TEACHER´S GUIDE FOR RESILIENCE

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UPRES

Authors:
Magdalena Gómez Díaz
Dolores Jordán Villarrubia
Esra Temugan
Sevil Candaroglu

Editors:
Míriam Sánchez Hernández
Eva Vegue-Parra

Contributors:
Evangelia Papachristopoulou
Olena Yaremko

Project Partners:
Universidad Católica de Murcia (Spain)
Mindeltal Schulen (Germany)
Ukrainischer Verein Augsburg (Germany)
Lifelong Guidance (Greece)
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INTEGRATED TEACHER GUIDE FOR RESILIENCE.

A practical, trauma-informed and culturally responsive toolkit for primary teachers and secondary school educators

SAFE	SEEN	SUPPORTED
Predictable routines + trusted adults	Identity, language and culture matter	Skills, peers, family and referral pathways

Core message

Resilience is not a fixed trait, and it is not heroic silence. It is a dynamic process built through safe relationships, emotional regulation, meaningful participation, realistic hope and access to help.

Audience	Age range	Use
Primary and secondary educators	Mainly 10-15, adaptable	Classroom, tutoring, orientation, wellbeing

1. Why this guide matters

When a child arrives in class after migration, displacement or a difficult life transition, they do not arrive as an empty page. They bring history, strengths, languages, losses and invisible effort. School can become a place where those pieces are not erased but carefully held.

For refugee children, school is much more than a place of academic learning; it is a key space for healing, integration and strengthening their resilience. Fostering the successful adaptation of young immigrant populations is clearly in the best interests of the nations that accept them (Polat and Kröner, 2022).

Resilience is not an innate quality that one is either born with or without. It is a dynamic skill that can be built and strengthened (Tarazona and Piñero, 2023), especially with the support of a safe and understanding environment such as yours. This guide aims to provide you with practical and clear tools to support your students in this process.

This guide is designed for teachers who need practical tools, not another theoretical monument on their desk. It combines a whole-school resilience framework with classroom activities that can be used in tutoring, wellbeing lessons, language support, transition programmes and inclusive classrooms.

The emphasis is deliberately practical: observe without labelling, create safety before challenge, help students regulate before asking them to reflect, and connect every individual skill to peer, family, school and community support.

Do not use resilience as pressure

A resilient student is not a student who never cries, never asks for help or always performs. Resilience includes pausing, resting, naming pain, seeking support and trying again when possible.

2. Principles for resilient classrooms

The first thing we need to know is: Where should educational activities focus their attention?

This framework for resilient classrooms is an adaptation of Kenneth Ginsburg's widely recognized "7 Cs" of Resilience (Ginsburg, 2014). We have expanded his original model (Connection, Competence, Contribution, and Coping) to include specific pillars for Identity, Structure, Voice, and Protection, ensuring the guide addresses the unique needs of students in diverse and culturally responsive settings.

For children with low resilience, which often manifests itself as isolation, difficulty managing frustration, or low self-esteem (Rolandi, 2023), educational activities should focus on building a secure emotional foundation. Rather than immediate academic performance, the priority is to strengthen their inner self.

Connection	Competence	Contribution	Coping
Warm adult relationships and peer belonging	Tasks that are challenging but achievable	Visible roles where students matter	Emotion vocabulary and calming strategies

Identity	Structure	Voice	Protection
Names, languages, culture and family knowledge	Routines, previews and predictable transitions	Choice, agency and student participation	Clear referral and anti-discrimination pathways

The main areas of focus are:

- **Creating Safe Connections**: Social support is a protective factor for resilience (Fadhlia et al., 2024) as is a sense of belonging (Pieloch et al., 2016). Activities should promote the creation of positive bonds with peers and adults. A child who feels alone will find it difficult to develop other skills. Activities that help create

these secure connections include clear routines, co-constructed rules, and anticipation of changes that reduce hypervigilance and stress, which provide security and predictability. While improving student safety, we must also foster bonds by improving interaction with cooperative groups and trying to ensure positive relationships with both peers and adults. The latter can be achieved through tutoring and working on social and emotional skills, both individually and in group dynamics.

Create safe connections 🤝

Use clear routines, co-constructed rules, peer buddies and predictable transitions. Safety lowers hypervigilance and creates space for learning.

- **Promoting Competence and Autonomy**: Students need to be listened to (Edwards, 2023) and experience success to believe in themselves. This does not mean avoiding failure but rather offering them tasks that are challenging yet achievable. Effort should be celebrated as much as, if not more than, the result. Scaffolded tasks, measured objectives, and specific feedback on effort, strategies, and progress can help foster academic self-efficacy. However, we must not forget that these children have sometimes suffered complex trauma, and we must consider the need for specialised support, with coordinated referral when there are signs of such trauma.

Promote competence and autonomy ✅

Offer scaffolded tasks, specific feedback and achievable challenges. Celebrate strategy, effort and progress, not only outcomes.

- **Promote Contribution**: Feeling useful and able to help others is a powerful builder of self-esteem. Giving them responsibilities in the classroom (appropriate to their age) or involving them in group projects where their contribution is

visible makes them feel valuable. Cooperative activities, as well as cultural support groups, help reinforce the feeling of contribution, fostering bonds and a sense of belonging to a group (Nantsou et al., 2025).

Promote contribution 👷

Give meaningful classroom responsibilities and cooperative tasks where each student's contribution is visible.

- **Develop Coping Skills**: They need an 'emotional vocabulary'. Activities should help them identify, name, and express their emotions (anger, sadness, fear) safely, and develop strategies to calm them (breathing, asking for a break, talking to someone) that promote greater emotional well-being (Zhylin et al., 2024).

Develop coping skills 🧠

Teach students to identify emotions, body signals and calming strategies. Regulation comes before reflection.

- **Validate their Identity and Narrative**: Their history, culture, and language of origin are part of who they are. Activities that ignore or render their past invisible can create a feeling of rootlessness. Spaces must be created where they can share (if they wish and in a safe manner) elements of their culture, strengthening their identity (Sleijpen et al., 2015). Using students' names and languages, culturally relevant materials, working with biographies and strengths, and involving families would help improve resilience, as would building bridges through language mediation, two-way channels, and recognition of family knowledge.

Validate identity and narrative 🌍

Use students' names correctly, include home languages, when possible, recognize family knowledge and avoid forced disclosure of painful stories.

In addition to all the above, it should be borne in mind that inclusion in regular education systems and school-community partnerships are structural keys to the well-being and educational continuity of refugee students.

Work with the system, not only the child

Students should not be asked to adapt alone. Classrooms, timetables, language support and peer cultures must also become more flexible.

3. What to observe and how to measure progress

Measuring resilience is not about assigning a grade. It is about noticing patterns over time so that support can be adjusted. Teachers should use light, ethical and continuous observation rather than complex psychological tests.

Some practical strategies for teachers and professors are as follows (Ciaramella et al., 2022; Moreno Palomino, 2025):

1. **Behavioural Observation Records**: These are simple tables for observing key behaviours over time. They are not grading tables but rather aim to detect patterns. Some indicators that these tables may include are:
    a. Does the child ask for help when needed? (Never / Sometimes / Often).
    b. How does the child react to a mistake or frustration? (Gives up / Gets angry / Tries again).
    c. Do they interact positively with their peers? (Isolates themselves / Has conflictive interactions / Actively seeks out others).
    d. Do they express their emotions verbally? (Yes / No / Sometimes).
2. **Emotion Journals or Quick Check-ins**: Visual tools (such as emotion thermometers or emoticons) can be used to help students indicate how they are feeling, both at the beginning and end of the school day. This will provide a quick overview of the general mood of the group and individuals.

3. **Guided Self-Assessment Activities**: Guided self-assessments through drawings, short writings, or dialogue circles are also useful tools that encourage students to reflect.
4. **Strengths Portfolios:** Another strategy to help teachers observe resilience is the use of portfolios where each student (with your help) adds 'proof' of their strengths: a piece of work they are proud of, a note from a classmate thanking them for their help, a photo of a completed project. This will help students not to focus solely on what is lacking, but also to see the strengths they have.

Useful for teachers	Avoid
• Behavioural observation records • Emotion check-ins or emotion thermometers • Guided self-assessment through drawing, writing or dialogue • Strengths portfolios with evidence of effort and contribution	• Labelling a child as "not resilient" • Public comparison or ranking • Overusing questionnaires without support • Forcing students to narrate trauma

It is important to note that these tools are designed to identify support needs, not to label a child as 'non-resilient'. If the teacher detects serious or persistent difficulties, it is essential to refer the case to the school counsellor or psychologist.

In serious cases, the school counsellor or psychologist may use a series of validated tests and questionnaires to measure resilience and serious difficulties more professionally. Professional measurement tools may include (Ungar & Liebenberg, 2011):

- **Brief standardised instruments** such as CYRM-12 / CYRM-28 that assess individual, relational and contextual resources for resilience (Ungar & Liebenberg, 2011). There is also the RSCA (Resiliency Scales for Children and Adolescents), which measures personal competence, support and structure (Prince-Embury, 2007). Or the CD-RISC, Connor-Davidson Resilience Scale (Connor, & Davidson, 2003).

- **School performance indicators** such as attendance and punctuality, class participation and homework, etc.
- **Measures of well-being and behaviour** such as the SDQ, Strengths and Difficulties Questionnaire (Goodman, 1997) or self-reports of school climate and perceived support. The former focuses on emotional and behavioural difficulties, while the latter focuses on changes in family support and psychosocial interventions.
- **Brief qualitative assessment** such as structured mini-interviews or support network maps.

Ethical triangulation

Teacher observation	Student voice	Family/school support
patterns in help-seeking, frustration and peer interaction	drawings, check-ins, private reflection	feedback from counsellor, family or mediator

In summary, ethical triangulation could be carried out by combining different assessment tools such as self-reporting, teacher observation and family feedback. This triangulation would avoid labelling students. Furthermore, if measurements are repeated appropriately (every 8–12 weeks), trends could be clearly observed, and we would avoid overdiagnosis.

When to refer

If emotional distress is serious, persistent, escalating or linked to trauma, bullying, discrimination, self-harm language or unsafe family/community conditions, consult the school counsellor or psychologist according to local safeguarding procedures.

Indicator	Rarely	Sometimes	Often	Notes / context
Asks for help when needed				
Tries again after frustration				
Interacts positively with peers				
Names or shows emotions safely				
Uses a calming strategy				
Contributes to group work				

4. How can resilience be increased

Building resilience is a daily process that is woven into everyday interactions. It is based on a fundamental idea: if just one adult (who is a role model for the child) believes in them, it can change the course of their life. In this sense, teachers and professors play a key role, as they are the adults with whom children have the most contact and can be crucial because they are not family members.

It is essential that students can develop the following aspects:

- Develop meaningful relationships.
- Encourage self-control and emotional reflection.
- Promote emotional and creative expression.

- Validate their history and culture.
- Celebrate small victories.
- Provide routines, structure and security.

Activities such as tutoring offer the opportunity to reinforce a secure relationship with a trusted adult, developing meaningful relationships and building consistent and accessible relationships of trust where students can see that the teacher is a secure figure they can rely on. This also helps to provide students with routines, structure and security.

Projects where students decide, create and present useful products for the community (service learning) and artistic activities have also proven to be effective restorative practices. All these types of activities encourage group work, community service, recognition and support, helping to enhance emotional and creative expression, as well as promoting self-control and emotional reflection.

Finally, it is important to remember to avoid unnecessary exposure to content that reactivates trauma. In addition, options and advance warnings should be offered, and breaks should be normalised, with family participation being very important in these cases.

5. Best methodologies to build resilience in the classroom

The last question that will come to mind for teachers and professors is: can this resilience be built and improved in the classroom? If so, what methodologies exist to help in this regard?

Rather than a single 'magic' methodology, the key lies in integrating a sensitive, person-centred approach. The best option is a combination of methodologies:

- **Social and Emotional Learning (SEL)**: This consists of explicitly and transversally integrating the teaching of five key emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-

making. This is done through assemblies, debates on moral dilemmas, role-playing games, or structured programmes (Fallas Gabuardi, 2022).

- **Strengths-Based Approach**: This focuses on identifying and enhancing each student's talents, skills, and interests, using them as a lever for academic and personal development. Project-based learning (PBL) is also useful for enhancing strengths, helping to increase resilience, as is cooperative learning in point 4 (De la Calle Carracedo, 2016; Lopez, & Louis, 2009).
- **Trauma-Informed Approach**: This approach is based on the premise that a child's disruptive behaviour or isolation may be a response to past trauma. It involves creating a highly predictable, safe and supportive environment where emotional safety is prioritised over compliance with rules (Maynard et al. 2017).
- **Cooperative Learning**: Organising classroom work into small, heterogeneous groups where students depend on each other to achieve a common goal. This not only improves academic learning but is also a powerful tool for developing social skills, creating peer support networks and fostering a sense of belonging (Johnson, & Johnson, 2009).
- **Gamification and Narrative**: Games, narrative, and artistic expression in all its dimensions improve perceived support and self-confidence and integrate different emotional competencies (Chatterjee, 2018).

5.1. Examples of evidence informed school programmes

Structured school-based programmes provide useful examples of how emotional regulation, coping and resilience skills can be translated into educational practice. Two relevant European initiatives are START NOW and STARK. They are presented here as examples of evidence-informed practice rather than as programmes reproduced directly in this guide.

START NOW

START NOW is a cognitive-behavioural skills training programme that integrates principles from Cognitive Behavioural Therapy, Dialectical Behaviour Therapy, motivational interviewing and trauma-sensitive care. It is designed to strengthen

emotional regulation, interpersonal skills and adaptive coping in adolescents. Its name reflects five practical steps: *Slow down, Take a step back, Accept, Respect and Take action*.

A seven-session school-based adaptation of START NOW was evaluated as a preventive intervention in secondary schools in Basel. Preliminary findings from two unpublished master's theses suggested more favourable psychological well-being among adolescents who practised the START NOW strategies than among those who did not receive the training (START NOW, n.d.).

START NOW has also been evaluated in clinical and youth-welfare settings. In a controlled multicentre trial involving adolescent girls with conduct or oppositional defiant disorder, the programme did not produce a significantly greater reduction in symptoms immediately after treatment than standard care. However, a greater reduction was observed at the twelve-week follow-up, suggesting a delayed beneficial effect (Stadler et al., 2024). Because this evidence comes from a clinical population and a more intensive intervention, it should not be interpreted as direct evidence of effectiveness in universal school settings.

STARK

STARK is a German school-based prevention initiative that promotes stress-management skills, self-efficacy, resilience and psychological health among adolescents and young adults in vocational education. Its modules help students identify sources of stress, understand their own responses and expand their repertoire of adaptive coping strategies.

The programme was evaluated between 2017 and 2019 in seven Bavarian vocational schools using a quasi-experimental pre-test and post-test design that included a comparison group. More than 1,500 survey responses were collected across the evaluation waves, although the numbers differed between baseline, follow-up and programme participation. The findings suggested improvements in students' understanding of stress, awareness of personal strengths and appraisal of vocational demands. However, because participants were not randomly assigned, the results

should be interpreted as supportive rather than conclusive evidence of programme effectiveness.

These programmes illustrate several principles also reflected in this guide: skills should be taught explicitly, practised repeatedly and connected to real situations; emotional regulation should precede demanding reflection; and students should be helped to recognise when individual coping is insufficient and support from a trusted adult or specialised professional is needed.

6. How to use the activity modules

1. Prepare safety	2. Regulate first	3. Practise visibly	4. Close gently
Preview sensitive themes and define opt-out options	Breathing, grounding or co-regulation before reflection	Use cards, maps, wheels, ladders and circles	One sentence, one next step, one support person

Minimum trauma-informed routine for every activity

Start with predictability. Keep sharing voluntary. Offer silent, written or drawing responses. Avoid public scoring. End with a concrete support option: “Who can help you with this?”

Recommended Staffing and Group Size

For the safe and effective implementation of the intervention, each session should be facilitated by a minimum of two trained educators. This co-facilitation model enables one educator to lead the activity while the other monitors students’ emotional responses, provides individual support when required, and helps maintain an inclusive and emotionally safe learning environment. This co-facilitation model and group size limitation align with standards from the National Child Traumatic Stress Network

(NCTSN, 2017), which recommend small-group settings and multiple facilitators in educational environments to ensure emotional safety and prevent re-traumatization.

Each intervention group should include no more than 15 students. Limiting group size promotes meaningful participation, allows educators to observe students' individual needs more closely, and facilitates timely support when emotional distress, exclusion, communication difficulties, or safeguarding concerns arise.

Where these minimum staffing and group-size conditions cannot be met, the activity should be adapted, divided into smaller groups, or postponed until adequate support can be provided (Maynard et al., 2017).

6.1. Quick-start implementation route

Use this route when preparing and delivering an intervention session. The detailed guidance that follows should be reviewed before the programme begins.

