InnerWorlds Project

Methodology Manual

Thirty Session Designs for Adolescent Mental Health

A practical tool for youth workers, teachers and adults working with young people aged 12–18

Built on evidence. Every session is grounded in the InnerWorlds WP2 research — 211 participants across Spain, Cyprus, Austria and Romania — and the project's Digital Handbook. Erasmus+ project 2024-2-ES02-KA220-YOU-000295176.

Chapter 1 — Introduction

1.1 Why this manual exists

Somewhere in every classroom, youth club and training room there is a young person who is not okay — and an adult who senses it but doesn't quite know what to do next. This manual exists for that moment. It is a practical, session-by-session methodology for opening conversations about mental health with adolescents: thirty complete session designs across ten topics and three audiences, held together by one consistent facilitation architecture.

It is not a therapy programme, and it never pretends to be. It is mental health **literacy** — giving young people a shared language for what they feel, the skills to notice early signs in themselves and others, and the confidence to reach for help. The adult's role throughout is the one the research supports: a warm, consistent presence who notices, names things gently, and knows when to pass them on.

1.2 Who it is for

Youth workers, teachers, school counsellors, trainers and any adult who works with young people in a group setting. No clinical background is required. What *is* required is a willingness to follow the safety scaffolding built into every session — the anonymity rules, the opt-outs, the de-roling steps — because these, more than any content, are what make the work safe.

1.3 The evidence underneath

Every design decision traces back to the InnerWorlds WP2 study (211 participants: 87 aged 12–14, 83 aged 15–18, 41 adults) and the project's Digital Handbook. Three findings shape everything:

- **Developmental stage matters more than country.** Younger adolescents lean on social, guided, visual processing and need a trusted adult to notice first. Older adolescents shift decisively toward private reflection (47%, nearly double any other mode) and need privacy, control and pre-written options before they will disclose.
- **The direct-talk paradox.** Most older adolescents say they prefer direct communication, yet in practice disclose only when psychological safety, anonymity and control over 'what happens next' are guaranteed. The sessions are built for the behaviour, not the stated preference.
- **The coping gap.** Self-soothing dominates across all groups while active problem-solving is rare. The programme widens the repertoire toward active coping without dismissing the comfort that already works.

1.4 The three audiences and the cascade

Each topic contains three sessions: a 90-minute workshop for teachers and adults, and two 45-minute sessions for ages 12–14 and 15–18. The cascade is intentional: adults train first and experience every method on themselves before facilitating it with young people. This manual is therefore clustered by audience — Part I holds all ten teacher workshops, Part II the ten sessions for 12–14, Part III the ten sessions for 15–18 — so a facilitator preparing for one age group has everything they need in one place, in teaching order.

1.5 How to read a session page

Every session sits on its own page. At the top: the topic, the audience, the duration, and the aim. Below, each activity in order, with its length, a full description, its objective, the methods and materials it uses, and — where it matters — a facilitator note carrying the safety guidance and practical wisdom for that step. Adapt timings, names and examples freely; never remove the safety elements.

Each page also carries three elements added to support delivery. **Group size, facilitators and plenary sharing** appear directly beneath the audience line, stating the recommended conditions for that session — including whether a second facilitator is advised. A **Why this works** box sets out the psychological rationale for the session's central method, so you can see which element is load-bearing before you adapt anything. And where a session includes reluctant or very quiet participants, the **tools for quiet participants** listed on the page give concrete, low-exposure alternatives matched to that session's specific activities. Sections 2.4 to 2.8 give the wider guidance on rationale, delivery conditions, cultural adaptation, neurodiversity and online implementation.

Chapter 2 — The Methodology

2.1 The session architecture

Every session follows the same emotional arc. The consistency is deliberate: predictability is itself a safety feature, and young people learn the ritual quickly.

- **Check In.** A brief, usually anonymous arrival signal (colour zones, one word, a thumb, a body shape). Never collected with names, never used to single anyone out.
- **Grounding / warm-up.** One breath, feet on the floor, a body scan, a story or a playful prompt — the container that brings the group into the present before anything emotionally engaging begins.
- **Main activity.** Always experiential: sorting, mapping, stepping, embodying, interviewing, simulating, designing, inquiring.
- **Debriefing.** Facilitated dialogue with prepared questions that move from observation to principle to personal intention. Never skip it to save time — shorten the main activity instead.
- **De-role & grounding close** *(role-play and embodiment sessions only).* Participants physically shake off any character and name themselves and one present-moment fact. Never optional after embodied work.
- **Check Out.** A single word, sentence or private slip that anchors one takeaway and ends the session on agency.

