Classroom-based Support Strategies

AI@Smile

ARTIFICIAL INTELLIGENCE

& SUSTAINABLE EDUCATIONAL TOOLS

FOR THE PREVENTION OF

TEENAGERS' PSYCHOLOGICAL DISORDERS.

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MENTAL HEALTH

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Module 2.1 - Classroom-based Therapeutic Measures and Activities

This module introduces practical strategies to support students' mental well-being in classroom settings. These activities promote emotional regulation, stress reduction, and positive social interactions, creating a healthier learning environment for students, teachers, and caregivers.

2.1.1 Mindset: How to Confront Stress – Understanding how thoughts influence stress and learning ways to develop a resilient mindset.

2.1.2 Mindfulness – Cultivating present-moment awareness to manage emotions and improve focus.

2.1.3 Mindfulness-Based Stress Reduction (MBSR) – Session Overview – An eight-session program that teaches mindfulness techniques to reduce stress and enhance well-being

2.1.4 Progressive Muscular Relaxation (PMR) – A technique that helps release tension in the body to promote relaxation.

2.1.5 Breathwork – Simple breathing exercises to calm the nervous system and improve emotional balance.

2.1.6 Gratitude – Practicing appreciation to enhance positive emotions and well-being.

2.1.7 Social-Emotional Learning – Developing self-awareness, empathy, and relationship-building skills to navigate social interactions.

2.1.8 Promoting Positive Relationships and Adaptive Learning Environments – Encouraging a supportive and inclusive classroom setting through

By integrating these methods into classrooms and homes, students can build resilience, manage stress, and strengthen emotional well-being.

2.1.1 Mindset: How to Confront Stress

Stress is a common experience that affects people differently. While some stress is a normal part of life, prolonged stress can be harmful to mental and physical health. Recognizing stress and taking proactive steps to manage it can improve overall well-being.

Here are key strategies to help students, teachers, and caregivers confront stress effectively:

Acknowledge Stress – The first step in managing stress is recognizing when it is becoming overwhelming.

Time Management – Organizing tasks, taking breaks, and balancing responsibilities can prevent burnout.

Organize Worries – Identify what you can and cannot control, and focus on finding solutions for the things within your influence.

Take Action – Address problems when possible and ask for help when needed. Learning to say "no" can help manage stress levels.

Set Realistic Goals – Avoid overloading yourself with commitments and ensure that your expectations are achievable.

Stay Present – Focus on what can be done today rather than dwelling on past or future worries.

Seek Support – Talking to trusted individuals about struggles can relieve stress and strengthen emotional resilience.

Stay Active – Physical activity and social engagement improve mood and overall well-being.

Healthy Eating – A balanced diet supports both mental and physical health, while unhealthy eating habits can contribute to stress.

Avoid Harmful Substances – Drugs, alcohol, and tobacco do not solve problems and can make stress worse in the long run.

Prioritize Sleep – Quality sleep helps with emotional regulation and stress management.

Build Positive Relationships – Strong social connections provide emotional support and contribute to a sense of well-being.

By adopting these strategies, students, teachers, and caregivers can create a supportive environment that promotes resilience, emotional balance, and mental health at school and at home.

2.1.2. Mindfulness

The first techniques we will introduce is **mindfulness**, which can be described as a moment-to-moment awareness cultivated by purposefully paying attention to the present experience with a non-judgmental attitude. In this section, we will focus specifically on **Mindfulness-Based Stress Reduction (MBSR)**, one of the most well-researched and evidence-based mindfulness programs.

Mindfulness techniques have gained increasing popularity in recent years. In today's fast-paced digital era, many individuals feel that life moves too quickly, leaving them overstimulated and disconnected from their present experiences. Adolescents often struggle with excessive worry, constantly dwelling on past events or anticipating future challenges. Mindfulness provides a strategy to observe the world in a **nonjudgmental, nonreactive, and accepting** way, fostering greater emotional balance and self-awareness.

MBSR incorporates structured practices such as **body scan meditation, seated meditation, and yoga**, all designed to enhance awareness and reduce automatic, stress-driven responses. The primary goal of MBSR is to reshape an individual's relationship with stressful thoughts and experiences by reducing **emotional reactivity** and improving **cognitive appraisal**, which refers to how we interpret and respond to challenges.

MBSR is one of the most effective mindfulness-based interventions for reducing psychological distress. Research has demonstrated its ability to significantly decrease symptoms of **depression, anxiety, and emotional distress**, making it a valuable tool for adolescents navigating the pressures of academic, social, and personal life. By incorporating MBSR into their routines, students can develop healthier coping mechanisms, enhance their emotional regulation, and improve overall psychological well-being.

2.1.2 MBSR – Session Overview

The **Mindfulness-Based Stress Reduction (MBSR) program** is an eight-session intervention designed to cultivate mindfulness, enhance emotional regulation, and reduce stress through structured practices. Each session builds progressively, incorporating meditation, mindful movement, and cognitive awareness exercises. Below is a **detailed summary** of each session, providing clear guidance for implementation.