Stage	Essential action	Where to look
1. Prepare	Confirm two trained educators, a maximum group size of 15, the room, materials and local support contacts.	Sections 6.2 and 8
2. Select	Choose the module and age level; identify the core objective and any accessibility adaptations.	Sections 6.3–6.5
3. Safeguard	Review distress, anti-discrimination, confidentiality and referral procedures before the session.	Section 8
4. Deliver	Use predictable instructions, voluntary sharing, multiple response formats and a calm closure.	Activity card + Section 6.6
5. Monitor	Record qualitative observations without grading, ranking or diagnosing students.	Section 8F

Stage	Essential action	Where to look
6. Reflect	Complete the co-facilitator debrief and agree any follow-up, adaptation or referral.	Sections 8G–8H

6.2. Minimum implementation conditions

NON-NEGOTIABLE REQUIREMENT | Each intervention session must be facilitated by a minimum of two trained educators and must include no more than 15 students.

The co-facilitation model allows one educator to lead the activity while the second observes emotional responses, supports participation, assists students who require individual attention and responds promptly to safeguarding concerns. Both educators should be familiar with the activity, the school referral pathway and their respective roles before the session begins.

If these minimum conditions cannot be met, the group should be divided, the activity adapted to a lower-intensity format, or the session postponed until appropriate support is available. A student requiring individual support must never be left without adequate supervision while the rest of the group continues.

Lead educator	Supporting educator	Shared responsibility
Introduces the activity, models the task, manages timing and leads the closing reflection.	Observes wellbeing and participation, supports language access and accompanies students who pause or leave the activity.	Prepare together, agree signals, apply safeguarding procedures and complete a brief post-session review.

6.3. Recommended programme pathway

The modules may be adapted to local needs, but emotional safety and regulation should be established before more demanding reflection on loss, identity or meaning. The following eight-session pathway is recommended.

Session	Module	Primary focus
1	Emotional-Cognitive Regulation	Recognising emotions, thoughts and body signals; practising grounding.
2	Coping Skills	Responding to conflict, bullying, homesickness, separation and cultural adaptation.
3	Adaptability / Flexibility	Managing change through personal strategies and a responsive classroom.
4	Meaningfulness / Purpose	Exploring direction and hope without minimising grief or prescribing beliefs.
5	Realistic Optimism	Acknowledging barriers while identifying personal and community resources.
6	Self-Efficacy	Building individual and collective confidence in safe, supported conditions.
7	Hardiness	Integrating coping, support networks and flexible help-seeking.
8	Consolidation	Reviewing progress, completing the Safety Web and agreeing a personal support plan.

6.4. Age differentiation

Every activity should be adjusted to developmental level. Age bands are guides rather than labels; educators should also consider language proficiency, literacy, neurodevelopment and previous educational experience.

Design feature	Level A: ages 10–12	Level B: ages 13–15
Language	Short sentences, concrete emotion words and one instruction at a time.	More nuanced vocabulary; explain abstract terms before use.
Examples	Immediate school, friendship, family and routine situations.	Identity, belonging, discrimination, uncertainty and future-oriented situations.
Response format	Drawing, pointing, matching, movement and brief sentence starters.	Written reflection, discussion, scenarios and structured problem-solving.
Reflection	One or two concrete questions with modelling.	Deeper questions with the right to pass and private alternatives.
Duration	Shorter rounds with predictable transitions and movement breaks.	Longer reflection only when emotional safety and engagement are maintained.

6.5. Universal accessibility and language access

Potential need	Recommended adaptation
New or developing school-language proficiency	Use visuals, modelling, translated keywords, a trained interpreter when available, peer clarification without speaking for the student, and extra processing time.
Dyslexia or literacy difficulties	Use short text blocks, generous spacing, oral instructions, audio support and alternatives to extended writing.
Attention or executive-function difficulties	Break tasks into visible steps, reduce waiting time, use a timer sensitively and provide movement or regulation breaks.
Social anxiety or communication differences	Offer private, written, drawing or partner responses; never require public disclosure or eye contact.
Visual access needs	Provide high contrast, large print, verbal descriptions, accessible digital content and tactile materials when appropriate.
Hearing access needs	Provide written instructions, captions, clear sight lines and visual turn-taking cues.
High arousal or trauma-related distress	Use a slower non-competitive format, reduce sound and rapid movement, co-regulate first and permit immediate withdrawal without penalty.

6.6. Non-negotiable principles for every activity

Start predictably: explain what will happen, how long it will take and how students may participate.

Keep personal sharing voluntary; a student may pass without explanation.

Offer spoken, written, drawing, pointing, partner and silent response options whenever possible.

Do not use public scores, rankings, speed-based comparison or labels of low resilience.

Co-regulate before asking a distressed student to reframe thoughts or find meaning.

Respond clearly to racist, xenophobic, discriminatory or humiliating behaviour; do not treat it as an ordinary interpersonal disagreement.

End with a concrete support option: identify who can help and how the student can approach that person.

Document and refer concerns according to school policy; do not promise absolute confidentiality.

6.7. Scope of the educator's role

ROLE BOUNDARY | Educators provide emotional safety, structured learning, basic co-regulation and appropriate referral. They do not provide trauma therapy, investigate disclosures or ask students to recount traumatic experiences in detail.

Classroom support	Individual follow-up	Immediate safeguarding action
Temporary discomfort settles with choice, grounding and ordinary support; the student can re-engage safely.	Distress persists, participation changes markedly, the student repeatedly withdraws or asks for help beyond the session.	A disclosure or observation indicates possible harm, abuse, exploitation, self-harm, serious discrimination or immediate danger.
Offer options, monitor and document only what is educationally relevant.	Pause participation, involve the designated school professional and agree a confidential follow-up.	Follow the school safeguarding procedure immediately; record facts and do not conduct an investigation.

6.8. Fidelity and responsible adaptation

Core components—retain	Adaptable components	Never remove
The stated skill objective, emotional-safety sequence, reflection and link to support.	Names, examples, images, language level, duration, digital or printed format, individual or cooperative mode.	Voluntary sharing, right to pause, non-comparison, two-educator staffing, maximum group size, anti-discrimination response and referral pathway.

Record substantial adaptations and their rationale. If an adaptation changes the core objective or removes a safety component, the activity should not be described as delivered with fidelity.

6.9. Low-technology and accessible alternatives

Every digital activity should have an equivalent printable or discussion-based version. Rapid games, timers, sound effects and competitive mechanics should be optional. Cards, floor zones, paper wheels, illustrated scenarios and teacher-led sorting can achieve the same learning objective without requiring devices or fast responses.

6.10. Cultural review, co-design and piloting

Before full implementation, the adapted programme should be reviewed by educators, school wellbeing or psychology professionals, safeguarding staff and cultural or language mediators. Where ethically appropriate, students and families should be invited to comment on clarity, relevance, emotional safety and cultural fit. Feedback must be voluntary, age-appropriate and separated from grading or immigration-related processes.

Pilot the programme with a small group under the same staffing and safeguarding conditions proposed for full delivery.

Record which examples feel relevant, confusing, stigmatising or emotionally intense.

Revise language and scenarios without removing core safety or learning components.

Document the final local version, implementation date and professionals responsible for approval.

7. Module activity bank

Each module is presented through classroom-ready activity cards. Apply the common safety, staffing, accessibility and age-adaptation requirements in Section 6 to every activity.

IMPLEMENTATION REQUIREMENT | Minimum of two trained educators; maximum of 15 students per intervention group. Apply the age, accessibility and safeguarding guidance in Section 6.

NOTE | You can find the different modules and activities as an online resource on the website https://portal.up-res.eu/

7.1. Emotional-Cognitive Regulation

Module aim

Students learn to notice emotions, body signals and thoughts before choosing a supportive response.

Inclusive design

Migrant-related stressors are made explicit: language barriers, fear of disappointing others, and pressure to perform in an unfamiliar system. For very low resilience, co-regulation comes before cognitive reframing.

#	Activity	Scenario	Type	Duration
A.1	**Emotion-Reaction Match**	Emma's Math Exam	Digital matching pairs	15-20 min
A.2	**Regulating My Reactions**	Emma's Math Exam	Digital group sort	15-20 min
A.3	**Spinning Wheel of Emotional-Cognitive Regulation**	Emma's Math Exam	Random wheel reflection	15-20 min
A.4	**Adam's Courage Journey**	Broken Words	Multiple-choice reflection	15-20 min
A.5	**Putting the Events in Order**	Broken Words	Sequencing activity	15-20 min
A.6	**From Negative Thoughts to Stronger Thoughts**	Broken Words	Matching activity	15-20 min
A.7	**Find the Emotion - Emotion & Body Match**	Broken Words	Matching activity	15-20 min
A.8	**Thought Daisy**	General reflection	Creative reflection	15-25 min

7.1.1 Scenario 1. Emma's Math Exam

A.1 Activity 1: Emotion-Reaction Combination

1. Title of the activity	**Emotion-Reaction Combination (Scenario 1: Emma's math exam)**
2. Age	10 to 15 years (Adjustable by Level A or B)
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Recognize how stress, calmness, confidence, and relief manifest in the body and mind, and identify self-regulation strategies.
6. Materials	Device/Digital whiteboard or printed cards for offline version.
7. Preparation	Review local support contacts beforehand and remember the voluntary participation rule.
8. Step-by-step procedure	1. Contextualize Emma's story by having the test administered in a language being learned. 2. Present cards/pairs of emotions and physical/cognitive reactions. 3. Invite students to match each emotion with its corresponding bodily reaction. 4. Conduct a guided discussion on self-regulation.
9. Teaching language / Prompts	• 'Below you will see different emotions and reactions. Your task is to match each emotion with the bodily reaction that usually accompanies it.' • 'Emotions cannot always be controlled, but we can learn to regulate how we respond to them.'
10. Adaptations	Linguistic access: Use visual aids, translated keywords, or peer clarification without speaking for the student.

11. 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.
12. Questions (Reflection and debriefing)	• What physical sign indicates that stress is increasing? • Why do breathing exercises help calm emotions? • What helped Emma regain her focus?
13. Low-tech Alternative Version (Offline)	Printed card game: Provide one set of physical cards with emotion names (Anxiety, Calm, Confidence, Relief) and another set with body language cues. Students sort and match the cards in pairs or small groups at their tables.
14. Optional extension	Complete the 'Daisy of Thoughts' to transform a difficult thought into supportive alternatives.

Implementation Steps

1. The educator briefly revisits Emma's exam experience and discusses how stress affected her body, thoughts, and concentration.
2. Explain that Emma is taking the exam in a language she is still learning. Her stress may be intensified by unfamiliar wording, pressure to achieve in a new school system, or fear of disappointing her family or teachers.
3. Students are informed that they will match emotions with related physical or cognitive reactions.
4. The educator reads the instruction aloud: *Instructions for Students*

"Below, you will see different emotions and reactions connected to them. Your task is to match each emotion with the reaction that may appear together with it.

Remember:
Emotions may not always be under our control, but we can learn to regulate how we respond to them.

After completing the matches, ask yourself: 'When I notice this feeling, how can I manage my reaction?'"

4. Students complete the matching activity.

Matching Pairs

Emotion	Physical / Cognitive Reaction
Excitement / Panic	rapid breathing, racing heartbeat
Anxiety	constant alertness with thoughts such as "What if I cannot do it?"
Calmness	feeling relaxed after a breathing exercise
Confidence	the feeling that grows after solving easier questions
Relief	physical relaxation felt at the end of the exam

Implementation Discussion

1. After the matching activity, the educator pauses and asks reflection questions such as:
   - "How can emotions affect the body?"
   - "What physical signs tell us we are stressed?"
   - "Why can breathing exercises help calm emotions?"
   - "What helped Emma regain confidence?"
2. Students complete the sentence:
   - "When I notice stress in my body, I can…" or
   - "One thing that helps me calm down is…"
3. Volunteers may share their ideas. The educator reinforces emotional awareness and self-regulation rather than "controlling" emotions perfectly.

Practitioner Notes

- Emphasize that emotions are normal and meaningful signals.
- Avoid presenting emotions such as anxiety or panic as “bad.”
- Focus on noticing, understanding, and regulating reactions.
- Some students may strongly relate to exam anxiety or physical stress symptoms; maintain a calm and supportive atmosphere.
- Reinforce that emotional regulation develops through awareness and practice.

Closing – Brief Reflection

- Which emotion-reaction pair felt most familiar to you?
- What physical signs usually tell people they are stressed?
- Why is noticing emotions important?
- What helped Emma calm herself during the exam?
- How can small regulation strategies help during difficult moments?
- What is one thing you would like to remember about emotions today?
- **Closure question:** What physical sign tells you that stress is rising?

Closing (Short Reminder for Educators)

The aim of this activity is to help students understand that emotions, thoughts, and body reactions are closely connected. Emotional regulation begins with noticing these connections and learning supportive ways to respond with awareness, calmness, and flexibility.

A.2 Activity 2: Regulating My Reactions

1. Title of the activity	**Regulating My Reactions (Scenario 1: Emma's Math Exam)**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Distinguish between reactions that promote emotional regulation and those that increase stress.
6. Materials	Interactive digital platform or board/printed cards in two areas.
7. Preparation	Start with 60 seconds of guided breathing or feet in contact with the ground.
8. Step-by-step procedure	1. Conduct a brief initial co-regulation session with the class. 2. Present cards depicting reactions to difficult situations. 3. Sort the cards into two groups: 'Reactions that support regulation' and 'Reactions that increase stress'. 4. Share reflections on which strategy to practice this week.
9. Teaching language / 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?'
10. Adaptations	Allow private written responses or point out visual options for students with social anxiety.
11. Safeguarding Note	Avoid labeling reactions as 'incorrect' or 'bad'; use the terms 'helpful' or 'less helpful'.
12. Questions (Reflection and debriefing)	• What reactions help maintain calm? • Why do panic or harsh self-criticism hinder clear thinking?

13. Low-tech Alternative Version (Offline)	Tabletop envelope/box sorting: Place two labelled envelopes ('🟢 Helpful Reactions' and '🔴 Stress-Increasing Reactions'). Students physically distribute the printed cards.
14. Optional extension	Write on an individual card the helpful reaction that each student commits to trying when faced with a difficulty.

Implementation Steps

1. The educator briefly revisits Emma's exam experience and discusses how stress affected her emotions, body, and concentration.
2. Begin with 60 seconds of co-regulation: use a calm voice, invite students to feel their feet on the floor, and take three slow breaths together. Students who remain distressed may observe or use a quiet written option instead of reframing thoughts.
3. Students are informed that they will sort different reactions into two groups:
   - Reactions that help regulate emotions and thoughts,
   - Reactions that increase stress and make regulation harder.
3. The educator reads the instruction aloud: *Instructions for Students*

   "Below, you will see different reactions that may appear during stressful moments.

   Some reactions help us feel calmer and more in control, while others may increase stress even more.

   Your task is to place each reaction into the correct group.

   Remember:
   We may not choose every emotion, but we can learn to regulate our reactions."
4. Students drag and place the reaction cards into the correct groups.

🟢 **Group 1 – Reactions That Support Emotional and Cognitive Regulation**

(Helpful ways to manage stress)

- Taking deep breaths
- Pausing and thinking
- Starting with the easier task
- Asking for help
- Giving myself time
- Reorganizing my thoughts
- Trying again

🔴 **Group 2 – Reactions That Make Emotional and Cognitive Regulation Harder**

(Reactions that may increase stress)

- Giving up immediately
- Comparing myself to others
- Not trying at all
- Speaking harshly to myself
- Thinking "I will never succeed"
- Reacting in panic

Reflection & Discussion

1. After the sorting activity, the educator pauses and asks reflection questions such as:

- "Which reactions help people feel calmer?"
- "Why can panic make thinking more difficult?"

- "How can thoughts affect emotions?"
- "What helped Emma regain focus during the exam?"

2. Students complete the sentence:
   - "When I feel stressed, one helpful reaction could be…" or
   - "One reaction I want to practice more often is…"
3. Volunteers may share their ideas. The educator reinforces emotional awareness, flexibility, and self-compassion.

Practitioner Notes

- Avoid labelling students' reactions as "bad" or "wrong"; focus on whether they help or increase stress.
- Emphasize that emotional regulation is a skill developed through practice.
- Some students may strongly relate to perfectionism, panic, or self-criticism; maintain a supportive atmosphere.
- Reinforce that small regulation strategies can make a meaningful difference.
- Encourage students to notice reactions without judgment.

Closing – Brief Reflection

- Which helpful reaction felt most useful to you?
- Why can some reactions increase stress even more?
- What happens when we are too harsh on ourselves?
- Which strategy helped Emma the most?
- What is one calming reaction you would like to remember?
- What did today's activity teach you about regulating emotions?

- **Closure question:** Which reaction would help you stay with the task for one more minute?

Closing (Short Reminder for Educators)

The purpose of this activity is to help students understand that while emotions naturally arise during stressful situations, reactions can be regulated and shaped over time. Emotional-cognitive regulation strengthens when students learn supportive ways to calm themselves, organize their thoughts, and continue step by step during challenges.