2.2 Facilitation principles

- **Anonymity by default.** The spread of answers is shown; the authors never are.
- **Opt-out, always, explicitly.** Anyone may sit out any part, no reason needed. An observer role is always available in embodied work.
- **Character-based work only.** No one ever role-plays or embodies their own distress. Cards and characters carry the sensitive content.
- **Awareness, never diagnosis.** The programme teaches noticing — duration, intensity, interference — and referral. With 12–14-year-olds, conditions are never named at all.
- **Privacy of the page.** Worksheets, maps and kits belong to the young person and are never collected or marked.
- **The facilitator opens doors.** Model the door-opening response the sessions teach: calm, present, unhurried, clear about what happens next.

2.3 Safeguarding and Professional Boundaries during activities

The InnerWorlds methodology is a mental health literacy and awareness programme, not a clinical intervention or diagnostic tool. Its purpose is to help young people, educators, youth workers and other adults develop a shared language for discussing mental health, recognise when someone may benefit from additional support, reduce stigma, and encourage appropriate help-seeking. At no point should the activities, discussions or materials within this manual be used to diagnose, screen for, or confirm the presence of a mental health condition.

Throughout the programme, facilitators are encouraged to notice patterns of behaviour, emotional changes and signs of distress with empathy and curiosity rather than through a diagnostic lens. The emphasis is on recognising when someone may need additional support, opening a safe and supportive conversation, and following the appropriate referral pathway within their organisation. Facilitators should avoid interpreting behaviours as evidence of a specific disorder, making assumptions about participants' mental health, or providing clinical advice beyond their professional competence.

It is important to distinguish raising awareness from making clinical judgments. While some sessions explore common mental health challenges and their possible early signs, these activities are designed solely to increase understanding and reduce misunderstanding or stigma. Similar behaviours can arise from many different developmental, environmental, cultural or situational factors, and only appropriately qualified healthcare professionals can undertake a comprehensive assessment and make a diagnosis.

Facilitators should also be prepared for the possibility that a participant may disclose emotional distress, abuse, neglect, self-harm, suicidal thoughts, or another safeguarding concern during or after a session. In these situations, the facilitator's role is not to investigate, promise confidentiality, or attempt to resolve the situation independently. Instead, they should respond calmly, listen without judgment, reassure the participant that they have done the right thing by speaking up, explain that certain information cannot remain confidential when someone's safety may be at risk, and follow the organisation's and county's safeguarding procedures without unnecessary delay.

Safeguarding legislation, reporting duties, referral pathways and child protection procedures differ across countries, educational systems and organisations. Consequently, this manual does not prescribe a single safeguarding procedure. Before implementing the programme, organisations are responsible for reviewing the content alongside their national legislation, institutional safeguarding policies and local child protection procedures. Where necessary, facilitators should adapt examples, referral pathways, emergency contacts and safeguarding guidance so they fully align with the legal and professional requirements of the country in which the programme is delivered.

Before delivering any session, facilitators should ensure they know:

- the designated safeguarding lead or responsible person within their organisation;
- the local procedures for reporting safeguarding concerns;
- national emergency and mental health support services;
- the limits of confidentiality and how these should be explained to participants.

By maintaining these professional boundaries and following locally applicable safeguarding procedures, facilitators can create psychologically safe learning environments while ensuring that participants who require additional support are connected with the appropriate services. The success of the InnerWorlds programme depends not on facilitators acting as clinicians, but on their ability to recognise concerns, respond compassionately, and ensure that young people receive the right support from the right professionals.

> **If a session surfaces sustained distress, self-harm content or a disclosure:** do not address it inside the group activity. Continue calmly, close the session as designed, and follow your organisation's safeguarding pathway privately afterwards — a quiet check-in with the young person, and referral to the named safeguarding lead. Know your national helplines before you facilitate.

2.4 Why these methods work: the psychological foundations

Every session page in this manual carries a short **Why this works** note explaining the mechanism behind that particular design. This section gives the wider picture, so facilitators understand the logic they are applying rather than following instructions. Five mechanisms recur across the programme.

