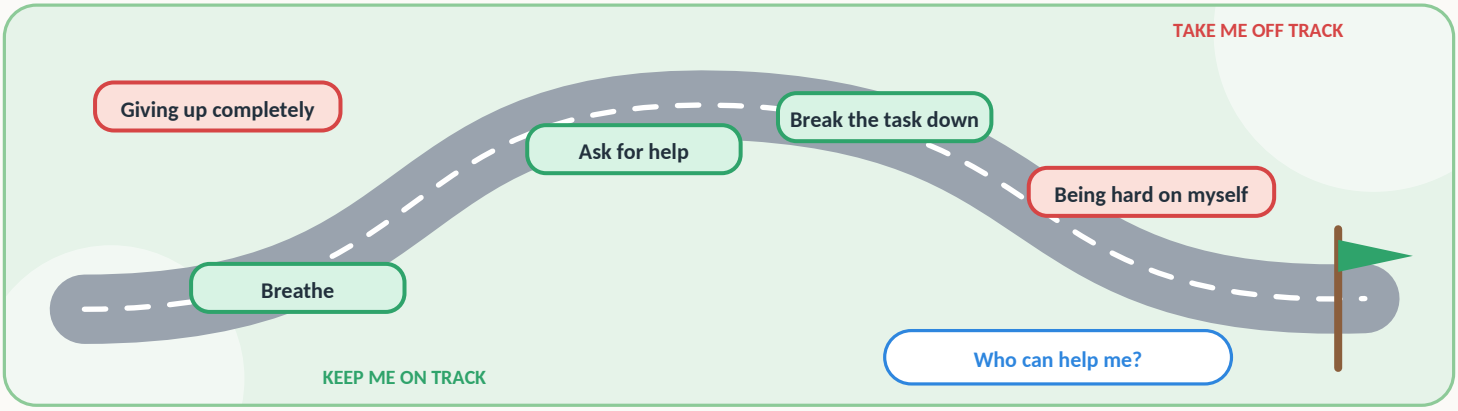
Design a bookmark with your personal motto for your reading book.

Based on the "Teacher's Guide for Resilience" · Up-Res project, funded by the European Union · CC BY-SA 4.0 · Examples shown in illustrations are indicative.

# G.4 My Coping Behaviours: Keeping Myself on Track

*Scenario: Helpful actions under stress*

UP-RES
Co-funded by the European Union




| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| "On the Road / Off the Road" sorter | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Identify helpful coping behaviours in response to unconstructive stress reactions.

## MATERIALS

Digital "On the Road / Off the Road" sorter or tabletop tokens.

## PREPARATION

Link each strategy to a specific support option.

## HOW TO RUN IT

1. Classify actions into "Actions that keep me on track" (breathing, asking for help, breaking the task down) and "Actions that take me off track" (giving up completely, being hard on myself).
2. Select one action to practise.
3. Add: "Who can help me use this strategy?"

## CLASSROOM PROMPTS

*"We don't judge behaviours as bad, but as helpful or unhelpful for your well-being."*

## DISCUSSION QUESTIONS

- What small action helps you regain your calm when you feel overwhelmed?
- Who can you ask for support in implementing that strategy?

## ADAPTATIONS

Match each strategy with a contact person: "Who will help me get started?"

## SAFEGUARDING NOTE

Maintain a supportive atmosphere if a student recognises unhelpful habits in themselves.

## LOW-TECH VERSION

Board with the illustration of a path where the cards are placed inside or outside the route.

## OPTIONAL EXTENSION

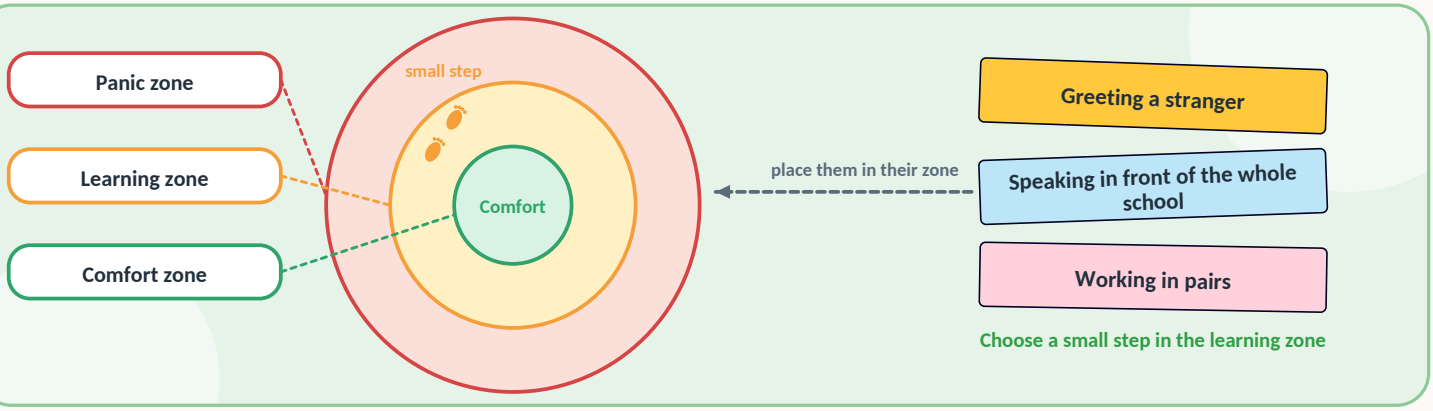
Guided practice of asking for help in pairs.