A.3 Activity 3: Spinning Wheel of Emotional-Cognitive Regulation

1. Title of the activity	**Spinning Wheel of Emotional-Cognitive Regulation (Scenario 1: Emma's Exam)**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Connecting regulation strategies with experiences of school performance or adaptation situations.
6. Materials	Interactive digital roulette or cardboard roulette with a rotating arrow.
7. Preparation	Ensure that students know the option to 'pass' if they do not wish to respond publicly.
8. Step-by-step procedure	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.
9. Teaching language / Prompts	• Spin the wheel and answer the question by connecting it to what you've learned. • Remember that there are no right or wrong answers, only ways to get to know yourself better.
10. Adaptations	Include adapted questions about non-academic experiences: 'when I don't understand the language', 'when I miss home'.
11. Safeguarding Note	If a student shows distress when recalling a stressful situation, allow private response or free drawing.
12. Questions (Reflection and debriefing)	• 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 to a friend who is very stressed?
13. Low-tech Alternative Version (Offline)	Cardboard roulette or 6-sided die: Each face of the die or section of the physical roulette corresponds to a reflection question printed on a sheet visible on the wall.
14. Optional extension	In pairs, create a 'quick guide to calm' with the three answers most voted for by the group.

Implementation Steps

1. The educator briefly revisits Emma's story and reminds students of the emotional regulation strategies she used during the exam.
2. Students are informed that they will spin a digital wheel and answer reflective questions related to stress, emotions, and coping strategies.
3. Include experiences beyond examinations, such as not understanding the language, feeling watched, missing home, or being unsure about unfamiliar school expectations. Students may pass, write, draw, or answer privately.
4. The educator reads the instructions aloud: *Instructions for Students*

   "In this activity, spin the wheel and answer the question that appears by thinking about your own experiences.

   While answering:

   - Try to connect the emotional and cognitive regulation skills learned in this module with your own exam experiences.

   There are no right or wrong answers. What matters is noticing, reflecting, and understanding yourself better."

   Individual Application Option

   This activity may also be completed individually.

Individual Reflection Instructions

"Spin the wheel and answer the questions in your own words, either mentally or in writing.

While answering, think about:

- your previous exam experiences,
- and the skills you learned in this module together.

The goal is not to judge yourself, but to understand yourself better."

Random Wheel Questions

- What would be the first thing you do when you start to panic?
- How can you stay resilient when you face a difficult question during an exam?
- How could you change the thought "I will fail"?
- What would you suggest to a friend who is panicking?
- How can breathing exercises help you?
- Why are small steps important during stressful moments?

Reflection & Discussion

1. After several students respond, the educator pauses and encourages reflection with questions such as:
   - "Which strategy felt most helpful to you?"
   - "Why can stress affect our thoughts?"
   - "How can we calm ourselves during difficult moments?"
   - "What helps people continue even when they feel nervous?"
2. Students complete the sentence:

- "One emotional regulation skill I want to remember is…" or
- "The next time I feel stressed, I can…"

3. Volunteers may share their reflections. The educator validates awareness, honesty, and emotional flexibility rather than "perfect" answers.

Practitioner Notes

- Emphasize that the purpose of the activity is self-awareness, not performance.
- Encourage realistic and compassionate reflection.
- Some students may feel sensitive when discussing exam stress; participation should remain voluntary.
- Allow students to answer verbally, silently, or in writing according to their comfort level.
- Reinforce that emotional regulation skills improve gradually with practice.

Closing – Brief Reflection

- Which question on the wheel made you think the most?
- What helps people feel calmer during exams?
- Why can small strategies make a big difference?
- What emotional regulation skill would you like to practice more?
- How can supportive thinking affect performance?
- What did you learn about yourself during this activity?
- **Closure question:** Which wheel question made you think the most?

Closing (Short Reminder for Educators)

The aim of this activity is to help students connect emotional-cognitive regulation skills with their real-life experiences. Reflection-based activities support self-awareness, emotional flexibility, and the development of practical regulation strategies that students can use during stressful situations both inside and outside school.

7.1.2 Scenario 2. Broken words

A.4 Activity 4: Adam's Courage Journey

1. Title of the activity	**Adam's Journey of Courage (Scenario 2: Broken Words)**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Recognize the emotions triggered by communication barriers and identify alternative forms of participation.
6. Materials	Digital multiple-choice questionnaire or printed form.
7. Preparation	Present language learning as a shared responsibility of the classroom, not as an individual deficiency.
8. Step-by-step procedure	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 continue communicating (drawing, writing, gestures).
9. Teaching language / Prompts	• 'What situations made Adam feel uncomfortable?' • 'Writing or drawing are perfectly valid and valuable ways to communicate.'
10. Adaptations	Validate gestures and non-verbal communication as valuable and equal forms of expression.
11. Safeguarding Note	Protect the student from any teasing related to accent or developing vocabulary.
12. Questions (Reflection and debriefing)	• Why can difficulty expressing oneself cause stress? • How can classmates and teachers facilitate communication?

13. Low-tech Alternative Version (Offline)	Printed worksheet with check boxes and illustrations about alternative ways to communicate.
14. Optional extension	Create a mini-classroom poster with agreed icons and gestures for asking for help or taking a break.

Implementation Steps

1. The educator briefly revisits Adam's story and discusses the emotional difficulties he experienced during the group activity.
2. Students are informed that they will reflect on Adam's emotions and the strategies he used to regulate himself and continue participating.
3. Students answer the first reflection question by selecting more than one option.

   Question 1

   "Which situations made Adam feel emotionally uncomfortable during the story?"

   Students select one or more options:

   □ struggling to express himself clearly
   □ worrying about how classmates would react
   □ fear of being misunderstood
   □ feeling that everyone was looking at him
   □ fear of being criticized by the teacher
   □ fear of making mistakes

   Question 2

   "Which alternative strategies did Adam use to regulate his emotions and continue communicating?"

   Students select one or more options:

□ expressing himself through writing

□ drawing

□ silent communication (gestures and facial expressions)

□ cooperating with group members

□ asking the teacher for support

Reflection & Discussion

1. After students complete the activity, the educator pauses and asks reflection questions such as:
   - "What emotions did Adam experience during the group work?"
   - "Why can communication difficulties create stress?"
   - How can classmates and teachers make communication easier instead of expecting the learner to manage the language barrier alone?
   - "How did support help Adam continue?"
   - "Why can alternative communication methods sometimes be useful?"
   - "What helps people feel safe enough to express themselves?"
2. Students complete the sentence:
   - "When I struggle to express myself, I can…" or
   - "One thing that helps me feel calmer during communication is…"
3. Volunteers may share their reflections. The educator reinforces emotional awareness, flexibility, and supportive communication.

Practitioner Notes

- Maintain an emotionally safe and non-judgmental atmosphere.
- Some students may strongly relate to communication anxiety, language difficulties, or fear of embarrassment.

- Emphasize that communication can happen in different ways.
- Reinforce that asking for support is a strength, not a weakness.
- Avoid pressuring students to share personal experiences publicly.

Closing – Brief Reflection

- Which emotion do you think Adam felt most strongly?
- Why can fear affect communication?
- How did Adam continue despite feeling uncomfortable?
- What role did support play in the story?
- Why can different communication methods be important?
- What is one strategy you would like to remember for stressful moments?
- **Closure question:** What helps someone feel safe enough to express themselves?

Closing (Short Reminder for Educators)

The aim of this activity is to help students recognize that emotional regulation and communication are closely connected. Students strengthen emotional resilience when they learn to notice difficult emotions, seek support, and use flexible ways of expressing themselves instead of withdrawing or giving up.

A.5 Activity 5: Putting the Events in Order

1. Title of the activity	**Ordering the Events (Scenario 2: Broken Words)**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Understanding how events, emotions, and support unfold in a temporal sequence.
6. Materials	Digital sequence platform or paper strips with events from history.
7. Preparation	Prepare the unsorted event strips for each working group.
8. Step-by-step procedure	1. Read the event cards for Adam's story. 2. Arrange the sequence chronologically, from the initial difficulty to the teacher's intervention and the peer tutor's contribution. 3. Identify the exact moment when the support changed the course of the story.
9. Teaching language / Prompts	• 'Place the events in the order they occurred.' • 'Identify when someone else's support helped Adam move forward.'
10. Adaptations	Add a tutor partner to assist in reading the strips without taking control of the exercise.
11. Safeguarding Note	Emphasize that emotional regulation and progress are usually gradual and not immediate.
12. Questions (Reflection and debriefing)	• What changed in the story after the teacher suggested writing? • What does this demonstrate about the importance of patience in the classroom?

13. Low-tech Alternative Version (Offline)	Paper strips to arrange on the table: Students physically organize the text strips by numbering them or sticking them on a timeline.
14. Optional extension	Draw your own timeline highlighting a moment when someone's support helped you overcome a challenge.

Implementation Steps

1. The educator briefly revisits Adam's story and reminds students of the emotional challenges Adam experienced during the group activity.
2. Students are informed that they will place the events from the story in the correct order.
3. The educator reads the instruction aloud: *Instructions for Students*

   "Read the events below carefully and place them in the correct order according to how they happened in the story."
4. Students drag and arrange the events into the correct sequence.

Events (Correct Sequence)

1. Adam tries to share his idea with the group.
2. He struggles to find the right words and becomes quiet.
3. Lucas misunderstands him and makes a hurtful comment.
4. The teacher steps in and suggests writing.
5. A peer buddy checks that Adam has understood the instructions and helps clarify them without speaking for him or taking over his task.
6. Adam writes down his idea, and the group likes it.
7. During the presentation, Adam contributes with a short sentence.

Reflection & Discussion

1. After completing the activity, the educator pauses and asks reflection questions such as:
    - "How did Adam feel at the beginning of the story?"
    - "What changed after the teacher's support?"
    - "Why was writing helpful for Adam?"
    - "How did small steps help Adam continue participating?"
    - "What can happen when people receive understanding and support?"
2. Students complete the sentence:
    - "One thing that helped Adam move forward was…" or
    - "When communication feels difficult, another option could be…"
3. Volunteers may share their reflections. The educator reinforces emotional flexibility, support-seeking, and alternative communication methods.

Practitioner Notes

- Emphasize that emotional regulation often happens step by step, not all at once.
- Reinforce the connection between emotions, reactions, and outcomes.
- Some students may strongly relate to communication anxiety or fear of embarrassment; maintain a supportive atmosphere.
- Highlight the importance of patient and respectful communication within groups.
- Encourage students to recognize that support from teachers and peers can positively change difficult situations.

Closing – Brief Reflection

- Which moment in the story felt most difficult for Adam?

- What helped the situation improve?
- Why can support make a difference during stressful moments?
- How did Adam continue even after feeling uncomfortable?
- What does this story teach us about emotional regulation?
- What is one idea from today's activity you would like to remember?
- **Closure question:** Where could a teacher or peer intervene kindly?

Closing (Short Reminder for Educators)

The purpose of this activity is to help students understand how emotional reactions, support, and flexible responses can shape the outcome of challenging situations. Students strengthen emotional-cognitive regulation skills when they learn to pause, seek support, and continue expressing themselves through different pathways instead of withdrawing completely.

A.6 Activity 6: From Negative Thoughts to Stronger Thoughts

1. Title of the activity	**From Negative Thoughts to Strong Thoughts (Scenario 2: Broken Words)**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Transform limiting or panic-inducing thoughts into realistic and empowering alternatives.
6. Materials	Digital pairing software or 'Bridge of Thoughts' format cards.
7. Preparation	Check the emotional state of the group; if a student is distressed, self-regulate first before cognitive work.
8. Step-by-step procedure	1. Identify common limiting thoughts ('I won't be able to express myself'). 2. Pair them with their corresponding restructured and realistic thought ('I can try to express myself in another way'). 3. Practice the empowering thoughts aloud.
9. Teaching language / Prompts	• 'It's not about ignoring what we feel, but about finding fairer and more helpful phrases for ourselves.'
10. Adaptations	Model simple examples without requiring the disclosure of painful private experiences.
11. Safeguarding Note	Ensure that the exercise is not perceived as an obligation to 'think positively' by force.
12. Questions (Reflection and debriefing)	• How do our emotions change when we speak kindly to ourselves? • What empowering phrase would you like to remember?
13. Low-tech Alternative Version (Offline)	Printed puzzle-shaped cards: Match the left half (limiting thought) with the right half (empowering thought).

14. Optional extension	Write a 'strong thought' on a pocket card to carry with you during the week.

Implementation Steps

1. The educator briefly revisits Adam's story and discusses how stressful thoughts affected his emotions and communication.
2. Students are informed that they will match negative thoughts with stronger and more supportive alternatives.
3. Before working with thoughts, check emotional readiness. If a student is actively upset, co-regulate first through breathing, grounding, water, a quieter space, or support from a trusted adult; thought work can wait.
4. The educator explains that the goal is not to "ignore" emotions, but to find thoughts that are more balanced, realistic, and helpful.
5. Students complete the matching activity by connecting the negative thoughts with the strengthened thoughts.

Matching Table

Negative Thoughts	Strengthened Thoughts
"What if I express myself incorrectly?"	"If I calm down, I can do this."
"This is too difficult to explain."	"I can try in an easier way."
"I will never be able to express myself correctly."	"I can try another method."
"I am panicking!"	"I am breathing and taking back control."

Reflection & Discussion

1. After the matching activity, the educator pauses and asks reflection questions such as:
    - "How can thoughts affect emotions?"
    - "Why do negative thoughts sometimes feel very convincing?"
    - "What changed when the thoughts became more balanced?"
    - "How can supportive thoughts help during stressful moments?"
2. Students complete the sentence:
    - "One thought that helps me feel stronger is…" or
    - "When I feel stressed, I can remind myself…"
3. Volunteers may share their reflections. The educator reinforces realistic thinking, emotional awareness, and self-compassion.

Practitioner Notes

- Emphasize that emotional regulation does not mean "thinking positively all the time."
- Focus on realistic, flexible, and supportive thinking.
- Avoid labelling thoughts as "bad"; instead discuss whether they are helpful or unhelpful.
- Some students may strongly relate to fear of failure, embarrassment, or communication anxiety; maintain a supportive atmosphere.
- Reinforce that reframing thoughts is a skill that improves with practice.

Closing – Brief Reflection

- Which strengthened thought felt most helpful to you?

- Why can negative thoughts increase stress?
- What happens when people speak kindlier to themselves?
- How did Adam regain control during difficult moments?
- What is one supportive sentence you would like to remember?
- What did today's activity teach you about thoughts and emotions?
- **Closure question:** What stronger thought could help Adam try again?

Closing (Short Reminder for Educators)

The purpose of this activity is to help students understand that thoughts can be reshaped in more balanced and supportive ways. Emotional-cognitive regulation strengthens when young people learn to pause, question automatic negative thoughts, and replace them with flexible, realistic, and encouraging perspectives.

A.7 Activity 7: Find the Emotion - Emotion & Body Match

1. Title of the activity	**Find the Emotion - Emotion and Body Combination (Scenario 2: Broken Words)**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Linking emotions such as anxiety, shame, anger, and relief with the corresponding physical signs.
6. Materials	Digital body map or printed sheet with the silhouette of the human body.
7. Preparation	Remind the group that bodily sensations are private and normal.
8. Step-by-step procedure	1. Look at the list of emotions and the list of bodily reactions. 2. Match each emotion with its corresponding 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.
9. Teaching language / Prompts	• 'Relate each emotion to the physical sign that usually accompanies it.' • 'Listening to our body helps us regulate ourselves in time.'
10. Adaptations	Allow pointing with tokens on the body silhouette or writing without speaking in public.
11. Safeguarding Note	Normalize all physical reactions without labeling any as 'bad' or 'shameful'.
12. Questions (Reflection and debriefing)	• What physical sign is your 'early warning' that you are under stress? • Why is calming the body helpful for calming the mind?

13. Low-tech Alternative Version (Offline)	Sheet with printed body map: Connect with markers the emotions with the body parts indicated in the drawing.
14. Optional extension	Learn and practice the 'brief body scan' technique (3 minutes) in the classroom.

Implementation Steps

1. The educator briefly revisits Adam's story and discusses how emotions such as anxiety, embarrassment, anger, and relief affected his body and reactions.
2. Students are informed that they will match emotions with the body signals connected to them.
3. Remind students that body sensations are private. They may point to a body outline, draw, or write rather than describe sensations aloud, and no one is required to disclose a personal experience.
4. The educator reads the instruction aloud: *Instructions for Students*

   "Below, you will see different emotions and body reactions connected to them.

   Your task is to match each emotion with the physical or emotional reaction that may appear together with it."