Affect labelling — naming reduces intensity

Putting a precise word to a feeling reliably reduces its intensity: verbal labelling engages prefrontal regulatory systems and dampens limbic arousal. This is why the programme invests so heavily in emotional vocabulary and granularity (Topic 3), and why the continuum model (Topic 1) asks young people to locate a state on a scale rather than simply endure it. 'I am in the yellow zone' is regulatory in a way that 'I feel awful' is not — it converts a diffuse state into a discrete, bounded, nameable one.

Cognitive distancing — the character carries the weight

Content that would be threatening if self-referential becomes workable when it belongs to someone else. Character cards, personas, weather metaphors and fictional vignettes all serve this function: they allow a young person to reason about distress without activating self-protective defences. This is the reason the manual insists that no one ever role-plays or embodies their own experience — the distance is not politeness, it is what makes the learning possible and the room safe.

Embodiment and perspective-taking — knowing from the inside

Holding a posture, stepping onto a colour or sculpting a living statue produces experiential rather than propositional knowledge. Embodied perspective-taking recruits empathy in ways a symptom list cannot, which is why Topic 4 uses statues rather than descriptions: the core insight — that observable behaviour under-determines internal experience — lands faster when it is felt than when it is explained. This is also the mechanism that corrects the attribution error at the heart of stigma, where distress is misread as attitude, laziness or rudeness.

Behavioural rehearsal and self-efficacy — practising the hard part

Help-seeking usually fails at a single point: the first sentence. Rehearsing that sentence in a safe, low-stakes setting raises self-efficacy, which is the strongest single predictor of whether a young person will actually ask for help when it matters. The same logic governs the simulations in Topic 5 (playing out what happens after a disclosure, so that catastrophic prediction is replaced by a concrete outcome) and the tiny-habit design in Topic 7, where an action anchored to an existing cue is far more likely to survive a real week than an intention.

Self-monitoring and metacognition — seeing your own pattern

Several activities work simply by making an existing pattern visible: sorting coping strategies into soothing and solving (Topic 6), auditing what a feed reliably makes you feel (Topic 8), tracing a feeling back to its trigger (Topic 3). Nothing is prescribed; the imbalance itself does the motivating. Interposing a question between stimulus and response — 'what is this making me feel, and who benefits?' — is the same interruption mechanism used in cognitive restructuring, and it is trainable.

> **A note on how to use this.** Facilitators do not need to explain these mechanisms to participants, and generally should not — naming the technique while running it tends to

> flatten the experience. The rationale is for you: it tells you which part of an activity is load-bearing, so that when you adapt for time, culture or group needs, you keep the element that actually does the work.

2.5 Practical delivery conditions: group size, timing and co-facilitation

Group size

The sessions are designed for **12 to 25 participants**. This range keeps pair and small-group work viable while allowing a plenary round to finish in reasonable time.

- **Fewer than 12:** pair work still functions, but anonymity thins — a slip in a bowl is recognisable in a group of eight. Lean harder on written and private steps, and be candid with the group that full anonymity is not achievable at this size.
- **More than 25:** do not attempt the session as written. Either split into two parallel groups with two facilitators, or restructure so that all sharing happens in small groups and the plenary is limited to a single harvest round. A class of 30 running the full debrief will overrun by fifteen to twenty minutes and the closing ritual — the part that makes the session safe — is what gets cut.

Timing: the 45-minute sessions are tight

The adolescent sessions are ambitious for the time available, particularly where they combine pair work, role rotation and a final reflection. Facilitators should plan for this rather than discover it at minute forty.

- **Two or three contributions are enough.** In every plenary round, the purpose is to surface the range of responses, not to hear from everyone. Ask for two or three volunteers, name explicitly that not every pair will report back, and move on. This single habit recovers five to ten minutes in most sessions and reduces pressure on reluctant participants at the same time.
- **Protect the opening and the close.** If time is short, shorten the main activity — never the grounding, the debrief or the check-out. The container is what makes the content safe; an unclosed session sends young people back to class still open.
- **Trim by depth, not by step.** Reduce a four-part worksheet to two parts, or a card set of twelve to eight, rather than removing a stage of the arc. Fewer cards, same architecture.
- **Consider splitting across two sessions.** Topics 4, 5 and 9 in particular work well over two shorter meetings — activity in the first, debrief and consolidation in the second — where the timetable allows.
- **Build in a buffer.** Assume role-play and embodiment steps will take roughly a third longer than planned the first time a group meets them. Groups speed up markedly by the second or third session as the ritual becomes familiar.