Session 1: Introduction to Mindfulness and Awareness
Session 2: Perception, Stress, and Automatic Reactions
Session 3: Mindfulness in Motion – Connecting Mind and Body
Session 4: Stress Awareness and Response Flexibility
Session 5: Responding vs. Reacting to Stress
Session 6: Mindful Communication and Relationships
Session 7: Integrating Mindfulness into Daily Life
Session 8: Reflection and Future Practice

2.1.2 MBSR – Session 1

Introduction to Mindfulness and Awareness

Objectives:

- Establish the foundational principles of mindfulness.
- Define mindfulness as **purposeful attention to the present moment without judgment**.
- Introduce the **body scan meditation** as a tool for cultivating awareness.
- Explore the importance of formal and informal mindfulness practice.

Practices:

- ❑ **Guided body scan meditation** – Focus on bodily sensations, observing discomfort without reacting.
- ❑ **Mindful eating exercise** – Using a raisin or other small food item, participants engage in slow, deliberate eating to enhance sensory awareness.
- ❑ **Group discussion** – Participants share their experiences with these exercises, exploring initial reactions to mindfulness.

Home Practice:

- Daily **body scan meditation (45 min)** using guided audio.
- Eating one meal mindfully.
- Reflecting on the experience in a personal journal.

2.1.2 MBSR – Session 2

Perception, Stress, and Automatic Reactions

Objectives:

- Explore how **perception influences stress reactions**.
- Recognize **habitual thought patterns** and their impact on emotions.
- Introduce **mindful breathing and awareness of thoughts**.

Practices:

- ❑ **Seated mindfulness meditation** – Observing the breath and noticing wandering thoughts.
- ❑ **Gentle standing yoga postures** – Developing awareness of movement and physical sensations.
- ❑ **Group reflection on stress triggers and automatic reactions**.

Home Practice:

- Continue **body scan meditation** and introduce **10–15 minutes of mindful breathing**.
- Identify daily **routine activities** (e.g., brushing teeth, walking) to practice mindfulness.

2.1.2 MBSR – Session 3

Mindfulness in Motion – Connecting Mind and Body

Objectives:

- Deepen awareness of physical sensations.
- Strengthen the connection between **movement, breath, and emotional state**.
- Recognize **habitual stress patterns** in the body.

Practices:

- ❑ **Guided mindful yoga practice** – Slow movements emphasizing body awareness.
- ❑ **Extended seated meditation** – Focusing on bodily sensations and emotions.
- ❑ **Walking meditation** – Cultivating presence in motion.

Home Practice:

- Alternate **body scan with mindful yoga sessions**.
- Continue daily **seated meditation** (15–20 min).

2.1.2 MBSR – Session 4

Stress Awareness and Response Flexibility

Objectives:

- Understand the **physiology of stress**.
- Recognize how **mindfulness can modulate stress responses**.
- Introduce strategies to **pause and choose responses** instead of reacting automatically.

Practices:

- ❑ **Sitting meditation focusing on breath, thoughts, and emotions**.
- ❑ **Exploring stress triggers** – Noticing bodily reactions and mental patterns.
- ❑ **Applying mindfulness in difficult moments** – Practicing non-reactivity.

Home Practice:

- Track stress **triggers and habitual responses**.
- Integrate **mindful awareness into challenging situations**.

2.1.2 MBSR – Session 5

Responding vs. Reacting to Stress

Objectives:

- Develop **greater emotional regulation** through mindfulness.
- Recognize the **difference between reacting impulsively and responding mindfully**.
- Introduce techniques for **self-compassion and acceptance**.

Practices:

- ❏ **Sitting meditation with open awareness** – Observing emotions without judgment.
- ❏ **Body scan with compassion** – Releasing tension with a non-judgmental attitude.
- ❏ **Role-playing scenarios** – Practicing mindfulness in interpersonal situations.

Home Practice:

- Apply **mindful response techniques** in daily life.
- Continue alternating **seated meditation, body scan, and yoga**.

2.1.2 MBSR – Session 6

Mindful Communication and Relationships

Objectives:

- Explore **how mindfulness enhances communication**.
- Practice **active listening and mindful speech**.
- Recognize **emotional triggers in social interactions**.

Practices:

- ❑ **Mindful listening exercise** – Partners take turns speaking while the other listens fully.
- ❑ **Sitting meditation focusing on emotions in relationships**.
- ❑ **Loving-kindness meditation** – Cultivating compassion toward self and others.

Home Practice:

- Apply **mindful listening** in daily conversations.
- Continue formal mindfulness practices.

2.1.2 MBSR – Session 7

Integrating Mindfulness into Daily Life

Objectives:

- Strengthen the habit of **daily mindfulness practice**.
- Recognize **progress and obstacles in mindfulness development**.
- Learn strategies for **sustaining mindfulness long-term**.