4. Students complete the matching activity.

   🟦 **Left Column (EMOTIONS)**

   - Anxiety
   - Embarrassment
   - Anger
   - Excitement
   - Relief

🟩 **Right Column (BODY SIGNALS)**

- Stomach-ache
- Face turning red and ears feeling hot
- Clenching teeth and feeling tight inside
- Feeling eager to speak and a fast heartbeat
- Taking a deep breath and feeling the body relax

✅ **Correct Matches (For Educators)**

Emotion	Body Signal
Anxiety	Stomach-ache
Embarrassment	Face turning red and ears feeling hot
Anger	Clenching teeth and feeling tight inside
Excitement	Feeling eager to speak and a fast heartbeat
Relief	Taking a deep breath and feeling the body relax

Reflection & Discussion

1. After completing the activity, the educator pauses and asks reflection questions such as:
   - "How can emotions affect the body?"
   - "Why is noticing body signals important?"
   - "What physical signs usually appear during stress?"
   - "How can understanding emotions help us regulate them?"
   - "What helped Adam feel calmer?"
2. Students complete the sentence:

- "When I notice stress in my body, I can…" or
- "One body signal that tells me I need to calm down is…"

3. Volunteers may share their reflections. The educator reinforces emotional awareness, body awareness, and self-compassion.

Practitioner Notes

- Emphasize that emotions naturally affect the body.
- Avoid labelling emotions such as anxiety, embarrassment, or anger as "bad."
- Encourage students to notice body signals without judgment.
- Some students may strongly relate to physical stress reactions; maintain a calm and supportive atmosphere.
- Reinforce that emotional regulation often begins with noticing body sensations.

Closing – Brief Reflection

- Which emotion-body match felt most familiar to you?
- Why can body signals help us understand emotions?
- What happens in the body during stressful moments?
- How can calming the body help calm emotions?
- What is one thing you learned about emotions today?
- Which emotional regulation strategy would you like to remember?
- **Closure question:** What body signal could be your early warning sign?

Closing (Short Reminder for Educators)

The purpose of this activity is to help students recognize that emotions are connected not only to thoughts, but also to body sensations and physical reactions. Emotional-cognitive regulation strengthens when students learn to notice these signals early and respond with awareness, calmness, and supportive strategies.

7.1.3 Optional activity

A.8 Activity 8: Thought Daisy (Reflective extension)

1. Title of the activity	**The Thought Daisy (Thought Daisy - Reflective Extension)**
2. Age	10 to 15 years
3. Duration	15 to 25 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Identify a difficult thought and cultivate supportive alternatives around it.
6. Materials	Blank sheets of paper, coloured pencils, and markers.
7. Preparation	Perform a brief body connection routine (feel your feet on the ground, 3 deep breaths).
8. Step-by-step procedure	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.
9. Teaching language / Prompts	• 'At the centre we place the difficulty, but on each petal, we grow an idea that helps us.'
10. Adaptations	Offer templates with the daisy already drawn for those who prefer not to draw.
11. Safeguarding Note	Participation in sharing the daisy is strictly voluntary; the student may keep it private.
12. Questions (Reflection and debriefing)	• Which petal of your daisy do you think is the strongest? • How did you feel when you transformed that idea from the centre?
13. Low-tech Alternative Version (Offline)	A completely manual and artistic activity on paper with coloured paints or crayons.

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

Materials

- Blank paper
- Coloured pencils, markers, or crayons

Implementation Steps

1. The educator asks students to draw a large daisy on a blank sheet of paper.
2. Before the Thought Daisy, lead a brief grounding routine: notice five things you can see, feel both feet on the floor, and take three slow breaths. The activity is optional; a student who is dysregulated may complete it later with a trusted adult or choose a blank petal without explaining why.
3. Students write one negative or difficult thought connected to themselves or a stressful situation in the centre of the daisy. Examples:
   - "I will fail."
   - "Nobody understands me."
   - "I always make mistakes."
3. Students then write one alternative supportive thought on each petal of the daisy.

   Examples:

   - "I can improve step by step."
   - "Making mistakes is part of learning."
   - "I can ask for support."

- "I do not need to be perfect."

4. Students continue until all petals are completed with alternative thoughts.
5. After finishing, students may colour and decorate their daisies freely.
6. Students may:
    - Quietly read their thoughts to themselves.
    - Share one petal with a partner.
    - Voluntarily share with the class.

Reflection Questions

- Which supportive thought felt strongest for you?
- How did it feel to change a negative thought?
- Why can alternative thoughts help during stressful moments?
- Which thought would you like to remember more often?
- **Closure question:** Which petal would you use first?

Practitioner Notes

- This activity is designed as an optional classroom enrichment exercise and is not part of the digital portal activities.
- Encourage realistic and compassionate thoughts rather than forced positivity.
- Some students may struggle to create alternative thoughts; educators may model examples if needed.
- Participation in sharing should remain voluntary.
- Focus on emotional safety, creativity, and reflection rather than "correct answers."

Closing (Short Reminder for Educators)

The purpose of this activity is to help students experience that thoughts are flexible and can be reshaped in more supportive ways. By transforming difficult thoughts into balanced and encouraging alternatives, students strengthen emotional awareness, self-compassion, and emotional-cognitive regulation skills in a creative and engaging way.

7.2. Coping Skills

Module aim

Students broaden coping beyond bullying: they learn practical responses to conflict, exclusion, homesickness, family separation and cultural adaptation.

Inclusive design

The module now includes emotional release alternatives, expanded stressors, and a clear individual support/referral protocol if distress appears.

#	Activity	Scenario	Type	Duration
B.1	**Bully Radar**	Digital bullying and finding your voice	Digital game / whack-a-mole alternative	15-20 min
B.2	**Conflict Compass**	From conflict to unity	Scenario choice and reflection	20-25 min
B.3	**What Do I Do When I Struggle?**	Coping self-assessment	Individual self-assessment	15-20 min

B.1 Activity 1: Bully Radar

1. Title of the activity	**Bully Radar**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Differentiate between effective and ineffective coping strategies in situations of harassment or exclusion.
6. Materials	Interactive digital game or board game.
7. Preparation	Review the individual support protocol for dealing with anxiety beforehand.
8. Step-by-step procedure	1. Present Sam's experience of exclusion. 2. Select helpful coping strategies (preserve evidence, seek a trusted adult, protect the peer). 3. Analyse how to respond without escalating the conflict.
9. Teaching language / Prompts	• 'We look for strategies that protect the person without worsening the situation.' • 'We use the language of helpful or unhelpful responses instead of judgment.'
10. Adaptations	Replace fast-paced gameplay mechanics with a more deliberate selection process for hypervigilant students.
11. Safeguarding Note	If recalling the harassment causes distress, immediately activate the individual support protocol.
12. Questions (Reflection and debriefing)	• Which option protects Sam most safely? • Which adult at school could you approach in a similar situation?
13. Low-tech Alternative Version (Offline)	Printed Radar Board with option cards: Place the cards in the 'Safe Strategy', 'Not Very Useful' or 'Dangerous' zones.

14. Optional extension	Practice in pairs a clear phrase for seeking help in front of a trusted adult.

Implementation Steps

1. The teacher briefly reminds students of the digital bullying situation experienced by **Sam**.
2. Offer two formats: the standard digital version and a slower card-sort version without rapid movement or sound. The slower option is preferable for students who become highly alert or distressed during fast-paced games.
3. The purpose of the game is explained to the students: *"We will aim for effective coping strategies."*
4. The digital game is started. Students try to hit the correct options.
5. During the game, the teacher does not intervene and only observes.

Notes for the Teacher

- This activity is not about scoring or competition.
- Instead of using "right–wrong," use the language of **"helpful–unhelpful."**
- Students' choices should not be judged or corrected.

Closing – Short Reflection

After the activity, the teacher asks:

- Which choices would be more helpful for Sam?
- Why might some reactions make the situation more difficult?
- If you experienced a similar situation, which option would you like to try next?

- **Closure question:** Which choice would protect Sam without escalating the situation?

Allow time to name the emotional impact of bullying, identify a safe adult, and practise one help-seeking sentence. If a student becomes distressed while recalling bullying or exclusion, pause the activity and activate the individual support protocol in Section 8.

B.2 Activity 2: Conflict Compass

1. Title of the activity	**Conflict Compass**
2. Age	10 to 15 years
3. Duration	20 to 25 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Recognize initial conflict reactions and explore restorative options before responding.
6. Materials	Interactive compass graphic or paper compass template.
7. Preparation	Explain the four cardinal points of the compass (Blame, Be silent, Pause, Dialogue/Accompany).
8. Step-by-step procedure	1. Read the scenario of disagreement between colleagues. 2. Place different reactions in the quadrants of the compass. 3. Discuss the consequences of each quadrant and identify paths to mediation.
9. Teaching language / 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.'
10. Adaptations	Add culturally adapted options: ask for language clarification, find a peer mediator.
11. Safeguarding Note	Avoid public debates about 'who was to blame' in real classroom situations.
12. Questions (Reflection and debriefing)	• What reaction helps to de-escalate the conflict? • What would you change the next time you face a misunderstanding?
13. Low-tech Alternative Version (Offline)	A compass printed on A3 paper is placed on the table where students put sticky notes with possible answers.

14. Optional extension	To represent, through a brief role-playing game, a resolution based on the pause and dialogue quadrant.

Implementation Steps

1. The teacher briefly summarizes the conflict situation in the scenario.
2. Broaden the choices to include asking for clarification, requesting slower speech, using a translation aid, seeking a peer buddy, or asking a trusted adult to mediate. Emphasize that effective coping also depends on a responsive classroom and school.
3. Students are asked: *"How could the characters respond in this situation?"*
4. Different reaction options are discussed (e.g., staying silent, blaming, talking, taking a break).
5. Students reflect on the possible outcomes of each reaction.
6. All responses are made visible in the classroom.

Notes for the Teacher

- Avoid discussions about who is right or wrong.
- The goal is not to solve the conflict, but to **explore ways of coping with it**.
- Students' responses should not be corrected.

Closing – Short Reflection

After the activity, the teacher asks:

- Which reactions might escalate the conflict?
- Which reactions might help mutual understanding?
- What could you do differently the next time you face a conflict?
- **Closure question:** Which reaction could reduce heat in the conflict?

B.3 Activity 3: What Do I Do When I Have Difficulties?

1. Title of the activity	**What Do I Do When I Have Difficulties? (Coping Self-Assessment)**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Identify your own coping habits without judgment or academic evaluation.
6. Materials	Individual self-assessment questionnaire in paper or private digital version.
7. Preparation	Explicitly state that the sheets will not be collected or graded.
8. Step-by-step procedure	1. Give the self-assessment to each student. 2. Complete the questions silently about how they react to school stress, homesickness, or changes. 3. Reflect privately on their answers.
9. Teaching language / Prompts	• 'This exercise is not a test. It's for you to discover which strategies you use most.'
10. Adaptations	Include items on migration grief, distance from family, and adaptation to new cultural rules.
11. Safeguarding Note	Ensuring maximum privacy of responses to encourage honesty without fear of judgment.
12. Questions (Reflection and debriefing)	• What strategy do you use most often when you're struggling with something? • Are there any other strategies you'd like to try next time?
13. Low-tech Alternative Version (Offline)	Printed paper questionnaire with simple check marks and free drawing space.

14. Optional extension	Save the entry in your personal 'Strengths Portfolio' as a reference point.

Implementation Steps

1. The teacher explains that this activity is **not a test or an exam**.
2. Include relational and cultural adaptation stressors: missing home, separation from family, uncertainty about loved ones, adapting to unfamiliar rules, changes in housing or school, and feeling caught between cultures. Students may skip any item.
3. Students complete the self-assessment individually and quietly.
4. The forms are not collected; students keep their own responses.
5. Students may share general reflections voluntarily.

Notes for the Teacher

- There are no right or wrong answers.
- Students are not required to share their responses.
- The focus is on awareness, not evaluation.

Closing – Short Reflection

The teacher asks:

- Which coping strategy do you use most often when you struggle?
- In which situations do this strategy work well for you?
- Is there another strategy you would like to try next time?
- **Closure question:** What is one coping strategy you want to try next time?

7.3. Adaptability / Flexibility

Module aim

Students practise adjusting to change while the class learns to become more welcoming and flexible too.

Inclusive design

Scores are replaced by qualitative visual profiles. Adaptation is framed as shared: the school environment must also bend, not only the child.

#	Activity	Scenario	Type	Duration
C.1	**Noah's Mind Match**	New Addresses, Same You	Drag-and-drop group sort	15-20 min
C.2	**Sofia's Solution Path**	True Success: The Deciding Moment	Quick decision / solution path	15-20 min
C.3	**Adaptability / Flexibility Self-Assessment**	Overall module reflection	Awareness activity	20-25 min

C.1 Activity 1: Noah's Mind Match

1. Title of the activity	**Noah's Mind Match**
2. Age	10 to 14 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Differentiating limiting thoughts from empowering ideas during the school transition.
6. Materials	Digital sorter or two physical baskets with cards.
7. Preparation	Review the story of Noah's first day at the new school.
8. Step-by-step procedure	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.
9. Teaching language / Prompts	• 'Limiting thoughts happen to everyone. The important thing is learning to recognize them.' • 'What can we do as a class to help a classmate fit in better?'
10. Adaptations	Establish two collective classroom commitments to facilitate welcoming new students.
11. Safeguarding Note	Normalize anxiety associated with unfamiliar environments without labeling it as 'inflexible'.
12. Questions (Reflection and debriefing)	• What thought helped Noah the most to take the first step? • How can we change the idea 'I don't know anyone' to a more helpful phrase?
13. Low-tech Alternative Version (Offline)	Classification with two wicker baskets/boxes on the table: 'Basket of Limiting Ideas' and 'Basket of Empowering Ideas'.
14. Optional extension	Write a collective welcome message for future classmates.

Implementation Steps

1. The educator begins with a short introduction, reminding students that different thoughts can appear in our minds when life changes.
2. Noah's experience of starting a new school, introducing himself, and feeling anxious is briefly revisited.
3. Students are told that they will sort the thoughts shown on the screen into two groups: **Empowering Thoughts** and **Limiting Beliefs**.
4. Students drag and drop the thought cards into the correct categories. If needed, this can be done in pairs or small groups.
5. The educator reviews a few examples with the class and asks questions such as:
   - "How might this thought make someone feel?"
   - "How might this thought affect what they do next?"
   - "Can we turn this into a more empowering sentence?"
6. At the end of the activity, students are invited to choose or create one empowering thought they can use for themselves.
7. Add a collective reflection: "What can we do as a class to help a new classmate adapt more easily?" Record two realistic class commitments, such as explaining routines, checking understanding, or inviting the learner into a group without pressure.

Practitioner Notes

- Avoid evaluating student choices as strictly "right/wrong"; keep the focus on awareness and usefulness.
- Some students may share personal experiences related to adapting to a new environment, speaking anxiety, or feeling excluded. Keep sharing voluntary.

- Normalize the fact that limiting thoughts can come to anyone's mind. The key skill is noticing them and building alternatives.
- Use language that acknowledges Noah's challenges while also highlighting hope and coping strength.

Closing – Brief Reflection

- Which thought do you think challenged Noah the most?
- Which empowering thought helped him the most?
- When you enter a new environment, what kind of thought usually comes to your mind first?
- How would you turn one limiting thought into an empowering one?
- How does self-talk affect our courage?
- Is there a sentence from today's activity that you would like to use in your own life?
- **Closure question:** How can one sentence change what Noah does next?

C.2 Activity 2: Sofia's Solution Path

1. Title of the activity	**Sofia's Solution Path**
2. Age	10 to 14 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Distinguish solution-oriented thinking from avoidance or escape under pressure.
6. Materials	Digital decision map or printed map on paper.
7. Preparation	Remember Sofia's dilemmas in her presentation and exam.
8. Step-by-step procedure	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.
9. Teaching language / Prompts	• 'Ideas of escape are natural under stress. The challenge is to pause and look for a Plan B.'
10. Adaptations	Replace competitive scores with qualitative progress badges ('Rooting', 'Growth').
11. Safeguarding Note	To approach ethical choices from a place of empathetic reflection, not from guilt or reproach.
12. Questions (Reflection and debriefing)	• At what point did Sofia manage to enter 'solution mode'? • What characterizes a good Plan B?
13. Low-tech Alternative Version (Offline)	Map of the path drawn on large paper where students move a piece according to the chosen option.
14. Optional extension	Create a collective list of 'Plan B's for small, everyday classroom problems.

Implementation Steps

1. The educator briefly revisits how Sofia faced unexpected problems in both her project presentation and her exam.
2. Students are told that the goal of the activity is to distinguish “Sofia’s SOLUTION decision” from “Sofia’s ESCAPE decision.”
3. Present flexibility as shared rather than purely individual: ask what Sofia can try and what classmates, teachers, routines, or language supports could change to make the situation more manageable.
4. Using the on-screen options, students move forward by catching/marking the correct answers.
5. During the game, the educator pauses at selected examples and asks short questions such as:
    - “Does this think move Sofia closer to a solution?”
    - “Could this thought feel easier in the short term but make things harder later?”
6. After the game, students are asked to think of a “Plan B” for a problem situation.
7. A few examples are shared with the class, and the group reflects on how solution-oriented thinking can be strengthened.