Working with a second facilitator

For sessions dealing with sensitive material, **a second facilitator is strongly recommended**. The reason is practical: if a participant becomes distressed, needs to step out, or discloses something during an activity, one adult can respond individually while the other holds the group. A single facilitator faced with that situation must choose between abandoning the group and leaving a young person unsupported — and neither is acceptable.

Two facilitators are recommended for **Topic 4 (Common Challenges)**, **Topic 5 (Stigma & Help-Seeking)** and **Topic 9 (Identity, Culture & Belonging)** across all audiences, and for **Topic 2 (Distress vs Disorder)** with adolescent groups. Each session page states the recommendation for that session. Where a second facilitator is genuinely unavailable, arrange for a named colleague to be reachable and briefly available nearby for the duration of the session, and tell the group at the outset that stepping out is permitted and that someone is available if they do.

Where two facilitators are present, agree roles before the session: one leads, the other observes the room, watches for disengagement or distress, manages materials and time, and is the one who steps out with a participant if needed. Debrief together afterwards — briefly, but always.

2.6 Cultural adaptation

The WP2 research found that developmental stage shapes young people's needs considerably more than nationality does: a unified framework works across contexts, provided it carries local colour. Cultural differences were real but moderate — Cyprus showed a stronger preference for direct communication, Romania the highest reliance on self-soothing, Austria a greater pull toward creative and visual expression, Spain toward guided and structured formats. These are adjustments to make within the methodology, not reasons to rebuild it.

What to adapt freely

- **Names, scenarios and examples.** Character names, family structures, school routines, foods, music and social platforms should all reflect the young people in front of you. A vignette that names an unfamiliar exam system simply does not land.
- **The idiom of distress.** In many collectivist cultures psychological pain is expressed somatically — headaches, tiredness, stomach aches. Where this is the local idiom, foreground the body columns and body-sensation prompts, and treat physical descriptions as full and legitimate emotional disclosure rather than deflection.
- **Directness and disclosure norms.** Where speaking openly about feelings is culturally uncommon, lean harder on the written, anonymous and card-based options the manual already provides. Where direct conversation is the norm, the dialogue steps can carry more weight.
- **Who counts as a trusted adult.** Extended family, faith leaders, community elders and older siblings may be more realistic first points of contact than a school counsellor. Build the 'who could I tell' lists from the young people's actual world.
- **Referral pathways and helplines.** These must be localised before delivery, without exception. See 2.3.

What must not change

- The session arc — arrive, ground, engage, debrief, land — because the container is the safety.
- The safety principles of 2.2: anonymity, explicit opt-out, character-based work, de-roling, and awareness rather than diagnosis.
- The privacy of the page: worksheets stay with the young person.

Working with mixed and multilingual groups

Where participants do not share a first language, remember that emotional vocabulary is the last register a person acquires — a fluent student may still be unable to name a feeling precisely in the language of instruction. Allow young people to write in their first language, accept drawing and colour as complete answers, and use the printed word menus and emotion wheels as translation aids rather than tests. Where a word exists in one language and not another, treat that as material worth discussing rather than an obstacle: it is a direct route into the granularity work of Topic 3.

Be alert, too, to the difference between cultural norms and individual preference. A quiet participant may be observing a norm about deference to adults, may be uncomfortable with the topic, or may simply be a private person — and the correct response is the same in all three cases: keep the low-exposure channels open and do not require speech.

2.7 Neurodiversity-inclusive delivery

Any group of adolescents will include neurodivergent young people, whether or not this is known to the facilitator. The methodology is broadly well suited to them — it is multi-sensory, offers non-verbal routes to participation, and never requires spontaneous emotional articulation — but a few deliberate adjustments make the difference between inclusion in principle and inclusion in practice.

Predictability and structure

- Show the session shape at the start — the five or six steps, visible on a board throughout. Uncertainty about what is coming is a significant source of anxiety, and the arc is easy to display.
- Give clear time signals before each transition ('two minutes left on this'). Abrupt changes of activity are harder for some participants than the activity itself.
- Keep the ritual identical across sessions. The repetition that makes the programme feel safe for everyone is doubly valuable here.