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# G.5 Comfort Zone Map

*Scenario: The Clock That Never Changed in the Schoolyard*

UP-RES
Co-funded by the European Union




| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Zone map | 10–15 years | 20 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Map comfort zones, learning/stretching zones and panic zones in new situations.

## MATERIALS

Graphic of 3 concentric circles on screen or on A3 paper.

## PREPARATION

Remember that the zones change from day to day and depending on the context.

## HOW TO RUN IT

1. Analyse examples of social and school situations (greeting a stranger, speaking in front of the whole school, working in pairs).
2. Place each situation in the “Comfort Zone”, “Learning Zone” or “Panic Zone”.
3. Choose a small step within the learning zone.

## CLASSROOM PROMPTS

*“Growing up doesn’t mean panicking. It means taking confident steps in the learning zone.”*

## DISCUSSION QUESTIONS

- What makes a step safe and manageable?
- How can the classroom help make the learning area comfortable?

## ADAPTATIONS

Ensure classroom flexibility: adjust supports to make the learning area safe.

## SAFEGUARDING NOTE

Never force a student to perform activities that are in their panic zone.

## LOW-TECH VERSION

A3 sheet with the three concentric circles and coloured stickers or sticky notes.

## OPTIONAL EXTENSION

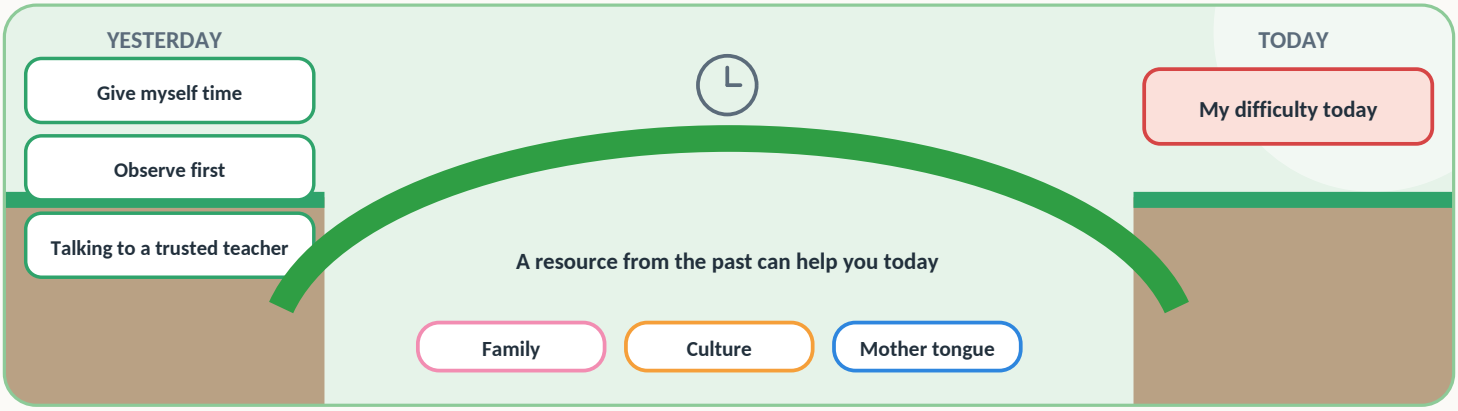
Record the “small step” on the weekly goals sheet.

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# G.6 From Mia's Past to Present

*Scenario: The Clock That Never Changed in the Schoolyard*

UP-RES
Co-funded by the European Union




| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Past–present matching | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Connect past resources with current coping and belonging possibilities.

## MATERIALS

Digital matching sheet or "Bridge from Past to Present" cards.

## PREPARATION

Include family knowledge, culture and mother tongue as valuable resources for resilience.

## HOW TO RUN IT

1. Relate Mia's past challenges to the strategies that helped her (giving herself time, observing first, talking to a trusted teacher).
2. Identify which strategy from her past can be applied to her current difficulty.
3. Complete the sentence: "One thing that helped me before and can help me today is…".

## CLASSROOM PROMPTS

*"Your past history, your language and your family knowledge are strengths for your present."*

## DISCUSSION QUESTIONS

- Why do past experiences become resources for today?
- What strength from your family or culture always accompanies you?

## ADAPTATIONS

Validate taking your time to observe as a legitimate protection strategy, not mere passivity.

## SAFEGUARDING NOTE

Treat memories of migration or change with delicacy and absolute voluntariness.

## LOW-TECH VERSION

Bridge-shaped printed cards that connect "Yesterday" with "Today".