Practices:

- ❑ **Silent meditation retreat (if possible, 30–60 min)** – Deepening presence.
- ❑ **Discussion on maintaining practice after the program**.
- ❑ **Reviewing personal growth and setting goals for mindfulness integration**.

Home Practice:

- Identify **real-life applications of mindfulness** beyond the structured sessions.
- Develop a **personal mindfulness plan**.

2.1.3 MBSR – Session 8

Reflection and Future Practice

Objectives:

- Evaluate **personal progress and transformation**.
- Discuss how to **sustain mindfulness habits** long-term.
- Reinforce mindfulness as a **lifelong skill for well-being**.

Practices:

- ❑ **Final meditation practice** – Reflecting on the journey.
- ❑ **Sharing personal experiences and insights**.
- ❑ **Creating an action plan** – How to continue practicing mindfulness.

Post-Program Recommendations:

- Continue **daily meditation (10–20 min)**.
- Apply **mindfulness techniques in daily activities**.
- Use mindfulness to navigate **stressful or emotional situations**.

2.1.3 Progressive Muscular Relaxation (PMR)

Progressive Muscle Relaxation (PMR) is a well-established technique to help individuals manage stress and tension. It involves systematically **tensing and then relaxing different muscle groups**, allowing the body to recognize and release stored tension. This method actively engages both **"top-down" and "bottom-up"** neurological processes.

- In **top-down processing**, the brain directs muscles to contract and then release, fostering awareness of bodily sensations.

- In **bottom-up processing**, the physical act of tensing and relaxing sends signals to the brain, reinforcing a state of relaxation.

By activating both pathways, PMR provides a powerful and immediate **stress relief mechanism** that can be practiced easily in various settings.

2.1.3 PMR – Session Overview

Studies have shown that practicing PMR can lead to **significant reductions in stress and test anxiety**, particularly among students facing academic pressures. Additionally, it has proven effective in **alleviating symptoms of anxiety and depression** in individuals with chronic health conditions, such as **coronary heart disease and cancer**.

The technique not only helps to calm the nervous system but also improves overall **emotional resilience and well-being**. Given its **scientific support, ease of practice, and immediate effects**, PMR is an accessible and effective tool for anyone looking to reduce stress and enhance their psychological health.

The following script guides you through a PMR session, starting from the feet and progressing to the head.
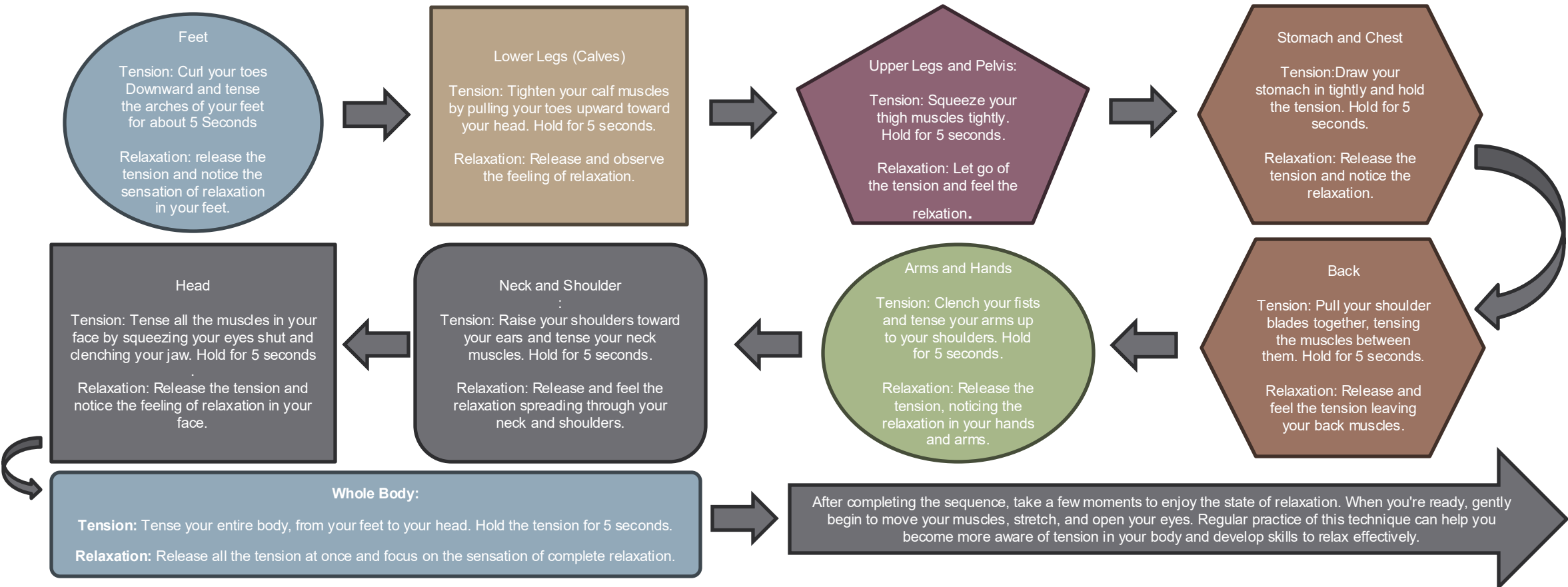
2.1.3 PMR – Muscle Relaxation Sequence

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Preparation:

Find a Comfortable Position: Sit back or lie down in a comfortable position. Close your eyes if you feel comfortable doing so.