Sensory considerations

- Movement-based steps (step-in, embodiment, standing circles) should always have a seated equivalent stated aloud, not offered reluctantly. 'You can do this from your chair' belongs in the instruction, not in the response to a request.
- Never require eye contact, and never require eyes to be closed during grounding — 'eyes closed or gaze softened toward the floor' should be the standard wording.
- Be aware of noise, lighting and crowding during group work. Permitting a participant to work at the edge of the room, or in a quieter corner, is an accommodation, not a withdrawal.
- Allow fidget objects, doodling and standing. For many participants these support attention rather than indicating its absence.

Language and instructions

- Give instructions in writing as well as aloud, one step at a time, and avoid stacking three directions into a single sentence.
- Be careful with abstraction and metaphor. The programme leans on metaphor heavily — zones, storms, batteries, the egg and the ball — and some participants will interpret these

literally. Always state the concrete meaning alongside the image: 'the ball bounces back — that means it recovers after something goes wrong.'

- Accept literal, factual or list-form answers to reflective questions as complete. A young person who answers 'what does belonging feel like' with a description of a place rather than a feeling has answered.

Emotional and interoceptive differences

- Some participants find it genuinely difficult to identify their own emotional or bodily states — this is common in autistic and ADHD profiles and is not avoidance. Always offer 'I don't know' and 'I can't tell' as legitimate, listed options on worksheets and scales, exactly as WP2's own questionnaires did.
- Written and card-based options carry more weight for these participants than open questions. The pre-written menus already built into the 15–18 sessions are, in effect, a universal design feature.
- Rejection sensitivity may make debrief participation feel high-stakes. The 'two or three contributions are enough' rule protects this directly — never go round the circle in order.

Embodiment and role-play with neurodivergent participants

Topics 4 and 5 warrant particular attention. Role-play can be experienced as demanding or exposing where social performance is already effortful. Offer the sculptor, narrator and observer roles as genuine first choices rather than fallbacks, allow participation through reading a card aloud rather than embodying it, and be aware that the de-roling step matters more, not less, for participants who immerse deeply. Where a participant has an individual education or support plan, consult it before delivering these sessions.

2.8 Delivering the sessions online

All thirty sessions can be delivered online, but not by simply moving them to video. Three things change materially: the body largely disappears, anonymity becomes easier rather than harder, and the facilitator's ability to read the room drops sharply. The adaptations below preserve what each activity is actually doing.

What transfers well

- **Private worksheets.** Send them as an editable document or printable PDF; participants complete them off-screen. The 15–18 sessions in particular lose almost nothing online, because their dominant mode — private reflection — is unaffected.
- **Anonymous check-ins and check-outs.** These often work better online than in person: a poll, a form, or an anonymous whiteboard note gives genuine anonymity that a bowl of slips in a small room cannot.
- **Card sorts and mapping.** A shared whiteboard with movable text tiles reproduces the granularity ladder, the soothing/solving sort and the feed-decoding task closely.
- **Videos.** Screen-shared or sent in advance, with the discussion held live.

What needs redesigning

- **Step-in activities.** Replace physical movement across the room with an on-screen equivalent: participants move a marker on a shared slide, use reaction icons, or type a colour into the chat. The mechanism — a visible, low-verbal, collective positioning — survives; the walking does not.

- **Embodiment and living statues.** This is the hardest to translate and should be adapted rather than forced. Options: participants hold a posture on camera for five seconds while others describe what they see; or the group sculpts a single volunteer facilitator; or the activity becomes a drawing task — sketch the inside shape and the outside shape side by side. If cameras are off, use the drawing version. Do not run an embodiment activity into a grid of black rectangles.
- **Role-play and simulation.** Breakout rooms of three work well, but they need tighter scaffolding than in person: send the scenario, the roles and the printed opening lines into the room in writing, and give an explicit time signal before you close the rooms. Visit rooms briefly rather than continuously — a facilitator lingering silently in a breakout room changes what happens in it.
- **De-roling.** Never skip this online. Bring everyone back to the main room, have them physically shake out their hands and arms on camera, say their own name aloud, and name one object in their actual room. The transition out of role is less automatic online precisely because the physical setting never changed.