Practitioner Notes

- Discuss student answers without judgment; especially under stress, escape thoughts can appear naturally.
- Sofia’s fear of “falling behind” may feel familiar to some students. Use supportive and inclusive language.
- When discussing the ethical dilemma (e.g., getting help during an exam), invite reflection rather than blame.

- The goal is not “perfect choices,” but the ability to notice a thought pattern and shift direction in a difficult moment.

Closing – Brief Reflection

- At what point did Sofia’s “solution mode” become clearer?
- Which feeling do you think most often triggers “escape mode” thoughts?
- When a problem happens, what usually comes to your mind first: a solution or avoidance?
- If you were Sofia, what kind of Plan B would you make?
- Why can making an honest choice sometimes feel difficult?
- Which thinking style from today would you like to use this week?
- **Closure question:** What would be a realistic Plan B?

C.3 Activity 3: Adaptability and Flexibility Self-Assessment

1. Title of the activity	**Adaptability and Flexibility Self-Assessment**
2. Age	10 to 14 years
3. Duration	20 to 25 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Promote self-awareness about how one responds to change without rankings or comparisons.
6. Materials	Qualitative profile cards (Seed, Sprout, Tree, Forest Helper).
7. Preparation	Arrange the profile cards in a user-friendly format without numerical scores.
8. Step-by-step procedure	1. Read the statements about reactions to unexpected events. 2. Select the profile that best describes the student's current needs. 3. Agree on a commitment to flexibility in the classroom.
9. Teaching language / Prompts	• 'There is no one profile that is better than another. All profiles change depending on the day and the situation.'
10. Adaptations	Use friendly, qualitative visual profiles instead of numerical ratings.
11. Safeguarding Note	Never compare profiles between students or use labels such as 'low flexibility'.
12. Questions (Reflection and debriefing)	• What need does your profile identify with today? • What commitment from the class helps you feel more confident in the face of change?
13. Low-tech Alternative Version (Offline)	Colour-printed profile cards that students read and select on their own.
14. Optional extension	Write a self-help phrase to carry in your notebook during the week.

Implementation Steps

1. The educator explains that this is not an exam, but a self-awareness activity to help students understand themselves better.
2. Students read the self-assessment items and choose the response that fits them best.
3. Students review their responses without calculating a total and choose the friendly visual profile that best describes what they need today: Rooted (I need safety and time), Growing (I can try one supported change), or Branching (I can explore more than one option).
4. Students read the supportive message for their chosen profile and identify one personal support, and one classroom change that could help. Profiles may change across situations and days; none is better than another.
5. The educator invites students to identify one "strength" and one "area I want to improve."
6. Students may share briefly if they want; those who prefer not to share can write their reflections privately.

Practitioner Notes

- Do not compare students' results with one another; the goal is personal awareness, not ranking performance.
- Use encouraging, non-labelling language for every profile. Flexibility develops over time and depends on both personal skills and a welcoming environment.
- Never compare profiles between students. End with one shared class commitment that makes routines, communication, or participation more flexible for everyone.
- Keep sharing voluntary. Some students may prefer to reflect in writing first.

- Use the results as a tool for self-understanding, not as labels.

Closing – Brief Reflection

- What is one strength you noticed about yourself today?
- How do you usually respond when you are in a difficult situation?
- What makes change hardest for you?
- What helps you bounce back?
- What is one small "adaptation step" you would like to try this week?
- Is there a quality in Noah or Sofia that feels close to you?
- What supportive sentence would you like to say to yourself after today's activity?
- What helps you adapt when something changes suddenly?
- **Closure question:** What helps you adapt when something changes suddenly?

Closing (Short Reminder for Educators)

The goal of this module is not to make students feel that change is always easy. It is to help them **notice their emotions**, **recognize their thoughts**, and **see that they can create more constructive paths for themselves** when life changes. The educator's inclusive and non-judgmental approach plays a key role in helping these skills grow.

7.4. Meaningfulness / Purpose

Module aim

Students explore meaning, hope and direction while grief, loss and anger are validated rather than rushed away.

Inclusive design

A validation step is added before reframing. Language about purpose, destiny and beliefs is kept inclusive, secular and culturally respectful.

#	Activity	Scenario	Type	Duration
D.1	**Mia's Transformation Wheel**	The Rainbow After the Storm	Spin the wheel / classification	15-20 min
D.2	**Alex's Journey of Hope**	One Door Closes, A New Path Opens	Gameshow quiz / interpretation	15-20 min
D.3	**Self-Assessment**	Overall module reflection	Awareness activity	20-25 min

D.1 Activity 1: Mia's Transformation Wheel

1. Title of the activity	**Mia's Transformation Wheel**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Recognizing difficult and hopeful thoughts during times of migration or uncertainty.
6. Materials	Digital roulette or three-zone board ('Storm Cloud', 'Validation Bank', 'Light of Hope').
7. Preparation	Explicitly state that feeling sadness or anger in the face of loss is normal and healthy.
8. Step-by-step procedure	1. Spin the wheel and read the indicated thought. 2. Pause in the 'Validation Bench' to name the emotion. 3. Explore whether it's possible to move the idea toward the 'Light of Hope' or keep it on pause.
9. Teaching language / Prompts	• 'Feeling sadness or anger after a difficult change is normal. There's no rush to find immediate meaning in it.'
10. Adaptations	Allow cards to be left in the storm cloud without forcing premature positivity.
11. Safeguarding Note	Respect the grieving process without pressuring the student to 'see the good' immediately.
12. Questions (Reflection and debriefing)	• Which idea of hope resonated most with you? • What can we do when we still don't understand a difficult event?
13. Low-tech Alternative Version (Offline)	Physical board on table with the three zones delimited in kraft paper and thought cards.

14. Optional extension	Write a personal note of encouragement for moments of doubt.

Implementation Steps

1. The educator briefly revisits Mia's story: moving to a new country, not knowing the language, starting school late, feeling lonely, and holding on to hope.
2. Students are told that they will sort the thoughts from the wheel into two groups: **Light of Hope** and **Storm Clouds**.
3. Before any movement from a "storm cloud" to a "light of hope," validate the emotion: sadness, anger, fear, or confusion after loss, separation, or war can be normal and healthy. Students may leave a cloud unchanged; meaning does not have to be found immediately.
4. Students take turns spinning the wheel and placing each thought in the correct category.
5. Every few rounds, the educator pauses and asks short reflection questions such as:
   - "How might this thought make Mia feel?"
   - "Does this thought move her forward or pull her back?"
   - "Can we turn this into a more hopeful sentence?"
6. Students are then invited to choose one "storm cloud" thought from their own lives and turn it into a "light of hope" sentence.
7. Volunteers may share their sentences, and the educator highlights common themes such as hope, patience, effort, support, and purpose.

Practitioner Notes

- Themes such as migration, separation, feeling foreign, and belonging may be sensitive for some students. Keep sharing voluntary.
- Instead of correcting pessimistic statements as "wrong," help students notice their impact and generate alternatives.
- The goal is not to make everything feel better immediately, but to help students build a hopeful perspective during difficult moments.
- When discussing meaning and purpose, avoid a preachy tone; stay grounded in the story and students' own reflections.

Closing – Brief Reflection

- Which "light of hope" thought in Mia's story felt strongest to you?
- How did the "storm cloud" thoughts affect Mia?
- Why do you think Mia's mother's words were so powerful?
- What is one "light of hope" sentence you could say to yourself in a difficult moment?
- What can we do when we cannot immediately see the meaning of an event?
- Which thought from today would you like to use this week?
- **Closure question:** What can we do when we cannot see meaning yet?

D.2 Activity 2: Alex's Journey of Hope

1. Title of the activity	**Alex's Journey of Hope**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Identifying the sense of direction after disappointments or unexpected turns in life.
6. Materials	Alex's story interpretation questionnaire or dilemma cards.
7. Preparation	Use neutral and inclusive language about sources of meaning and direction.
8. Step-by-step procedure	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.
9. Teaching language / Prompts	• 'When one door closes, learning to explore other options takes time and support.' • 'Asking for help is a sign of strength.'
10. Adaptations	Use broad terms (sources of connection, purpose) without prescribing specific beliefs.
11. Safeguarding Note	Avoid romanticizing adversity; acknowledge the reality of pain before talking about learning.
12. Questions (Reflection and debriefing)	• What moment represented a real turning point for Alex? • Why was the help of other people key in his process?
13. Low-tech Alternative Version (Offline)	Printed sheet with vignettes of Alex's trip and discussion questions for pair work.

14. Optional extension	Write a sentence about 'what gives me direction' on a reflective mural.

Implementation Steps

1. The educator briefly revisits Alex's story: football try-outs, the loss of his father, his turning point in the greenhouse, and his new life purpose.
2. Students are told that the activity will run like a quiz game and that the goal is not only to find the correct answer, but also to think about *why* it is correct.
3. Questions are shown one by one on the screen, and students respond individually, in pairs, or in small groups.
4. After each question, the educator gives a short reflection and highlights the meaning/purpose dimension in Alex's story.
5. Use neutral, inclusive language: "what gives direction," "what matters to this person," or "sources of connection and hope." Do not prescribe destiny, spirituality, religion, or a single interpretation of loss.
6. The educator especially draws attention to themes such as:
   - "Coincidence or meaningful turning point?"
   - "Finding a new direction after loss"
   - "Asking for help and keeping hope alive"
7. At the end, students write one sentence or idea they are taking with them from Alex's story.

Practitioner Notes

- Do not run the questions only as a "test"; use each one as a short opportunity for thinking and interpretation.

- Themes of loss, grief, and family may trigger emotions in some students. Maintain a safe and non-judgmental classroom climate.
- Students may have different interpretations; the goal is not to give one fixed "life lesson," but to support meaning-making.
- Discuss hope in Alex's story without romanticizing hardship; use language that also acknowledges the reality of pain.

Closing – Brief Reflection

- Which event in Alex's life was a real turning point?
- How does the phrase "One door close, a new path opens" come to life in this story?
- Why do you think his father's note had such a strong effect on Alex?
- Did working in the greenhouse teach Alex not only *what to do* but also *how to feel*? How?
- Why can asking for help sometimes be a strong choice?
- If you went through a difficult event, what sentence would you want to remember?
- **Closure question:** Why can asking for help be a strong choice?

D.3 Activity 3: Self-Assessment of Meaning and Purpose

1. Title of the activity	**Self-Assessment of Meaning and Purpose**
2. Age	10 to 15 years
3. Duration	20 to 25 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Identify personal sources of meaning, connection, and hope in a private setting.
6. Materials	Printed questionnaire with inclusive glossary.
7. Preparation	Review the terms in the glossary (purpose, values, hope, meaning).
8. Step-by-step procedure	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.
9. Teaching language / Prompts	• 'The meaning of life is built little by little and each person expresses it in their own way.'
10. Adaptations	Inclusive glossary with secular, cultural concepts that respect all beliefs.
11. Safeguarding Note	Keeping family and personal convictions strictly confidential.
12. Questions (Reflection and debriefing)	• What value or person gives you strength when things are uncertain? • What small step can you take today toward what matters to you?
13. Low-tech Alternative Version (Offline)	Printed booklet for individual reflection with space for drawing and writing.
14. Optional extension	Identify a person in the community who can be thanked for their support.

Implementation Steps

1. The educator explains that this is not an exam, but a self-assessment activity to help students understand themselves better.
2. Students read the items and choose the option (A–E) that best matches them.
3. The scoring system is explained, and students calculate their total scores.
4. Students read the feedback message for their score range (**Meaning Explorer / Purpose Seeker / Wisdom Guide**).
5. Students then write short responses to two questions:
   - "What is one strength I already have?"
   - "What is one area I want to grow in?"
6. Volunteers may share, and the educator responds with a non-judgmental, awareness-based approach.

Practitioner Notes

- Do not compare scores across students; this is a personal awareness tool, not a performance ranking.
- Use encouraging and hopeful language for students with lower scores; a sense of meaning and purpose can develop over time.
- Concepts such as belief, fate, and meaning may be expressed differently by different students. Keep the discussion respectful of diversity.
- Inclusive glossary: meaning-making—how a person understands an experience; hope—a possibility that supports the next step; values—what matters to a person or community; beliefs—religious, spiritual, secular, cultural, or personal ideas; purpose—a chosen sense of direction. Students may use, adapt, or decline any term.

- Keep sharing voluntary; written reflection may feel safer for some students.
- Instead of correcting students' answers, create space for them to explore their own sense of meaning.

Closing – Brief Reflection

- What is one strength you noticed about yourself in today's activity?
- Is there a purpose in life that excites or motivates you?
- When something difficult happens, do you usually think "Why me?" or "What can I learn from this?"
- What thought or source of support helps you when life feels uncertain?
- Which story felt closer to you—Mia's or Alex's? Why?
- What can you do this week to look at a small event in your life in a more meaningful way?
- What is one small step you can take today toward your future goals?
- **Closure question:** What helps you keep going without pretending everything is fine?

7.5. Realistic/Optimism

Module aim

Students learn optimism as realistic hope: seeing difficulty clearly while trusting personal and community resources.

Inclusive design

Examples now include migrant and refugee realities. The guide avoids the false message “if you want it, you can achieve it”.

#	Activity	Scenario	Type	Duration
E.1	**I'm in Control**	Presentation Crisis / real-life uncertainty	Drag-and-drop control circle	15-20 min
E.2	**Sara’s Positive Path**	Presentation Crisis	Multiple correct answers	10-15 min
E.3	**Blue or Black?**	Leo’s Football Match	Drag-and-drop classification	15-20 min
E.4	**Shine Your Star**	General module reflection	Creative reflection	15-25 min

7.5.1 Scenario 1. Sara's Presentation Crisis

E.1 Activity 1: I'm in Control

1. Title of the activity	**I'm in Control (Scenario 1: Sara's Presentation Crisis)**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Differentiate between actions under personal control and circumstances beyond control.
6. Materials	Digital control circle or printed sheet with two concentric circles.
7. Preparation	Ensure examples are adapted to diverse realities (administrative times, accent, climate).
8. Step-by-step procedure	1. Look at different cards depicting situations from Sara's story. 2. Place them either inside the 'Circle of I Am in Control' (my breathing, asking for a break, rehearsing) or outside of it (the weather, other people's reactions, paperwork). 3. Reflect on conserving emotional energy.
9. Teaching language / Prompts	• 'We cannot control everything that happens around us, but we can control how we choose to respond.'
10. Adaptations	Include specific examples: the slowness of a procedure or the accent is out of control; asking them to speak more slowly is within control.
11. Safeguarding Note	Avoid burdening the student with the responsibility for systemic barriers that do not correspond to them.
12. Questions (Reflection and debriefing)	• What do we waste energy on when we try to change the uncontrollable? • What action within your control can you take today?

13. Low-tech Alternative Version (Offline)	Circles drawn on a large piece of cardboard where sticky notes with the situations are attached.
14. Optional extension	Draw your own personal 'Circle of Control' for a stressful situation of the week.

Implementation Steps

1. The educator briefly revisits Sara's presentation experience and discusses how stressful moments can sometimes make people focus on things outside their control.
2. Students are informed that they will sort different situations from Sara's story into two groups:
   - Things Sara can control,
   - Things Sara cannot control.
3. Students drag and place the cards into the correct areas.

   Things Sara Can Control:

   Asking a teacher to speak more slowly
   Teaching a friend a word in my first or family language
   - Taking a deep breath
   - Correcting the mistake with humour
   - Preparing for the presentation
   - Continuing with a calm voice
   - Using encouraging self-talk
   - Making eye contact

   Things Sara Cannot Control:

The time it takes to resolve a legal or administrative situation
People sometimes not understanding my accent

- Classmates' first reactions
- Already having said the wrong word
- The rainy weather
- Noise in the classroom
- Another student laughing
- The teacher's reaction

4. The educator pauses during the activity and asks reflection questions such as:
   - "Why do people sometimes focus more on things they cannot control?"
   - "Which actions helped Sara continue?"
   - "How can focusing on controllable actions reduce stress?"
   - "What happens when we spend too much energy on uncontrollable things?"
5. Students complete the sentence:
   - "When I feel stressed, one thing I can control is…" or
   - "Instead of focusing on what I cannot change, I can…"
6. Volunteers may share their reflections. The educator reinforces realistic thinking, emotional flexibility, and problem-solving skills.

Practitioner Notes

- Emphasize that students cannot control every situation, but they can often choose how they respond.

- Avoid encouraging excessive self-responsibility for events outside students' control.
- Some students may strongly relate to fear of judgment or embarrassment; maintain a supportive atmosphere.
- Reinforce that mistakes and unexpected situations are normal parts of life.
- Encourage students to focus on effort, coping, and flexible responses instead of perfection.