Deep Breathing: Begin by taking a deep breath, filling your lungs with air. Hold the breath for a few seconds, then slowly exhale, releasing tension from your body. Repeat this deep breathing process two more times.

Feet

Tension: Curl your toes Downward and tense the arches of your feet for about 5 Seconds

Relaxation: release the tension and notice the sensation of relaxation in your feet.

Lower Legs (Calves)

Tension: Tighten your calf muscles by pulling your toes upward toward your head. Hold for 5 seconds.

Relaxation: Release and observe the feeling of relaxation.

Upper Legs and Pelvis:

Tension: Squeeze your thigh muscles tightly. Hold for 5 seconds.

Relaxation: Let go of the tension and feel the relxation.

Stomach and Chest

Tension:Draw your stomach in tightly and hold the tension. Hold for 5 seconds.

Relaxation: Release the tension and notice the relaxation.

Head

Tension: Tense all the muscles in your face by squeezing your eyes shut and clenching your jaw. Hold for 5 seconds.

Relaxation: Release the tension and notice the feeling of relaxation in your face.

Neck and Shoulder
:
Tension: Raise your shoulders toward your ears and tense your neck muscles. Hold for 5 seconds.

Relaxation: Release and feel the relaxation spreading through your neck and shoulders.

Arms and Hands

Tension: Clench your fists and tense your arms up to your shoulders. Hold for 5 seconds.

Relaxation: Release the tension, noticing the relaxation in your hands and arms.

Back

Tension: Pull your shoulder blades together, tensing the muscles between them. Hold for 5 seconds.

Relaxation: Release and feel the tension leaving your back muscles.

Whole Body:

Tension: Tense your entire body, from your feet to your head. Hold the tension for 5 seconds.

Relaxation: Release all the tension at once and focus on the sensation of complete relaxation.

After completing the sequence, take a few moments to enjoy the state of relaxation. When you're ready, gently begin to move your muscles, stretch, and open your eyes. Regular practice of this technique can help you become more aware of tension in your body and develop skills to relax effectively.

2.1.4 Breathwork

Breathwork refers to a technique that involve **consciously regulating breathing to improve mental, emotional, and physical well-being**. Rooted in traditions such as yoga, Tibetan Buddhism, and modern therapeutic practices, breathwork has gained popularity in the West for its potential benefits in reducing stress and anxiety. Slow-paced breathing enhancing autonomic nervous system (ANS) regulation and increase heart rate variability (HRV), both of which are linked to better stress resilience.

Given the rising prevalence of anxiety and stress, there is a growing need for accessible interventions. Breathwork, is a cost-effective and scalable alternative that can be easily taught and practiced in both individual and group settings.

Abdominal breathing
***Remember, all breathing techniques should be done by inhaling with the nose***
This method focuses on deep breathing that activates the abdomen and promotes relaxation and vitality.
To learn abdominal breathing, it is easiest to begin by lying on your back with one or both hands resting on your abdomen. As you inhale slowly and deeply, draw the air into the lower part of the lungs, causing the hand to rise. The belly should expand and rise as you breathe in, and contract and descend gently as you breathe out. A useful way to visualise this is to imagine the lungs as two glasses of water: as you breathe in, fill them from the bottom up, and as you breathe out, empty them from the top down.
Once you have mastered abdominal breathing lying down, you can practise sitting or standing. This technique can be incorporated into yoga postures, meditation or even used throughout the day whenever you need to relax and centre yourself.

2.1.5 Gratitude

Gratitude is a multifaceted concept that encompasses emotions, attitudes, moral virtues, and coping strategies. It contributes to both subjective and moral well-being by allowing individuals to sustain positive feelings even during adversity. Research indicates that gratitude is closely linked to optimism, hope, and prosocial behaviors, while also mitigating negative states such as depression and anxiety. Therapeutic interventions that promote gratitude can lead to improved mental health, greater life satisfaction, and stronger social bonds. These benefits underscore gratitude's potential as a resilient, transformative practice that enhances emotional balance and overall quality of life (Lomas et al., 2014; Diniz et al., 2023).

These three interventions can be incorporated into school curricula to enhance adolescents' emotional well-being, social connectedness, and positive school experiences.