Facilitating an online room

- **Cameras optional, always.** Requiring cameras is the online equivalent of requiring speech, and it disproportionately affects the young people the programme most wants to reach. Design every activity so that it works with cameras off.
- **Use the chat as a first-class channel.** Chat, private chat to the facilitator, polls and anonymous forms are the online version of the drop box — keep at least one open in every session and say so explicitly.
- **Expect to lose the room.** You cannot see who has gone quiet, who is upset, or who has left. Build in explicit check-in prompts ('drop a number in the chat'), and shorten activities: online attention and online timing are not the same as in-person timing.
- **Two facilitators matter more online, not less.** One leads while the other monitors chat, private messages and participation. If a participant needs individual support, the second facilitator can open a private breakout room — which is impossible for a lone facilitator holding the main room.

> **Safeguarding online.** Distress is harder to spot and harder to respond to at a distance. Before delivering online, confirm you can reach a participant's designated contact if you need to, know where each participant is physically located during the session, and state at the start how someone can signal privately that they need to step out or speak to you. Where a disclosure occurs in a private chat, the same safeguarding pathway applies — do not promise confidentiality, and follow your organisation's procedure the same day.

Part I — Sessions for Teachers & Adults

Ten 90-minute workshops. Adults experience every method themselves before facilitating it with young people.

Topic 1 — What Is Mental Health? The Continuum Model

Audience: Teachers & adults **Duration:** 90 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to Teachers: The workshop gives teachers time to practise with the zone model before bringing it to students.

> **Why this works.** Asking teachers to locate themselves on the continuum before applying it to students uses self-referent processing: a model understood from the inside is recalled better and, critically, dissolves the 'us and them' framing that sustains stigma. Working fictional cases builds pattern recognition without the pressure of a real student in mind.

00:15 · Check In

an anonymous sticky-note check-in — each teacher rates their own mental health on a scale of 1–10, without their name. The facilitator draws attention to the range. This is intentional: the model lands more powerfully when teachers feel it in themselves first.

Objective: *Awareness that every person has mental health fluctuations.*

Methods: Harvesting and Clustering **Materials:** Post its, pens

00:30 · Paired discussion+ Scenarios

Teachers work through two fictional student profiles — one aged 13, one aged 17 — and decide together which zone the student is likely in, what signs are present, and what one response might look like in the next 24 hours.

Objective: *Identifying symptoms and training to anticipate responses.*

Methods: Case Study **Materials:** Scenario Cards, A4 papers, pens

00:10 · Debriefing

- What was the first thing you noticed — and what did you almost miss?- In each scenario, what story did the behaviour tell before you knew what was underneath it?- Did the age of the student change what you noticed, or how you would respond — and if so, how?- If you had seen either of these students last week, what would you have done — and what does that tell you about what you want to do differently next week?

Objective: *Shift teachers from interpreting adolescent behaviour at face value to reading it as a zone signal and understand what lies behind it.*

Methods: Dialogue **Materials:** Flipchart paper and markers

Facilitator note: *Harvest input from participants and depict how symptoms of distress may look according to age-group.*

00:30 · Tools for Class

1. The drop boxA small box or envelope at the classroom door as students enter or leave. Each student drops in a coloured token, folded slip, or small card — green, yellow, or red. The teacher reads it privately after the class. No one sees what anyone else drops. The act of putting something in the box is identical for everyone, so nothing is visible even to the student standing next to them. A digital version works the same way: a shared form or a single emoji sent to the teacher's message thread before class.2. The handshakeAs students enter and the teacher greets them at the door, the student squeezes the teacher's hand once (green), twice (yellow), or three times (red). The conversation looks identical from the outside — a normal greeting, nothing exchanged, no lingering. The teacher registers the squeeze and notes it privately. This works particularly well with younger adolescents (12–14) who respond well to physical and relational contact, and who in the WP2 data were more likely to rely on a trusted adult noticing first.3. The desk signalEach student has a small object on their desk — a folded card, a coloured sticky dot on a corner of their notebook, or simply a pen placed in one of three positions (top, middle, bottom of the desk). The arrangement signals the zone at the start of class. The teacher does a quiet visual scan of the room as they take attendance or circulate. No one needs to hold anything up or move. The signal disappears the moment the student puts their pen down or closes their notebook, so it leaves no trace.