Closing – Brief Reflection

- Which controllable action would help Sara most during her presentation?
- Why can uncontrollable situations create stress?
- What happens when we focus only on others' reactions?
- What is one thing you can usually control during difficult moments?
- How can realistic thinking help people feel calmer?
- Which idea from today would you like to remember?
- **Closure question:** What is one small action you can control today?

Closing (Short Reminder for Educators)

The aim of this activity is to help students understand that optimism is strengthened when people focus on actions, choices, and responses within their control. By learning to separate controllable and uncontrollable situations, students can develop greater emotional balance, flexibility, and confidence during stressful experiences.

E.2 Activity 2: Sara's Positive Path

1. Title of the activity	**Sara's Positive Path (Scenario 1: Sara's Presentation Crisis)**
2. Age	10 to 15 years
3. Duration	10 to 15 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Recognizing constructive responses after making a mistake or feeling embarrassed.
6. Materials	Digital or printed card multiple choice list.
7. Preparation	Remember Sara's pronunciation mistake and her ability to continue.
8. Step-by-step procedure	1. Analyse the response options Sara used after her mistake. 2. Select the responses that demonstrate flexible coping (using humour, focusing on what is controllable). 3. Discuss how to overcome the fear of ridicule.
9. Teaching language / Prompts	• 'Sara managed to overcome a difficult moment. Let's find out what strategies helped her.'
10. Adaptations	Diversify examples beyond school exposure (moving, adapting to new rules).
11. Safeguarding Note	To clarify, realistic optimism does not mean ignoring shame, but rather not letting it paralyze us.
12. Questions (Reflection and debriefing)	• Why does humour help to lessen the impact of a mistake? • How can we support each other when we make a public blunder?
13. Low-tech Alternative Version (Offline)	Short reading worksheet with coloured markers to underline constructive strategies.
14. Optional extension	Practice in pairs a polite response to a small mistake made in public.

Implementation Steps

1. The educator briefly revisits Sara's presentation experience and discusses how she responded after making a pronunciation mistake.
2. Students are informed that they will identify the coping strategies Sara used to manage the difficult situation.
3. Invite students to apply the same skill to varied realities, such as changing schools, moving between homes, foster or residential care, separation from family, or unstable housing. No student should be asked to disclose their own circumstances.
4. Students read the instructions on the screen:

   Instructions for Students

   "Sara managed to overcome a difficult moment 💪

   How did she do it?

   Read the options below and select the strategies Sara used.

   Remember, there may be more than one correct answer ✓

   When you find the correct answers, you will also discover your own power to cope with challenges! 🌟"

4. Students select one or more answers from the list.

   Options

   - ☐ Seeing the humorous side of difficulties
   - ☐ Focusing on what she could control
   - ☐ Feeling upset about uncontrollable things
   - ☐ Feeling ashamed because of the experience

Correct Answers

☑ Seeing the humorous side of difficulties

☑ Focusing on what she could control

5. After the answers are reviewed, the educator encourages reflection with questions such as:
   - "Why can humour sometimes reduce stress?"
   - "How did focusing on controllable actions help Sara?"
   - "What happens when people focus only on embarrassment or fear?"
   - "Can one difficult moment still end positively?"
6. Students complete the sentence:
   - "One thing that helps me during difficult moments is…" or
   - "When something goes wrong, I can try to…"
7. Volunteers may share their ideas. The educator reinforces flexible thinking, emotional courage, and self-compassion.

Practitioner Notes

- Emphasize that optimism does not mean ignoring difficult emotions.
- Encourage balanced, realistic, and flexible thinking.
- Some students may feel sensitive about mistakes or embarrassment; maintain a supportive classroom atmosphere.
- Reinforce that people can respond to the same situation in different ways.
- Highlight that hopeful thinking can help students continue moving forward even when situations are uncomfortable.

Closing – Brief Reflection

- Which coping strategy helped Sara most?
- Why can flexible thinking make stressful moments easier?
- What helps people recover after making mistakes?
- How can focusing on controllable actions support confidence?
- What is one coping strategy you would like to use more often?
- What did this activity teach you about optimism?
- **Closure question:** Can one difficult moment still end positively?

Closing (Short Reminder for Educators)

This activity helps students recognize that optimistic thinking involves flexible coping, emotional balance, and focusing on manageable actions rather than becoming overwhelmed by mistakes. Students strengthen resilience when they learn that difficulties can be approached with perspective, self-support, and realistic hope.

7.5.2 Scenario 1. Leo's Football Match

E.3 Activity 3: Blue or Black?

1. Title of the activity	Blue or Black? (Scenario 2: Leo's Football Match)
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Distinguishing realistic and balanced thoughts from exaggerated or absolute ideas after a failure.
6. Materials	Digital balloon sorter (Blue = Realistic, Black = Exaggerated) or physical cards.
7. Preparation	Explain the difference between proven facts and generalizations ('always', 'never', 'everything').
8. Step-by-step procedure	1. Read Leo's self-judgment statements after losing the match. 2. Classify the exaggerated thoughts in the Black Globe ('I ruined everything') and the balanced ones in the Blue Globe ('I made mistakes, but the result depends on the team'). 3. Construct an alternative statement based on evidence.
9. Teaching language / Prompts	• 'Can I prove 100% that this thought is true?' • 'Realistic optimism acknowledges the difficulty but seeks available resources.'
10. Adaptations	Connect balanced thinking with community resources and not just individual effort.
11. Safeguarding Note	Do not dismiss the student's thoughts; help them examine the evidence kindly.
12. Questions (Reflection and debriefing)	• Why do the words 'always' or 'never' often mislead us? • What evidence shows that Leo can improve with practice?

13. Low-tech Alternative Version (Offline)	Classification with blue and black paper balloons stuck on the board with card envelopes.
14. Optional extension	Write a balanced sentence to replace an absolute thought in your notebook.

Implementation Steps

1. The educator briefly revisits Leo's difficult football match and discusses how stressful situations can sometimes lead to harsh or unrealistic self-judgments.
2. Students are informed that they will sort Leo's thoughts into two groups:
   - realistic thoughts,
   - unrealistic thoughts.
3. Before beginning the activity, the educator introduces the following guidance:

   🧠 **Information for Students**

   Realistic Thoughts:

   - Are based on facts.
   - Can be supported with evidence.
   - Are balanced and reasonable.

   Unrealistic Thoughts:

   - Include exaggeration or overgeneralization.
   - Often contain absolute words such as "always," "never," or "nothing."
   - Do not fully match reality.
4. Students drag the thought cards into:
   - the blue balloon 💙 for realistic thoughts,

- the black balloon 🖤 for unrealistic thoughts.

5. The educator reminds students of the reflection question:

   💡 **Helpful Question**

   "Can I really prove this thought?"

6. If students place cards incorrectly, the screen displays:

   "You're close, but not quite there… Think one more time!"

7. When all thoughts are correctly grouped, Leo appears with a short congratulatory message reinforcing realistic and hopeful thinking.

Thought Cards

Unrealistic Thoughts (Black Balloon 🖤)

- "I ruined everything."
- "My goalkeeper career should end."
- "I should never play as a goalkeeper again."
- "Everything is my fault."
- "We lost this match because of me."
- "I will never be a real athlete."

Realistic Thoughts (Blue Balloon 💙)

- "I did not perform the way I wanted in this match, but that does not mean I never will."
- "I can learn from my mistakes."
- "I also had responsibilities in the match result."
- "I made some mistakes, but the result was not only about me."

- "There are skills I need to improve as a goalkeeper, but I can get better through practice."
- "My mistakes affected the match, but I was not the only reason."

Practitioner Notes

- Avoid labelling students' thoughts as "bad" or "wrong"; focus on whether thoughts are realistic, balanced, and helpful.
- Emphasize that optimism involves realistic thinking, not pretending everything is perfect.
- Clarify that resilient optimism does not mean "if you want it, you can achieve it." It means acknowledging real barriers while trusting personal, relational, and community resources to face the next step.
- Some students may strongly relate to perfectionism or fear of failure; maintain a supportive atmosphere.
- Reinforce that mistakes are part of learning and development.
- Encourage students to question extreme or absolute thoughts compassionately.
- Ask which people, services, team members, or community resources could help make a balanced thought actionable; coping is not an individual burden.

Closing – Brief Reflection

- Which thought felt most realistic to you?
- Why can unrealistic thoughts feel convincing after mistakes?
- How do extreme thoughts affect emotions and motivation?
- What helps people think more realistically during difficult moments?
- Have you ever judged yourself too harshly after making a mistake?
- What is one balanced thought you would like to remember?

- **Closure question:** What evidence could make the thought more balanced?

Closing (Short Reminder for Educators)

The aim of this activity is to help students recognize that thoughts are not always completely accurate reflections of reality. When young people learn to question exaggerated or hopeless interpretations and replace them with balanced, realistic thinking, they strengthen emotional resilience, optimism, and self-confidence.

7.5.3 Optional activity

E.4 Activity 4: Shine Your Star (Reflective extension)

1. Title of the activity	**Shine Your Star (Reflective Extension)**
2. Age	10 to 15 years
3. Duration	15 to 25 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Identify personal and community sources of realistic hope.
6. Materials	Printed star template, coloured pencils and markers.
7. Preparation	Prepare the 5-pointed star templates with opening phrases.
8. Step-by-step procedure	1. Give each student a star. 2. Write a complete sentence on each point of the star ('I can control...', 'A resource I have...', 'Someone who supports me...', 'A small step...'). 3. Decorate the star freely.
9. Teaching language / Prompts	• 'Your star combines what you can do with the help you can receive from others.'
10. Adaptations	Define realistic optimism by recognizing both obstacles and external sources of help.
11. Safeguarding Note	Ensure that at least one point of the star names an external support person or service.
12. Questions (Reflection and debriefing)	• Which point of your star brings you the most peace today? • Who can you turn to if individual effort isn't enough?
13. Low-tech Alternative Version (Offline)	Handmade artwork on paper or cardboard cut into a star shape.
14. Optional extension	Hang the stars in a corner of the classroom as the 'Group Resource Constellation'.

Materials

- A blank sheet of paper and coloured pencils/markers or
- A pre-prepared star template

Implementation Steps

1. The educator explains that students will create a personal "optimism star."
2. Students draw a large star on paper or receive a ready-made star template.
3. Students write one sentence starter in each section of the star and complete it in their own words.
4. After writing, students may colour and decorate their stars freely.
5. The educator reminds students that there are no perfect answers; the activity focuses on personal reflection and encouragement.
6. Students may:
    - Keep their sentences private.
    - Quietly read them to themselves.
    - Share one sentence with a partner.
    - Voluntarily share with the class.

Sentence Starters (Choose & Complete)

- "This challenge can teach me something new because…"
- "I do not need to be perfect right now; what matters is…"
- "Every attempt brings me one step closer to…"
- "I succeeded at … before, so I may also succeed at…"

- “Even my small progress is valuable for…”
- “Difficult moments are helping me develop my … skill.”
- “My mistakes are teaching me…”
- “Even as I am now, I can still…”
- “I can ask for support, and this may help me…”
- “Every day, I am becoming a little more…”

Reflective Question (1-minute reflection)

“When you wrote optimistic sentences, what change did you notice in your motivation or the way you see your goals?”

Students may:

- Write their answer in a small reflection box,
- Think about it silently,
- Share voluntarily with the group.
- **Closure question:** Which star point would help you this week?

Practitioner Notes

- This activity is designed as an optional classroom enrichment exercise and is not part of the digital portal activities.
- Encourage realistic optimism rather than perfectionistic positivity.
- A realistic optimism star may name barriers as well as resources. Encourage students to include at least one person, group, place, or service they can turn to when individual effort is not enough.
- Allow students freedom in how much they wish to share.

- Some students may prefer creative expression over verbal participation; validate both equally.
- If time ends before completion, unfinished sections may be used as a warm-up activity in the next lesson.

Closing (Short Reminder for Educators)

The aim of this activity is to help students experience optimism not only as a thought, but also as a personal and creative practice. When young people create encouraging, realistic, and hopeful messages for themselves, they begin to strengthen motivation, emotional flexibility, and confidence in their ability to continue growing.

7.6. Self-Efficacy

Module aim

Students build confidence through effort, identity, culture, small steps and collective support.

Inclusive design

Anti-discrimination guidance is explicit. Self-efficacy is not treated as a purely individual struggle; the group also helps students feel stronger.

#	Activity	Scenario	Type	Duration
F.1	**Lina's Confidence Puzzle**	The Pride of Cinnamon	Matching puzzle	15-20 min
F.2	**Build Bridges with Words**	From Silent Observer to Strong Leader	Sentence completion	15-20 min
F.3	**Self-Efficacy Self-Assessment**	Overall module reflection	Awareness activity	20-25 min

F.1 Activity 1: Lina's Confidence Puzzle

1. Title of the activity	**Lina's Confidence Puzzle**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Recognize thoughts that strengthen or weaken self-confidence and healthy pride.
6. Materials	Digital or printed puzzle pieces on cardboard.
7. Preparation	Review the story of Lina defending her cinnamon stall despite the ridicule.
8. Step-by-step procedure	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'.
9. Teaching language / Prompts	• 'Feeling proud of your own efforts is healthy and valuable.' • 'In our class, we support each other to feel stronger together.'
10. Adaptations	If discriminatory comments arise, immediately apply the teacher's active anti-discrimination stance.
11. Safeguarding Note	Protect the student and do not treat discrimination as a problem that the victim must solve alone with 'more confidence'.
12. Questions (Reflection and debriefing)	• When did Lina feel that her effort was worthwhile? • What power phrase would you tell yourself in response to a hurtful comment?
13. Low-tech Alternative Version (Offline)	Physical cardboard puzzle where students' fit pairs of sentences on the table.

14. Optional extension	Create a 'Power Phrase' card to stick on your desk or binder.

Implementation Steps

1. The educator briefly revisits Lina's story: being left alone at the stand, feeling anxious, creating her own solution, and standing by her work.
2. Students are told they will match sentence parts to explore which thoughts increase or decrease personal power.
3. On-screen statements are matched with the correct boxes (e.g., thoughts during challenge, reactions to mean comments, effort–pride connection).
4. If racist, xenophobic, or discriminatory comments arise, name the behaviour clearly, stop it, protect the targeted student, and follow school safeguarding and anti-discrimination procedures. Do not frame discrimination as a problem the student must overcome through confidence alone.
5. At selected moments, the educator pauses and invites reflection with questions such as:
   - "Does this thought make a person feel stronger or weaker?"
   - "What happens if we say this sentence to ourselves in real life?"
   - "Why might pride be healthy in this example?"
6. Students write one personal "power sentence" for themselves (e.g., "Even if it's hard, I can still try.").
7. Add a collective power sentence, such as: "In our class, we speak up, seek adult support, and help one another feel safe." Ask: "How can we support one another to feel stronger together?"
8. Volunteers may share their sentences; the educator highlights each contribution with supportive language.

Practitioner Notes

- Instead of using “wrong thinking,” use language like “thoughts that limit me / thoughts that strengthen me.”
- Since identity and belonging are important themes in Lina’s story, create a respectful and inclusive space for students’ cultural experiences.
- Experiences like being mocked or belittled can be sensitive for some students; keep sharing voluntary.
- The goal is not “perfect answers,” but helping students notice their inner strength and value their effort.

Closing – Brief Reflection

- When do you think Lina felt the strongest?
- How can the thought “I can’t do it” affect someone?
- What kind of self-talk could help us protect ourselves when others speak in a hurtful way?
- Have you ever felt proud of something you achieved through your own effort?
- Do you think pride is always negative, or can it be healthy too?
- What is one “power sentence” you want to say to yourself after this activity?
- **Closure question:** What power sentence could protect you when someone is hurtful?

F.2 Activity 2: Building Bridges with Words

1. Title of the activity	**Building Bridges with Words**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Connecting small steps, mutual support, and leadership with the language of self-efficacy.
6. Materials	Drag and drop word game to sentences on screen or printed text cards.
7. Preparation	Remember the story of Ethan helping Adam in the recycling lab.
8. Step-by-step procedure	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...'
9. Teaching language / Prompts	• 'We don't present shyness as a flaw; each person grows at their own pace.'
10. Adaptations	Collective question: 'How can we support each other to feel more capable?'
11. Safeguarding Note	Do not equate leadership with being the most talkative; emphasize care, consistency, and silent support.
12. Questions (Reflection and debriefing)	• What was Ethan's first small step, and why was it important? • How does helping someone else boost your own confidence?

13. Low-tech Alternative Version (Offline)	Printed sheet with fill-in-the-blank sentences and vocabulary cards to stick on.
14. Optional extension	Design in pairs a voluntary help activity for the classroom.