Counting Blessings

This technique involves students listing up to five things they are grateful for each day over two weeks. Research by Froh, Sefick, and Emmons (2008) demonstrated that this practice increases gratitude, optimism, life satisfaction, and reduces negative emotions. Compared to a control group and a group focusing on daily hassles, students who practiced counting blessings showed higher school satisfaction and a more positive attitude toward education. This technique helps adolescents recognize the benefits they receive from others, reinforcing gratitude and well-being.

The Gratitude Visit

This intervention involves writing a letter to someone the participant has never properly thanked and reading it to them in person. A study by Froh, Kashdan, Ozimkowski, and Miller (2009) found that adolescents with initially low positive affect experienced significant increases in gratitude and well-being after completing the intervention. The emotional impact of expressing gratitude directly to a benefactor reinforces positive emotions and strengthens social bonds

Learning Schematic Help Appraisals

This technique is a structured educational approach that teaches children to recognize the intentions, costs, and benefits behind receiving help. Conducted with students aged 8–11, this intervention used classroom discussions, role-playing, and gratitude journaling to develop an understanding of gratitude's social-cognitive aspects. Results showed that children who received this training demonstrated long-term gratitude increases, expressed more appreciation (e.g., writing more thank-you notes), and were perceived as happier by their teachers. This method helps students develop a deeper and more structured understanding of gratitude.

2.1.6 Social-Emotional Learning

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Social-Emotional Learning (SEL) extends education beyond academics by developing essential skills like self-awareness, self-regulation, and interpersonal communication. It equips children and adolescents to understand and manage their emotions, build strong relationships, and make responsible decisions, ultimately enhancing both personal well-being and academic performance. SEL not only improves classroom behavior but also fosters resilience, empathy, and collaboration, preparing students to navigate social challenges and succeed in a rapidly changing world. Integrating SEL into education therefore empowers learners to thrive emotionally, socially, and academically, laying the foundation for lifelong success.

Self-Awareness
This competency involves recognizing one's emotions, thoughts, and values and understanding how they influence behavior across different situations. It also includes self-confidence, personal identity, and recognizing strengths and limitations.
Results: Developing self-awareness helps individuals build a stronger sense of purpose, increase motivation, and improve emotional regulation.

Social Awareness
This skill involves understanding and empathizing with others from diverse backgrounds and cultures. It also includes recognizing social norms and appreciating the perspectives of others.
Results: Socially aware individuals tend to have stronger relationships, show more compassion, and contribute positively to their communities.

Relationship Skills
Relationship skills encompass the ability to form and maintain positive and healthy relationships. These include communication, teamwork, conflict resolution, and leadership skills.
Results: Strengthening relationship skills leads to improved cooperation, reduced bullying, and enhanced collaboration in both academic and personal settings.

Self-Management
Self-management refers to the ability to regulate emotions, thoughts, and behaviors effectively in various situations. It includes skills like stress management, goal setting, impulse control, and perseverance.
Results: Students who develop self-management skills demonstrate better focus, resilience, and the ability to achieve long-term personal and academic

Responsible Decision-Making
This competency is about making ethical and constructive choices regarding personal and social behavior. It includes evaluating the consequences of actions, understanding ethical standards, and considering the well-being of oneself and others.
Results: Individuals with strong decision-making skills show higher academic success, lower engagement in risky behaviors, and increased civic

2.1.7 Promoting Positive Relationships and Adaptive Learning Environments

Mental health and psychosocial well-being are vital for children and adolescents' holistic development, academic achievement, and social adaptation. According to UNESCO (2022), strong relationships among students, families, and teachers prevent emotional problems and create supportive environments where young people feel safe and valued. The pandemic intensified challenges like anxiety and social isolation, highlighting the need for schools to foster empathy, collaboration, and open dialogue. In response, UNESCO proposes five key pillars to guide school-based mental health and psychosocial support strategies (MHPSS).

Foster a supportive learning environment for mental health and well-being
Develop and implement school-based policies for mental health and psychosocial support, considering learners' needs, voices, and abilities. Integrate mental health education and social-emotional learning into curricula from early childhood through adolescence.

Ensure early intervention and access to mental health services
Depending on the context, this may include support from a dedicated health professional or trained education sector staff, such as school counsellors. Schools must also establish clear referral processes for students and teachers concerned about mental health, with updated information on available in-person or tele-health services. Supporting students with mental health challenges is crucial to optimizing their educational paths and preventing early school dropouts.

Support teacher well-being
Establish policies, strategies, and services that promote the mental health and well-being of teachers, non-teaching staff, and caregivers involved in student support. Additionally, provide sufficient human resources so teachers are not required to act as mental health professionals.

Strengthen MHPSS capacity in the education workforce
Mental health programs should be built on a strong foundation of national, regional, and local education professionals, including school administrators, teachers, and mental health specialists (e.g., psychologists, counsellors, social workers, nurses, and doctors). These professionals must collaborate with students, families, and community-based mental health services. All teachers, school managers, and education staff should have access to training that enhances their ability to promote mental well-being systematically through national and in-service programs.