Objective: *Help teachers gather information from students without challenging them socially (discreet ways of harvesting information)*

Methods: Sociometry **Materials:** Box/ envelopeColoured cardsPens

00:05 · Check Out

One word/ one sentence describing something that the teachers learned over the session.

Objective: *Anchor the most important piece of information.*

Topic 2 — Distress vs Disorder

Audience: Teachers & adults **Duration:** 90 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to Teachers: To help educators distinguish normal emotional fluctuation from signs that warrant closer attention, and to know when and how to intervene with a struggling teenager. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Discrimination between normal fluctuation and emerging difficulty improves through exposure to genuinely ambiguous cases, not clear-cut ones — which is why the vignettes are designed to split the group. The duration–intensity–interference heuristic gives a portable decision rule that reduces both over-reaction and under-reaction.

0:10 · Check In

An anonymous sticky-note check-in. Each teacher writes, without their name, one word for how they slept this week and one word for how they feel right now. Notes are posted on a shared board; the facilitator reads a few aloud and draws attention to the range.

Objective: *Ground the room in the reality that wellbeing fluctuates for everyone, including adults — the same principle they will apply to students.*

Methods: Harvesting and Clustering **Materials:** Post-its, pens, board

Facilitator note: *Keep it light and anonymous. The range on the board becomes a reference point for the whole session.*

0:10 · Framing: distress vs disorder

Short facilitator input. Introduce the three questions that separate a normal low from something more: DURATION (how long — past two weeks?), INTENSITY (is the reaction far bigger than the trigger?), and INTERFERENCE (is it disrupting sleep, school, friendships, the things they usually manage?). One bad week is a rough patch; a low that stays AND spreads is the signal.

Objective: *Give teachers a simple, repeatable framework for telling normal fluctuation apart from emerging difficulty.*

Methods: Input / Mini-lecture **Materials:** Slides or flipchart, the 3-question visual

Facilitator note: *Anchor the three words (duration, intensity, interference) visually — they are the spine of the session.*

0:30 · Main activity: Scenario sort — rough patch or something more?

Groups of 3–4. Each group receives six short student vignettes (mix of 13- and 17-year-olds). For each card they decide: is this most likely a passing rough patch, or a sign to pay closer attention? They sort the cards into two piles and, for each 'pay closer attention' card, note which of the three signals (duration / intensity / interference) is present and what one response could look like in the next 24 hours.

Objective: *Practise applying the duration/intensity/interference framework to realistic, ambiguous cases, and rehearse a first response.*

Methods: Case Study **Materials:** Printed vignette cards (6 per group), two labelled areas (rough patch / pay attention), pens

Facilitator note: *Deliberately include ambiguous cards with no clean answer — the discussion matters more than the 'correct' pile.*

0:10 · Debriefing

Facilitated whole-group discussion:1. Which cards split your group — where did you disagree, and what was the disagreement actually about?2. What made a card move from 'rough patch' to 'pay closer attention' — was it duration, intensity, interference, or a combination?3. Where in these cards did behaviour that looked like attitude, laziness, or rudeness turn out to be a possible sign of distress?4. What is the smallest, lowest-pressure first step a teacher could take with a 'pay attention' student — and what would make that step backfire?5. After today, what is one thing you'll watch for differently in your own classroom next week?

Objective: *Shift teachers from reacting to surface behaviour toward reading it through the three signals, and convert the insight into a concrete intention.*

Methods: Dialogue **Materials:** Flipchart, markers

Facilitator note: *Draw out the core insight: distress in teenagers often looks like attitude, withdrawal, or 'laziness' — not sadness.*

0:20 · From noticing to opening a door

Pairs practise the opening sentence. Each teacher drafts and says aloud one low-pressure way to check in with a student they're concerned about (e.g. 'I've noticed you don't seem yourself lately — I'm here when you want to talk'). Partners give feedback on what would open vs close the door. Facilitator names the referral pathway and the line between supportive monitoring and escalation.

Objective: *Build confidence in the first conversation, and clarify when to monitor, when to check in, and when to refer.*

Methods: Role-play / Pairs **Materials:** Prompt cards, school referral pathway one-pager

Facilitator note: *Emphasise: teachers don't diagnose. They notice, open a door gently, and know when to pass it on.*

0:10 · Check Out

Each teacher completes one sentence on a slip: 'The sign I'll pay more attention to from now on is…'. Slips are collected anonymously; the facilitator reads a handful aloud to close.