Implementation Steps

1. The educator briefly revisits Ethan's story: choosing to help Adam, taking a small step, gaining confidence over time, and growing through the Recycling Lab experience.
2. Discuss how self-efficacy can grow through mutual support. Students identify one way a peer, teacher, family member, or community adult can help someone take a manageable next step.
3. Students are told they will complete sentences by dragging the correct self-efficacy words into the blanks.
4. Students drag and drop the words into the correct blanks on the screen.
5. The educator pauses at selected sentences and invites short meaning-focused discussion, such as:
   - "Why is 'courage' more fitting here?"
   - "Why is 'learning' more helpful than 'losing'?"
   - "Why isn't leadership only about giving orders?"
6. Students complete this sentence in their own way:
   - "When I struggle, I can first _____."
7. Volunteers may share; the educator responds without judgment and reinforces effort-based growth.

Practitioner Notes

- Do not present “shyness” as a weakness; focus on Ethan’s ability to take small steps despite discomfort.
- Students’ social comfort levels vary. Reinforce the message: “Everyone grows at their own pace.”
- Adam’s migration and unfamiliarity may be relatable for some students; handle the topic with care and sensitivity.
- Avoid equating leadership with being the most talkative; highlight guidance, effort, and responsibility.

Closing – Brief Reflection

- What was Ethan’s first small step, and why did it matter?
- What do you think made Ethan stronger over time?
- How can helping someone increase self-confidence?
- What do you think is the most important quality of a leader?
- When you make a mistake, what comes to your mind first: “I’m done” or “I’m learning”?
- Which word or sentence from today felt most empowering to you?
- If you were Ethan, what would you say first to Adam?
- **Closure question:** How can helping someone increase confidence?

F.3 Activity 3: Self-Efficacy Self-Assessment

1. Title of the activity	**Self-Efficacy Self-Assessment**
2. Age	10 to 15 years
3. Duration	20 to 25 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Notice patterns of personal confidence without rankings, exposure, or judgment.
6. Materials	Private self-assessment scale on paper.
7. Preparation	Remember the clear referral route if trust has been damaged by harassment or discrimination.
8. Step-by-step procedure	1. Read the statements about overcoming challenges individually. 2. Complete the prompts privately. 3. Write down one existing strength and one personal growth goal.
9. Teaching language / Prompts	• 'Trust is built with experience and the support of trusted people.'
10. Adaptations	Include explicit protection routes indicating which adult will respond if there is discrimination.
11. Safeguarding Note	Self-efficacy is not assessed in isolation from the safety of the environment; ensuring a respectful climate.
12. Questions (Reflection and debriefing)	• 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?
13. Low-tech Alternative Version (Offline)	Printed self-assessment sheet with clear design and large letters.

14. Optional extension	Add a proof of effort or personal achievement to the 'Strengths Portfolio'.

Implementation Steps

1. The educator explains that this is not an exam, but a self-awareness activity to help students understand themselves better.
2. Students read each statement and choose the option that fits them best (A–E).
3. The scoring method is explained, and students calculate their total score.
4. Students read the feedback message that matches their score range.
5. Students write two short notes based on their results:
   - "One strength I already have…"
   - "One area I want to grow in…"
6. Volunteers may share briefly; the educator avoids comparison and uses supportive, growth-focused language.

Practitioner Notes

- Do not compare scores; the aim is personal reflection, not ranking performance.
- Use hopeful, growth-oriented language for students with lower scores: self-efficacy grows through experience.
- If a student selects "strongly disagree," treat it as a reflection opportunity, not as a weakness.
- Keep sharing voluntary; some students may prefer written reflection only.
- Use results as guidance for growth, not as labels.

- Confidence cannot be assessed apart from safety and opportunity. Ask which adult will respond if discrimination, exclusion, or repeated belittling is damaging a student's confidence, and make the referral route explicit.

Closing – Brief Reflection

- What is one strength you noticed about yourself today?
- Which thought supports you most when you face challenges?
- How does remembering a past success make you feel?
- What small step could you take this week to strengthen your confidence?
- What does the sentence "I feel proud of my achievements" mean to you?
- Which story felt closer to you—Lina's or Ethan's? Why?
- If a friend says, "I can't do it," what could you say to support them?
- **Closure question:** What is one small step that would make you feel more capable?

Closing (Short Reminder for Educators)

The goal of this module is not to make students feel "strong all the time." It is to help them recognize that they can take small steps even when they struggle, value their effort, and draw healthy strength from their achievements. A compassionate, inclusive, and non-judgmental approach plays a key role in building students' self-efficacy.

7.7. Hardiness

Module aim

Students understand hardiness as a fluctuating process of continuing, pausing, asking for help and reconnecting with support.

Inclusive design

The module clarifies support networks, avoids character confusion, and includes an action plan for seeking help. Hardiness and resilience are not a fixed trait.

#	Activity	Scenario	Type	Duration
G.1	**Daniel's Resilience Path**	Math Challenge	Choice-based story progression	15-20 min
G.2	**My Past Resilience Resources**	Math Challenge	Flip cards	15-20 min
G.3	**My Life Motto**	Math Challenge	Sentence completion	15-20 min
G.4	**My Coping Behaviours - Staying on Track**	Math Challenge	Group sort	15-20 min
G.5	**My Comfort Zone Map**	The Clock That Never Changed in the Schoolyard	Group sort and reflection	20 min
G.6	**From Mia's Past to Today**	The Clock That Never Changed in the Schoolyard	Matching and reflection	15-20 min
G.7	**Mia's Encouraging Thoughts**	The Clock That Never Changed in the Schoolyard	Group sort	15-20 min

7.7.1 Scenario 1. The Math Challenge

G.1 Activity 1: Daniel's Path of Hardiness

1. Title of the activity	**Daniel's Path to Hardiness (Scenario 1: The Math Challenge)**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Recognizing resilience through disappointment, persistence, and seeking support.
6. Materials	History of interactive digital options or paper route cards.
7. Preparation	To clarify, Daniel is a new character to avoid confusion regarding continuity between modules.
8. Step-by-step procedure	1. Support Daniel after he receives a frustrating math grade. 2. Make decisions at turning points (internal dialogue, pause strategy, asking for help). 3. Design Daniel's personal safety net and your own.
9. Teaching language / Prompts	• 'Hardiness is not about feeling pain or frustration; it's about learning to pause and seek help to continue.'
10. Adaptations	Complete the 'Safety Network Map': 1 person at home, 1 adult at school and 1 classmate.
11. Safeguarding Note	If a space on the Safety Net Map is left blank, the teacher helps privately to identify a safe option.
12. Questions (Reflection and debriefing)	• What helped Daniel not to give up after the initial disappointment? • Who do you have in your own Safety Net?
13. Low-tech Alternative Version (Offline)	Cards with printed dilemmas where students choose the path forward at the table.

14. Optional extension	Complete the official 'Safety Network Map' form and integrate it into the student's folder.

Implementation Steps

1. The educator briefly introduces Daniel's story: receiving a disappointing math grade, remembering past struggles, and trying to continue instead of giving up.
2. Clarify that Daniel is a new character in this module. Define resilience as a changing process supported by relationships and resources, not a fixed trait or a demand to be strong every day.
3. Students are told they will guide Daniel through different choices during difficult moments.
4. At different stages of the story, students choose:
   - helpful self-talk,
   - emotional coping strategies,
   - support-seeking responses,
   - persistence-oriented decisions.
4. The educator pauses at selected moments and asks reflection questions such as:
   - "Which thought helps Daniel feel stronger?"
   - "Why is patience important during difficult moments?"
   - "How can support from others help us continue?"
   - "What happens when we talk to ourselves kindly?"
5. Students create their own "resilience sentence" beginning with:

6. Students also complete a Safety Web: one trusted person at home or in the community, one adult at school, and one peer they could approach. If a space is blank, the teacher helps identify a safe option privately.
    - "Even when things are difficult, I can…" or
    - "When I fail, I will try to…"
6. Volunteers may share their sentences. The educator reinforces effort, emotional awareness, and persistence rather than perfect success.

Practitioner Notes

- Avoid presenting mistakes as failure; frame them as part of learning.
- Emphasize emotional regulation strategies such as breathing, pausing, and breaking tasks into smaller parts.
- Some students may relate strongly to academic pressure or feelings of inadequacy; maintain a supportive and non-judgmental atmosphere.
- Reinforce that resilience does not mean "never struggling." It means continuing despite challenges.
- Encourage flexible thinking instead of perfectionism.

Closing – Brief Reflection

- What helped Daniel continue after feeling disappointed?
- Which thought in the story felt most powerful to you?
- Why is asking for support sometimes important?
- What do you usually say to yourself when something feels difficult?
- Have you ever succeeded after wanting to give up?
- What small step could help someone continue during a hard moment?

- What does resilience mean to you after this activity?
- **Closure question:** What helped the character continue after disappointment?

Closing (Short Reminder for Educators)

The goal of this activity is not to remove students' difficult emotions, but to help them recognize that challenges, disappointment, and mistakes are manageable. Through supportive self-talk, patience, and connection with others, students can learn to continue moving forward even during difficult moments.

G.2 Activity 2: My Past Hardiness Resources

1. Title of the activity	**My Past Resilience Resources**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Recognize past moments where one managed to continue despite difficulties.
6. Materials	Digital rotating cards or physical fortress memory cards.
7. Preparation	Make participation optional; some students may still be discovering their resources.
8. Step-by-step procedure	1. Turn over the 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...'
9. Teaching language / Prompts	• 'Remembering the challenges we have already overcome gives us clues for facing the present.'
10. Adaptations	Allow naming small survival actions or support received from another person.
11. Safeguarding Note	Avoid comparing stories of trauma or difficult experiences between students.
12. Questions (Reflection and debriefing)	• What quality of yours helped you during a difficult time in the past? • How can you use that same strength this week?
13. Low-tech Alternative Version (Offline)	Illustrated physical card game to flip on the table.

14. Optional extension	Register the resource in the 'Strengths Portfolio' tab.

Implementation Steps

1. The educator briefly revisits Daniel's story and highlights how he remembered previous difficult experiences while trying not to give up.
2. Students are informed that they will explore their own "resilience resources" through flip cards.
3. Sharing is optional. Students who cannot identify a past success may choose a small survival or coping action, name support another person offered, or simply write, "I am still discovering my resources."
4. Students click or flip digital cards containing reflective questions such as:
   - "How did I overcome a difficult situation before?"
   - "What did I do when I wanted to give up?"
   - "Was there something I once thought I couldn't do but later achieved?"
   - "What personal quality helped me in the past?"
   - "How did I cope with feeling lonely or overwhelmed?"
4. After flipping the cards, students see reflection prompts such as:
   - "What helped me at that time?"
   - "Could this help me again today?"
   - "What does this show me about my strength?"
5. The educator pauses after selected cards and invites short discussion:
   - "Why is remembering past struggles helpful?"
   - "Can small successes change how we see ourselves?"

- "What helps people continue during difficult times?"

6. Students complete the sentence:
   - "One thing that helped me stay strong before was…" or
   - "I realized that I could continue even when…"
7. Volunteers may share their reflections. The educator validates effort, patience, and emotional courage rather than focusing only on achievement.

Practitioner Notes

- Emphasize continuation and effort rather than "winning" or being perfect.
- Some students may struggle to remember positive coping experiences; gently help them notice even very small examples.
- Avoid comparing students' experiences or difficulties.
- Keep sharing voluntary and emotionally safe.
- Reinforce the idea that resilience can grow over time through experience and support.

Closing – Brief Reflection

- What helped you most during a difficult moment in the past?
- Did you notice any personal strengths while doing this activity?
- Why can remembering past struggles make us stronger today?
- What does "continuing" mean to you?
- Which reflection question felt most meaningful?
- What is one strength you want to remember during future challenges?
- **Closure question:** What helped you stay strong before?

Closing (Short Reminder for Educators)

The aim of this activity is to help students recognize that resilience already exists within their life experiences. Even small moments of persistence, patience, or emotional recovery can become important inner resources for future challenges. A supportive and reflective classroom atmosphere helps students connect with these strengths.

G.3 Activity 3: My Life Motto

1. Title of the activity	**My Life Motto**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Connecting resilience with meaning, patience, and step-by-step direction.
6. Materials	Interactive word search or printed phrase strips.
7. Preparation	Emphasize that a slogan doesn't have to work every day.
8. Step-by-step procedure	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.
9. Teaching language / Prompts	• 'Sometimes resilience is about carrying on, but other times it's about resting and asking for help.'
10. Adaptations	It should be clarified that pausing, asking for help, or changing strategy are also forms of resilience.
11. Safeguarding Note	Avoid the pressure to 'be strong all the time' or the demand for false positivity.
12. Questions (Reflection and debriefing)	• Which phrase from your motto inspires the most peace of mind? • Why is patience essential when we are learning?
13. Low-tech Alternative Version (Offline)	Coloured cardboard strips to write and decorate your personal motto.
14. Optional extension	Design a bookmark with your personal motto for the reading book.

Implementation Steps

1. The educator briefly revisits Daniel's story and highlights how continuing, even during uncertainty, helped him regain confidence and emotional balance.
2. Students are informed that they will complete motivational sentences by dragging the correct words into the blanks.
3. Students use the word box to complete resilience-focused sentences.

   Word Box

   - trying
   - learning
   - journey
   - today
   - control
   - patience
   - moving forward
   - not giving up

4. Example sentences include:
   - "What matters to me is not only the result but staying on the _____."
   - "When I struggle, I remind myself: 'I still haven't _____.'"
   - "Life does not always give clear answers, but I continue _____."
   - "For me, making a little progress every day is enough to keep _____."
   - "What I can control is practicing _____."

5. The educator pauses after selected sentences and encourages reflection with questions such as:
    - "Why is the journey sometimes more important than the result?"
    - "What does 'not giving up' really mean?"
    - "Which sentence feels closest to your own life?"
    - "What can we control during difficult situations?"
6. Students create their own short "life motto" beginning with:
    - "Even when things are difficult…" or
    - "I want to keep going because…"
7. Volunteers may share their mottos. The educator reinforces authenticity, emotional honesty, and effort-based growth.
8. Remind students that a motto may not help every day. Pausing, resting, changing strategy, or asking for help can be the strongest expression of resilience.

Practitioner Notes

- Focus on meaning, direction, and effort rather than pressure to succeed.
- Some students may connect strongly with themes of uncertainty or frustration; create a calm and supportive atmosphere.
- Encourage flexible thinking and self-compassion.
- Avoid presenting resilience as "being strong all the time."
- Validate small steps and emotional persistence.

Closing – Brief Reflection

- Which sentence felt most powerful to you today?
- What helps people continue during uncertain moments?

- Why can patience be important while learning?
- What does “moving forward” mean in your life?
- What is one sentence you want to remember during difficult times?
- If you created a personal life motto, what would it be?
- **Closure question:** What sentence would help you during a hard day?

Closing (Short Reminder for Educators)

This activity helps students understand that resilience is often connected to meaning, patience, and continuing despite uncertainty. Young people do not always need perfect answers; sometimes they simply need a reason to keep taking the next step. Supportive reflection and compassionate language help students strengthen this inner direction.

G.4 Activity 4: My Coping Behaviors - Keeping Myself on Track

1. Title of the activity	**My Coping Behaviours - Keeping Myself on Track**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Identify helpful coping behaviours in response to unconstructive stress reactions.
6. Materials	Digital 'On the Road / Off the Road' sorter or tabletop tokens.
7. Preparation	Link each strategy to a specific support option.
8. Step-by-step procedure	1. Classify different 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 practice. 3. Add: 'Who can help me use this strategy?'
9. Teaching language / Prompts	• 'We don't judge behaviours as bad, but as helpful or unhelpful for your well-being.'
10. Adaptations	Match each strategy with a contact person: 'Who will help me get started?'
11. Safeguarding Note	Maintain a supportive atmosphere if a student recognizes unhelpful habits in themselves.
12. Questions (Reflection and debriefing)	• What small action helps you regain your calm when you feel overwhelmed? • Who can you ask for support in implementing that strategy?
13. Low-tech Alternative Version (Offline)	Board with the illustration of a path where the cards are placed inside or outside the route.

14. Optional extension	Guided practice of asking for help in pairs.

Implementation Steps

1. The educator briefly revisits Daniel's story and focuses on the moments where he slowed down, breathed, broke problems into smaller parts, and continued trying.
2. Students are informed that they will sort different behaviours into two groups:
   - Helpful coping behaviours,
   - Behaviours that make the situation harder.
3. Students drag and place behaviour cards into the correct categories on the screen.

   Group 1 – Things I Can Do When I Struggle

   - Taking a deep breath
   - Asking for help
   - Pausing and thinking
   - Starting with the easier part
   - Giving myself time
   - Trying again
   - Expressing my feelings

   Group 2 – Things That Take Me Off My Path

   - Completely giving up
   - Comparing myself to others

- Not trying at all
- Wanting to solve everything immediately
- Speaking harshly to myself

4. The educator pauses after selected examples and encourages discussion with questions such as:
   - "Why can taking a pause sometimes help?"
   - "What happens when we compare ourselves too much?"
   - "Why is asking for help a strength, not a weakness?"
   - "Which coping behaviour would help Daniel the most?"
5. Students choose one coping behaviour they would like to practice more often and complete the sentence:
6. For the chosen behaviour, students add: "Who could help me use this?" and practise a concrete request, such as "Could you stay with me while I start?" or "I need help finding the right person."
   - "The next time I struggle, I want to try…"
6. Volunteers may share their ideas. The educator reinforces emotional awareness, self-kindness, and realistic coping strategies.