Promote collaboration between school, family, and community
Create a safe, nurturing learning environment that fosters belonging. Strong communication between students, caregivers, and teachers is essential to align understanding of strengths and needs and develop coordinated support strategies between home and school. Learners and families play an active role in their well-being, contributing their skills and coping resources. Their involvement helps identify school strengths, program needs, and monitoring processes. Ethical participation fosters trust, confidence, self-esteem, and a sense of control, strengthening young people's resilience and mental health.

2.1.7 Promoting Positive Relationships and Adaptive Learning Environments (PPR&ALE) – Session Overview

The following is a series of activities designed to bring to life the five essential pillars of emotional wellbeing in education: creating healthy learning environments, access to early interventions, teacher wellbeing, mental health educator training, and school-family-community collaboration.

These strategies are designed to be implemented in both school and home settings, recognising that students' mental health is influenced not only by the educational environment, but also by family and community dynamics. At school, these activities aim to provide teachers with concrete tools for teaching social-emotional skills, emotional regulation and stress management, benefiting both students and their own professional well-being. The family also plays a key role in reinforcing these practices. Many of the activities can be implemented at home, helping to strengthen affective communication and emotional stability in children and adolescents. Beyond their individual application, these strategies encourage the integration of mental health into daily life, promoting resilience and the development of emotional competencies essential to face challenges with greater confidence and well-being.

Practice Activities:

- Feeling Chart

- Big Brother

- Role play of everyday situations

- Icebreaker activities

- Safe-spaces

- Everyone inside

2.1.7 Promoting Positive Relationships and Adaptive Learning Environments (PPR&ALE) – Session Overview

Objective: Strengthen emotional well-being in education by integrating social-emotional learning (SEL) strategies in both school and home environments.

Key Pillars & Activities:

1. Creating Healthy Learning Environments
• Encouraging safe, inclusive, and supportive spaces.
• *Activity:* Safe-spaces

2. Access to Early Interventions
• Identifying and addressing emotional challenges proactively.
• *Activities:* Feeling Chart, Everyone Inside

3. Teacher Wellbeing
• Providing tools to manage stress and emotional resilience.
• *Activity:* Mindfulness & stress management techniques

4. Mental Health Educator Training
• Equipping teachers with SEL strategies for emotional regulation.
• *Activity:* Role play of everyday situations

5. School-Family-Community Collaboration
• Strengthening partnerships for holistic student development.
• *Activities:* Big Brother mentorship, Icebreaker activities

Implementation Approach:
✓ Classroom & home-based activities
✓ Practical tools for teachers & families
✓ Enhancing emotional resilience & communication
By embedding these strategies into daily life, we foster emotional intelligence, resilience, and social skills—empowering students, educators, and families for long-term well-being.

2.1.7.1 PPR&ALE – Feeling Chart

Activity Steps:

1 Introduction: Explain that emotions help us understand ourselves and others. Discuss why it's important to recognize and name feelings.

2 Personal Check-In: Ask participants to choose an emotion from the chart that best represents how they feel today. They can:
• Point to it (physical chart).
• Write it on a sticky note.
• Select it digitally (if using a slide).

3 Sharing (Optional): Volunteers can explain why they chose their emotion. The facilitator encourages deeper reflection by asking:
• What made you feel this way today?
• Have you felt this emotion before in a different situation?

4 Scenario Exploration: In pairs or small groups, participants discuss a situation where they experienced a specific emotion from the chart. They reflect on:
• What triggered it?
• How they reacted?
• How they managed the feeling?

5 Reflection & Discussion:
• Were there any emotions that were hard to name?
• Did different people interpret emotions differently?
• How can recognizing emotions help in daily life?

Adaptations & Considerations:
• Use **simpler words & images** for younger teens; introduce **more complex emotions** for older participants.
• Ensure a **safe space** where students feel comfortable expressing themselves.
• Allow **anonymous participation** for students who may be shy.

Objective: To help adolescents expand their emotional vocabulary, identify their feelings, and express emotions in a structured way.
Target Group: Adolescents (Ages 12-18)
Materials:
• A **Feeling Chart** with a variety of emotions (basic to complex). Options include:
    Emoji-based chart for visual representation.
    Word-based chart categorizing emotions (e.g., happy → excited, proud, grateful).
    Color-coded chart (e.g., red for anger, blue for sadness, yellow for happiness).
• **Sticky notes or markers** (if using a physical chart).
• **Digital option**: A slide with clickable emotions.
Roles:
• **Facilitator/Teacher:** Guides the discussion, ensures inclusivity, and creates a safe sharing environment.
• **Participants:** Identify and express emotions based on their experiences.
Expected Outcome:
☑ Improved emotional literacy and self-awareness.
☑ Increased ability to communicate emotions effectively.
☑ Stronger peer connections through shared experiences.
☑ Better coping strategies for emotional regulation.