## OPTIONAL EXTENSION

Write a word of thanks to a person who was supportive in the past.

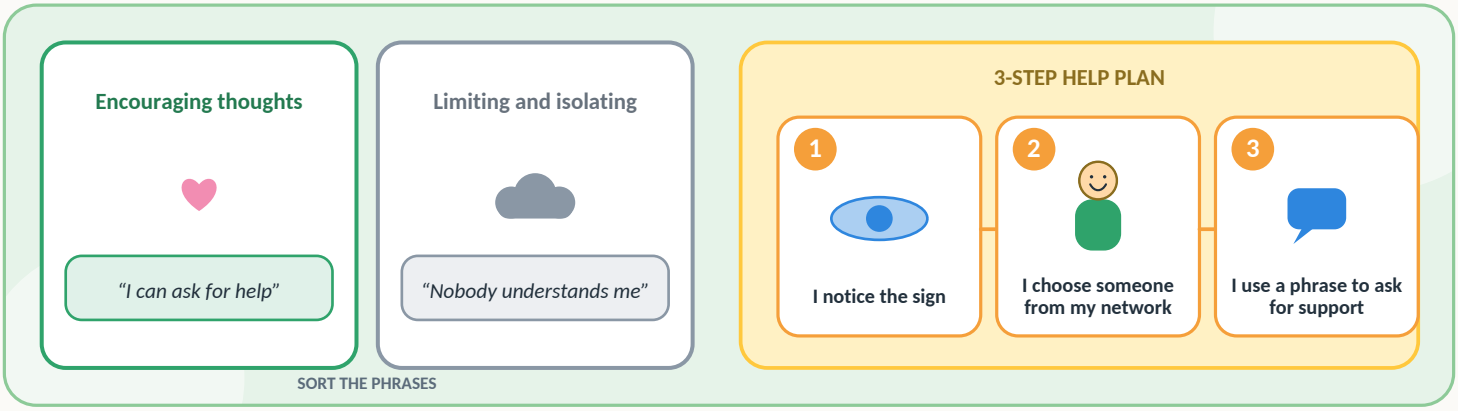
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G.7

# Mia's Encouraging Thoughts

*Scenario: The Clock That Never Changed in the Schoolyard*

UP-RES
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| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Sorter + help plan | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

**LEARNING OBJECTIVE**

Classify encouraging versus discouraging thoughts and develop a plan to get help.

## MATERIALS

Digital classifier and 3-step Help Plan template.

## PREPARATION

Remember that motivation should always be connected with action and external help.

## HOW TO RUN IT

1. Classify phrases into "Encouraging Thoughts that Support Growth" and "Limiting and Isolating Thoughts".
2. Develop a 3-step Help Plan: notice the sign, choose a person from the Safety Network, use a phrase requesting support.
3. Verify that every student identifies a contact at school.

## CLASSROOM PROMPTS

*"When words of encouragement aren't enough, the next smart step is to ask for help."*

## DISCUSSION QUESTIONS

- What encouraging phrase brings you the most peace?
- Who will you turn to if you feel you need additional support?

## ADAPTATIONS

Add the official "3-Step Help Plan" template with verified school contacts.

## SAFEGUARDING NOTE

The teacher must privately verify that no student is left without an assigned school contact person.

## LOW-TECH VERSION

Printed sheet with the phrase classification and the Help Plan template to fill out.

## OPTIONAL EXTENSION

Save the Help Plan in your planner or on the cover of your school notebook.

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MODULE G · HARDINESS

OPTIONAL ACTIVITY · EXTENSION

# G.8 Create Your Own Gift

*Scenario: Closing the programme*

UPRES

Co-funded by the European Union




| ACTIVITY TYPE | AGE | DURATION | GROUP |
|---|---|---|---|
| Creative reflection | 10–15 years | 15–20 min | Max. 15 students · 2 educators |

## LEARNING OBJECTIVE

Synthesise the learning of the programme into a personal motto of encouragement and self-regulation.

## MATERIALS

Printed gift cards, ribbons, colours, or a digital writing space.

## PREPARATION

Create a warm and respectful closing atmosphere for the consolidation session.

## HOW TO RUN IT

1. Reflect on a recent challenge you have overcome or are currently facing.
2. Write a personal phrase or motto as a self-help gift (“My motto is...”).
3. Decorate the card and decide whether to keep it private or share it.

## CLASSROOM PROMPTS

*“This motto is your personal gift: a reminder of your ability to learn, pause and continue.”*

## DISCUSSION QUESTIONS

- What key message do you take away from this programme?
- How will your motto accompany you in your day-to-day life?

## ADAPTATIONS

Allow writing in the mother tongue or using symbols and drawings.

## SAFEGUARDING NOTE

Fully respect the decision to share or keep the written motto secret.

## LOW-TECH VERSION

A hand-decorated physical card that doubles as a small pocket gift.

## OPTIONAL EXTENSION

Present the mottos (of those who wish to) in the final group consolidation session.