Practitioner Notes

- Avoid labelling behaviours as "bad" or "wrong"; instead, frame them as either supportive or less helpful.
- Reinforce that resilience is not about avoiding emotions but responding to them in healthy ways.
- Some students may recognize unhelpful coping habits in themselves; maintain a calm and non-judgmental atmosphere.

- Encourage self-compassion and flexibility instead of perfectionism.
- Highlight that even small coping behaviours can make a meaningful difference.

Closing – Brief Reflection

- Which coping behaviour felt most useful to you?
- Why can small steps help during difficult moments?
- What usually helps you calm down when something feels overwhelming?
- Have you ever felt better after asking for support?
- What happens when we are too hard on ourselves?
- Which coping skill would you like to remember this week?
- **Closure question:** What coping behaviour would help you take the next step?

Closing (Short Reminder for Educators)

The purpose of this activity is to help students understand that resilience is not only a feeling, but also a set of choices and behaviours. Young people strengthen emotional resilience when they learn to pause, seek support, and continue step by step with self-compassion and flexibility.

7.7.2 Scenario 2. The Clock That Never Changed in the Schoolyard

G.5 Activity 5: Comfort Zone Map

1. Title of the activity	**Comfort Zone Map (Scenario 2: The Clock That Never Changed in the Schoolyard)**
2. Age	10 to 15 years
3. Duration	20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Mapping comfort zones, learning/stretching zones, and panic zones in new situations.
6. Materials	Graphic of 3 concentric circles on screen or on A3 paper.
7. Preparation	Remember that the zones change from day to day and depending on the context.
8. Step-by-step procedure	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.
9. Teaching language / Prompts	• 'Growing up doesn't mean panicking. It means taking confident steps in the learning zone.'
10. Adaptations	Ensure classroom flexibility: adjust supports to make the learning area safe.
11. Safeguarding Note	Never force a student to perform activities that are in their panic zone.
12. Questions (Reflection and debriefing)	• What makes a step safe and manageable? • How can the classroom help make the learning area comfortable?

13. Low-tech Alternative Version (Offline)	A3 sheet with the three concentric circles and coloured stickers or sticky notes.
14. Optional extension	Record the 'small step' on the weekly goals sheet.

Implementation Steps

1. The educator briefly revisits Mia's story and discusses how avoiding communication helped her feel safe for a while but also limited her emotionally.
2. Students are introduced to the three-circle model:
3. Explain that zones can change from one day or context to another. The environment must adapt too: reduce audience, clarify routines, offer language support, allow extra time, or provide a trusted partner before expecting the student to stretch.
    - Comfort Zone
    - Learning Zone
    - Panic Zone
3. Students sort example situations into the correct zones.

    Example Situations

    - Saying hello to one classmate
    - Answering a question in class
    - Talking to a trusted teacher
    - Speaking in front of the whole school
    - Joining a group game
    - Asking for help

- Sharing an opinion in class

4. The educator pauses during the activity and asks:
   - "Why can small steps feel safer?"
   - "What happens if we stay only inside the comfort zone?"
   - "Why is panic different from learning?"
   - "What helped Mia begin to move forward?"
5. Students complete the reflection sentence:
   - "One small step I could try in my learning zone is…"
6. Volunteers may share. The educator reinforces safety, emotional pacing, and self-respect rather than pressure.

Practitioner Notes

- Avoid forcing students to share socially sensitive experiences.
- Emphasize that comfort zones are not "bad"; they are natural protective spaces.
- Present courage as gradual and personal rather than dramatic.
- Some students may strongly relate to social anxiety or exclusion experiences; maintain emotional safety throughout the activity.
- Reinforce that resilience grows through small, repeated experiences of manageable challenge.

Closing – Brief Reflection

- Which situation felt closest to your comfort zone?
- What makes a small step feel possible?
- Why is emotional safety important during growth?

- What helped Mia begin trusting herself again?
- What is one learning zone step you may want to try someday?
- What does courage mean to you after this activity?
- **Closure question:** What would make the stretch zone safer?

Closing (Short Reminder for Educators)

This activity helps students understand that resilience does not require pushing themselves into overwhelming situations. Emotional growth often happens through small, safe, and manageable experiences that slowly expand a student's sense of confidence and connection.

G.6 Activity 6: From Mia's Past to Present

1. Title of the activity	**From Mia's Past to Present (Scenario 2: The Clock That Never Changed in the Schoolyard)**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Connecting past resources with current coping and belonging possibilities.
6. Materials	Digital matching sheet or 'Bridge from Past to Present' cards.
7. Preparation	Include family knowledge, culture, and mother tongue as valuable resources for resilience.
8. Step-by-step procedure	1. Relate Mia's past challenges to the strategies that helped her (giving time, observing first, talking to a trusted teacher). 2. Identify which strategy from her past experience can be applied to her current difficulty. 3. Complete the sentence: 'One thing that helped me before and can help me today is...'
9. Teaching language / Prompts	• 'Your past history, your language, and your family knowledge are strengths for your present.'
10. Adaptations	Validate the practice of taking your time to observe as a legitimate protection strategy and not as mere passivity.
11. Safeguarding Note	Treat memories of migration or change with delicacy and absolute voluntariness.
12. Questions (Reflection and debriefing)	• Why do past experiences become resources for today? • What strength from your family or culture always accompanies you?
13. Low-tech Alternative Version (Offline)	Printed cards in the shape of a bridge that connect 'Yesterday' with 'Today'.

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

Implementation Steps

1. The educator briefly revisits Mia's story and highlights how past difficult experiences shaped her current fears and protective behaviours.
2. Students are informed that they will match Mia's past challenges with the coping strategies that helped her at the time.
3. Include family knowledge, first or family language, cultural traditions, community relationships, and continuity with familiar routines as possible resilience resources—not only individual coping skills.
4. Students complete the matching activity.

   Mia's Past Challenges

   - Moving to a new class
   - Not knowing anyone
   - Feeling afraid to speak during lessons
   - Fear of making mistakes

   What Helped Mia at That Time

   - Giving herself time
   - Observing the environment first
   - Speaking with a trusted teacher
   - Starting communication with small steps

4. After the matching activity, students answer a reflection question:

Reflection Question: "Which strategy from Mia's past could help her most with her current difficulty?"

a) completely withdrawing from others
b) giving herself time and starting with small conversations
c) pretending the difficulty does not exist

✅ Correct answer: b)

5. The educator pauses and encourages reflection with questions such as:
   - "Why can past experiences become emotional resources?"
   - "What small steps helped Mia feel safer?"
   - "How does support from trusted adults help resilience?"
   - "Why is patience important during emotional growth?"
6. Students complete the sentence:
   - "One thing that helped me before and may help me again is…"
7. Volunteers may share their reflections. The educator validates emotional effort, gradual growth, and self-awareness.

Practitioner Notes

- Focus on emotional coping and flexibility rather than "fixing" the student quickly.
- Reinforce that resilience develops gradually through repeated experiences of coping.
- Some students may identify strongly with social fears or past rejection experiences; maintain emotional sensitivity throughout the discussion.
- Encourage students to see their past not only as painful, but also as a source of learning and strength.
- Avoid pressure to share personal experiences publicly.

Closing – Brief Reflection

- Which coping strategy helped Mia most in your opinion?
- Why can small steps feel safer than sudden big changes?
- What can we learn from past difficult experiences?
- Have you ever used an old experience to help yourself in a new situation?
- What helps people feel emotionally safe enough to try again?
- What is one supportive strategy you would like to remember?
- **Closure question:** What past resource could still support someone today?

Closing (Short Reminder for Educators)

The aim of this activity is to help students recognize that resilience often grows from previous experiences of coping, adapting, and continuing. Even difficult memories can become emotional resources when students learn to reflect on what helped them survive, adjust, and move forward.

G.7 Activity 7: Mia's Encouraging Thoughts

1. Title of the activity	**Mia's Encouraging Thoughts (Scenario 2: The Clock That Never Changed in the Schoolyard)**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Classify encouraging thoughts versus discouraging ones and develop a plan to help.
6. Materials	Digital classifier and 3-step Help Plan template.
7. Preparation	Remember that motivation should always be connected with action and external help.
8. Step-by-step procedure	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.
9. Teaching language / Prompts	• 'When words of encouragement aren't enough, the next smart step is to ask for help.'
10. Adaptations	Add the official '3-Step Help Plan' template with verified school contacts.
11. Safeguarding Note	The teacher must privately verify that no student is left without an assigned school contact person.
12. Questions (Reflection and debriefing)	• What encouraging phrase brings you the most peace? • Who will you turn to if you feel you need additional support?
13. Low-tech Alternative Version (Offline)	Printed sheet with the phrase classification and the Help Plan template to fill out.

14. Optional extension	Save the Help Plan in your planner or school notebook cover.

Implementation Steps

1. The educator briefly revisits Mia's story and highlights how her thoughts influenced whether she moved toward connection or withdrew into avoidance.
2. Students are informed that they will sort Mia's thoughts into two categories:
   - encouraging and growth-supporting thoughts,
   - limiting and avoidance-increasing thoughts.
3. Students drag and place the thought cards into the correct groups.

   🟢 **Encouraging Thoughts That Support Growth and Change**

   - "Being afraid does not mean I am doing something wrong."
   - "Small steps are still progress."
   - "I do not have to explain everything at once."
   - "Trying does not mean failing."
   - "If I managed before, I could try again now."

   🔴 **Thoughts That Pull Mia Back and Make Change Harder**

   - "I must always be strong and never struggle."
   - "If I do not talk, the problems will disappear."
   - "If I make a mistake, everyone will notice."
   - "If I do not feel fully ready, I should not try at all."
   - "This is too difficult for me."
4. The educator discusses the completed grouping and emphasizes:

✅ **Correct Grouping**

🟢 Flexible, hopeful, supportive thoughts

🔴 Rigid, avoidance-based, discouraging thoughts

5. The educator pauses during the activity and asks reflection questions such as:
   - "Why can small steps still be meaningful?"
   - "How can fear affect our thinking?"
   - "What happens when we expect ourselves to be perfect?"
   - "Which thought would help Mia move forward?"
6. Students create one personal encouraging sentence beginning with:
7. Finish with a three-step help plan: notice a sign that encouragement is not enough; choose one person from the Safety Web; use a prepared request such as "I am having a hard day and need a quiet place or help." The teacher checks that every student has at least one viable school contact.
   - "When I feel nervous, I can remind myself…" or
   - "A supportive thought I want to remember is…"
7. Volunteers may share their sentences. The educator validates emotional honesty, self-compassion, and flexible thinking.

Practitioner Notes

- Avoid labelling thoughts as "bad" or "wrong"; instead, discuss whether they help or limit emotional growth.
- Some students may strongly relate to perfectionism, social fear, or self-criticism; maintain a safe and supportive atmosphere.
- Reinforce that resilience includes noticing thoughts and responding to them with flexibility.

- Encourage realistic and compassionate self-talk rather than forced positivity.
- Normalize fear and uncertainty as part of growth.

Closing – Brief Reflection

- Which encouraging thought felt most meaningful to you?
- Why can rigid thoughts make change harder?
- What helps people continue even when they feel nervous?
- Have you ever noticed a thought that helped you feel stronger?
- Why are small steps important during emotional growth?
- What is one supportive sentence you would like to remember?
- **Closure question:** Who could you turn to when encouragement is not enough?

Closing (Short Reminder for Educators)

This activity supports students in understanding that resilience is influenced not only by situations, but also by the way they interpret and respond to those situations internally. Flexible, compassionate, and realistic thinking can help students gradually move from avoidance toward growth and emotional connection.

7.5.4 Optional activity

G.8 Activity 8: Create Your Own Gift

1. Title of the activity	**Create Your Own Gift (Reflective Extension)**
2. Age	10 to 15 years
3. Duration	15 to 20 minutes
4. Group size	Maximum 15 students (with 2 educators)
5. Learning objective	Synthesize the learnings of the program into a personal motto of encouragement and self-regulation.
6. Materials	Printed gift cards, ribbons, colours, or digital writing space.
7. Preparation	Create a warm and respectful closing atmosphere for the consolidation session.
8. Step-by-step procedure	1. Reflect on a recent challenge you've overcome or are currently facing. 2. Write a personal phrase or motto to give as a self-help gift ('My motto is...'). 3. Decorate the card and decide whether to keep it private or share it.
9. Teaching language / Prompts	• 'This motto is your personal gift. A reminder of your ability to learn, pause, and continue.'
10. Adaptations	Allow writing in the mother tongue or the use of symbols and drawings.
11. Safeguarding Note	Fully respect the decision to share or keep secret the written motto.
12. Questions (Reflection and debriefing)	• What key message do you take away from this program? • How will your motto accompany you in your day-to-day life?

13. Low-tech Alternative Version (Offline)	Creation of a hand-decorated physical card that doubles as a small pocket gift.
14. Optional extension	Present the slogans (of those who wish to do so) in the final group consolidation session.

Instructions for Students

Think about a situation that challenged you recently. It may be something emotional, social, academic, or personal.

Now create a short personal motto that could support and encourage you during difficult moments.

Your motto can remind you:

- to continue,
- to be patient with yourself,
- to take small steps,
- to ask for support,
- or to keep trying even when things feel hard.

There is no right or wrong answer.

Your sentence should feel meaningful and supportive for *you*.

Complete the Sentence

"My motto is…"

Students write their own open-ended responses and keep them visible on the screen or worksheet as a personal reminder.

8. Teacher protocols and printable templates

A. Individual support protocol for distress during an activity

STOP	REGULATE	PROTECT	REFER
pause the activity without drama	calm voice, breathing, grounding, water	move to a safer space; reduce audience	follow school counsellor/safeguarding route

Teacher wording

"You do not have to continue this activity right now. Let us take a quiet moment. You are not in trouble. We can find the right adult support together."

B. Anti-discrimination classroom stance

Non-negotiable

If racist, xenophobic or discriminatory comments appear, the teacher must respond clearly. Do not treat discrimination as ordinary "mean comments". Name the behaviour, protect the targeted student, repair the group climate and follow the school policy.

Say	Do not say
• "That comment is not acceptable in this classroom." • "We respect languages, accents, names and cultures here." • "We will repair this and make sure everyone is safe."	• "Ignore it." • "They did not mean it." • "Just be more confident."

C. Safety Web map

Home / community	School adult	Peer / classmate
Name or role:	Name or role:	Name or role:
How can this person help? First words I can say:	How can this person help? First words I can say:	How can this person help? First words I can say:

D. Emotion check-in strip

1	2	3	4	5
I need quiet	I feel tense	I am okay	I feel ready	I can help

E. Strengths portfolio evidence

Evidence	What it shows	Who noticed it?	Next small step

F. Qualitative monitoring rubric

This rubric supports educational observation; it is not a diagnostic instrument or an academic grade. Record patterns over time and consider context, language access and available support.

Indicator	Not yet observed	Emerging with support	Used independently	Used across contexts
Recognises an emotion or body signal	No observable evidence yet	Identifies with prompts or visuals	Identifies without prompting	Applies awareness in different situations
Uses a regulation strategy	No strategy observed yet	Uses one with adult co-regulation	Selects and uses one independently	Adapts strategies across situations
Seeks appropriate support	Does not yet identify a viable person	Approaches someone with prompting	Uses a clear help request	Chooses among several safe supports
Responds flexibly to change	Change currently overwhelms participation	Tries one supported adjustment	Uses a realistic Plan B	Transfers flexibility to new situations
Identifies personal and community resources	Resources not yet identified	Names one with support	Names and uses a resource	Combines personal, relational and community resources

Observation date: _____ Module/activity: _____

Observers: _____

Contextual notes and agreed support:

_____

_____

G. Local safeguarding and referral record

Local role or service	Name	Contact / route
Designated safeguarding lead		
School counsellor / psychologist		
Emergency contact		
Child-protection service		
Interpretation / language support		
Anti-discrimination reporting route		
Family liaison / cultural mediator		

CONFIDENTIALITY | Store records according to local data-protection and safeguarding requirements. Record observable facts and actions taken; avoid unnecessary personal or trauma details.

H. Session planning and co-facilitator debrief

Before the session	After the session
□ Two trained educators confirmed □ Group of 15 or fewer □ Roles and private signal agreed □ Materials and accessible alternatives ready □ Local referral contacts available □ Known language/access needs reviewed	□ Student wellbeing and participation reviewed □ Any pause, support or referral documented □ Discrimination or safeguarding concern followed up □ Adaptations and their effect recorded □ Next-session support agreed □ Confidential records stored appropriately

Date: _____ Module/activity: _____ Lead educator: _____ Supporting educator: _____

Agreed follow-up or adaptation:

_____

_____

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