2.1.7.2 PPR&ALE – Big Brother

1 Recruitment & Training:
• Select responsible, empathetic senior students to serve as mentors.
• Provide basic **peer-support training**, including active listening, confidentiality, and when to escalate issues to a teacher.

2 Pairing System:
• Assign each junior student (or small groups) a mentor from an older grade.
• Encourage organic mentor-mentee relationships where students feel comfortable seeking support.

3 Establishing Boundaries & Confidentiality:
• Discuss what information remains private and what must be escalated (e.g., self-harm, abuse, threats).
• Make it clear that mentors are not responsible for solving serious issues alone but act as a bridge to trusted adults.

4 Regular Check-Ins:
• Create safe spaces where mentors and mentees can talk informally.
• Organize monthly group meetings or activities to foster trust and connection.

5 Teacher Involvement:
• Designate a reference teacher for mentors to turn to when issues go beyond peer support.
• Ensure students do not see mentors as "snitches" but as allies who guide them toward solutions.

Adaptations & Considerations:
• Ensure that **mentors are respected figures** among students to build trust.
• Allow mentees to **choose their mentor** if they feel more comfortable with someone specific.
• Address sensitive topics with care, emphasizing **consent in information-sharing** while recognizing mandatory reporting cases (e.g., abuse, suicidal risk).
• Provide **support for mentors** so they do not feel overwhelmed by responsibility.

Objective: To establish a peer-support system where students have a trusted mentor (senior student or school representative) to turn to for guidance, emotional support, and problem-solving.

Target Group: Adolescents (Ages 12-18)

Materials:
• No specific materials required.
• Optional: A **mentor training guide** or **confidentiality agreement**.

Roles:
• **Senior Students (Mentors):** Act as a support system for younger students, offering guidance and a listening ear.
• **Junior Students (Mentees):** Seek advice, express concerns, and receive support.
• **Reference Teacher:** Serves as a backup contact for mentors, ensuring that serious concerns (e.g., bullying, mental health crises) are handled appropriately.

Expected Outcome:
☑ Strengthened peer relationships and social support.
☑ Increased student confidence in seeking help.
☑ A safer, more connected school environment.
☑ Reduced isolation and better emotional well-being for students.

2.1.7.3 PPR&ALE – Role Play of Everyday Situations

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Adaptations & Considerations:
• Scenarios should be age-appropriate and relevant to students' daily lives.
• If a topic is sensitive (e.g., bullying, discrimination), ensure the discussion is handled with care.
• Allow students to opt out of acting if they are uncomfortable and participate as analysts instead.
• Encourage open discussion without judgment, fostering a **safe space for emotional exploration**.

Activity Steps:
1 **Setting the Scene:**
• The teacher presents a real-life situation that involves a conflict or social challenge (e.g., a disagreement between friends, peer pressure, cyberbullying, stress over exams).
• Students are assigned different roles with specific perspectives but no pre-written lines.
2 **Acting Out the Scenario:**
• The selected students act out the situation while staying true to their assigned character's motivations and emotions.
• They should **not explicitly state their emotions**, encouraging observers to analyze non-verbal cues.
3 **Group Analysis & Reflection:**
• The rest of the class discusses the emotions, motivations, and possible thought processes behind each character's actions.
• Questions for discussion:
    What emotions do you think each person felt?
    What might have caused this conflict?
    How could this have been prevented?
    What solutions could resolve this situation in a fair and positive way?
4 **Problem-Solving & Debriefing:**
• The class proposes different ways to **resolve the conflict constructively**.
• The teacher provides **feedback on emotional intelligence, empathy, and communication strategies**.
• If needed, the same scenario can be **replayed with alternative solutions**, allowing students to see how different choices affect the outcome.

Objective: To develop empathy, problem-solving skills, and emotional intelligence by analyzing different perspectives in everyday conflicts.
Target Group: Adolescents (Ages 12-18)
Materials:
• No required materials, but optional props (e.g., name tags, simple costumes) can help distinguish roles.
Roles:
• **Teacher/Facilitator:** Creates and explains the scenario, assigns roles, and guides discussion.
• **Student Actors:** Portray different roles in the scenario, expressing emotions through actions rather than words.
• **Observers (Rest of the class):** Analyze motivations, emotions, and possible resolutions..
Expected Outcome:
☑ Improved **problem-solving and conflict-resolution skills**.
☑ Greater **empathy and emotional awareness**.
☑ Strengthened **communication and teamwork**.
☑ Increased confidence in **handling social challenges**.

2.1.7.4 PPR&ALE – Icebreaker Activities

Activity Steps:
[1] **Two Truths and a Lie**
• Each student states **three "facts"** about themselves—**two true and one false**.
• The group must guess which statement is the lie.
• Encourages active listening and curiosity about peers.
[2] **Find Out What I Want to Be When I Grow Up**
• One student thinks of a future profession.
• Other students ask **yes or no questions** to narrow it down (e.g., "Is it a creative job? Does it involve working outdoors?").
• They only get **three chances** to guess correctly.
• Encourages **critical thinking** and structured questioning.
[3] **Line Up!**
• Divide students into **two or three groups**.
• They must line up in a specific order **without speaking** (e.g., by birth month, height, alphabetical order of first name).
• Encourages **teamwork and non-verbal communication**.

Objective: To foster connections, improve communication, and create a comfortable group dynamic through fun and interactive activities.
Target Group: Adolescents (Ages 12-18)
Materials:
• None required, but optional props (e.g., name tags, small cards) can be used.
Roles:
• **Facilitator (Teacher or Adult):** Explains the rules and moderates the activities.
• **Students:** Actively participate in group exercises.
Expected Outcome:
☑ **Stronger connections** between students.
☑ **Increased confidence** in sharing personal insights.
☑ **Improved communication and problem-solving**.
☑ A **more positive and inclusive classroom environment**.

Implementation & Adaptations:
• Choose the activity that best fits the group size and dynamics.
• Adjust difficulty based on age and familiarity between students.
• Ensure a **welcoming, judgment-free environment** to encourage participation.
• Activities can be adapted for **virtual settings** (e.g., students type their "truths and a lie" into a chat).

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2.1.7.5 PPR&ALE – Safe-spaces

Roles & Responsibilities:

•**Safe Person (Teacher/Counselor):** Should have **basic training in psychology, conflict resolution, and adolescent communication**.
- Provides **a listening ear without automatically taking institutional action** (unless required by school policies or ethical guidelines).
- Offers **guidance and emotional support** while fostering trust and confidentiality.

•**Safe Room:** A designated **quiet, low-stimulation environment** where students can self-regulate.
- Should contain **relaxation tools** like reading materials, art supplies, or sensory objects.
- Ideally **supervised** by a trained adult who ensures a respectful atmosphere.

Objective: To provide a **designated physical or human support system** where students can de-stress, regulate emotions, and seek guidance in a non-judgmental environment.
Target Group: Adolescents (Ages 12-18)
Materials:
•**Safe Room:** Marked with a visible sign and equipped with stress-relief activities (e.g., books, drawing materials, sensory tools, soft seating like bean bags).
•**Safe Person:** A trained adult (teacher, counselor, or psychopedagogist) wearing an identifiable marker (e.g., ribbon, badge, or specific clothing color).
Expected Outcome:
- ✅ **Reduced stress and anxiety** among students.
- ✅ **Increased emotional safety and trust** in the school environment.
- ✅ **Better student-teacher relationships** based on support rather than discipline.
- ✅ **Improved emotional regulation** and self-awareness in students.

Implementation & Adaptations:
•Schools can **rotate Safe Persons** to ensure availability.
•The **room should not be perceived as punitive** but rather as a **well-being space**.
•**Confidentiality is key**, but staff must be clear about **mandatory reporting boundaries** (e.g., risks of self-harm or abuse).
•Safe spaces can be adapted for **online learning** through virtual check-in sessions or digital "quiet rooms" where students can connect with support staff.

2.1.7.6 PPR&ALE – Everyone Inside

Game Instructions:

①The facilitator **creates a circle using the rope** on the ground.

②Students must **stand inside the circle without touching or stepping on the rope**.

③If the team **successfully stays inside for 10 seconds**, the **circle is made smaller**.

④The challenge continues, requiring students to **collaborate creatively** (e.g., holding onto each other, balancing, using limited space efficiently).

⑤The game ends when the **group can no longer fit inside the rope** without stepping out.

Discussion & Reflection:

• What strategies worked best for staying inside the circle?

• How did teamwork and communication help?

• What challenges did you face, and how did you overcome them?

• How does this activity relate to real-life situations where we need to collaborate and adapt?

Objective: To develop **teamwork, communication, problem-solving, and physical coordination** through a collaborative challenge.

Target Group: Adolescents (Ages 12-18)

Materials:

• **A rope** (to form a circle on the ground)

Roles & Responsibilities:

• **Teacher/Facilitator (Referee):**
　-Explains the rules and monitors safety.
　-Encourages teamwork and creative problem-solving.
　-Ensures fair play and engagement.

• **Players (Groups of 5-10 students):**
　-Work together to **fit inside the shrinking circle** without touching the rope.
　-Develop **cooperative strategies**, such as balancing on each other or adjusting their positions.
　-Respect each other's physical boundaries while problem-solving.

Expected Outcome:

☑ **Improved teamwork and problem-solving skills**

☑ **Enhanced non-verbal communication and spatial awareness**

☑ **Strengthened peer connections through trust and cooperation**

☑ **Encouragement of creative thinking in high-pressure situations**.

Thank you!
(partner –responsible
for this module- logo)

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