Objective: *Anchor one concrete, personal takeaway and reinforce the shared vocabulary.*

Methods: Round / Harvest **Materials:** Slips, pens

Facilitator note: *No pressure to share aloud — reading anonymously keeps it safe.*

Topic 3 — Emotions & Self-Awareness

Audience: Teachers & adults **Duration:** 90 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to Teachers: To deepen educators' own emotional vocabulary and granularity, so they can model and support precise emotion-naming in the classroom — recognising that naming a feeling more precisely reduces its power. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Emotional granularity is a trainable skill, and vocabulary expands dialogically — hence the ladder-building and the swap between groups, which reproduce the social mechanism through which precision is actually acquired. Teachers who experience their own imprecision correct students less and scaffold them more.

0:10 · Check In

Each teacher writes, on a slip, the single word that best captures how they feel right now — then a second slip with a more precise word for the same feeling (e.g. 'stressed' becomes 'overstretched' or 'apprehensive'). Slips go into two piles; the facilitator reads a few pairs aloud.

Objective: *Surface how a first-reach emotion word is often blunt, and that a more precise word is usually available — the core idea of emotional granularity.*

Methods: Harvesting and Clustering **Materials:** Slips (2 colours), pens

Facilitator note: *Notice aloud how much information is gained by moving from the first word to the second. No need to attribute slips.*

0:10 · Framing: vocabulary, triggers, granularity

Short facilitator input. Three ideas: (1) EMOTIONAL VOCABULARY — we can only manage what we can name; (2) TRIGGERS — feelings are responses to something, and spotting the trigger is half the regulation; (3) GRANULARITY — distinguishing 'anger' from 'frustration', 'sadness' from 'loneliness' improves regulation and communication. Reference: naming a feeling precisely lowers its intensity ('name it to tame it').

Objective: *Give teachers a clear three-part frame for the emotional self-awareness skill they will help students build.*

Methods: Input / Mini-lecture **Materials:** Slides or flipchart, emotion wheel printout

Facilitator note: *Keep the three words (vocabulary, triggers, granularity) visible — they structure the whole session.*

0:30 · Main activity: The granularity ladder

Groups of 3-4. Each group gets four blunt 'umbrella' feeling words (e.g. BAD, STRESSED, ANGRY, FINE). For each, they build a 'ladder' of 4-5 more precise words underneath (e.g. STRESSED -> overwhelmed, rushed, apprehensive, on-edge, depleted) and, for two of them,

name a likely trigger and a body sensation. Groups then swap one ladder and add words the first group missed.

Objective: *Practise expanding emotional vocabulary and connecting precise words to triggers and bodily cues — the exact skill teachers will scaffold for students.*

Methods: Group work / Word-mapping **Materials:** Flipchart sheets, markers, emotion-word reference list

Facilitator note: *The swap step matters — it shows that vocabulary grows fastest in dialogue, which is how students will build it too.*

0:10 · Debriefing

Facilitated whole-group discussion:1. Which umbrella word was hardest to break down — and why might that one be hardest for students too?2. When you named a trigger, did the feeling become easier to understand or manage? What does that tell you?3. Where in a normal school day do you see students using blunt words ('I'm fine', 'this is stupid') for something more precise underneath?4. What's the difference between a teacher who corrects a student's feeling and one who helps them find a more precise word for it?5. What is one small way you could build emotional vocabulary into a lesson you already teach next week?

Objective: *Move teachers from teaching feelings as right/wrong toward scaffolding precision, and connect granularity to regulation and communication.*

Methods: Dialogue **Materials:** Flipchart, markers

Facilitator note: *Draw out: the goal is never to police feelings, but to widen the vocabulary students can reach for.*

0:20 · Building the toolkit: emotion check-ins for class

Teachers try three classroom-ready tools and pick one to commit to: (1) the emotion wheel on the wall students can point to silently; (2) a 'word upgrade' routine — when a student says 'bad', gently offer two more precise options to choose from; (3) a weekly 'feeling + trigger' exit slip ('one feeling I had this week, and what set it off'). Pairs rehearse the 'word upgrade' out loud.

Objective: *Equip teachers with concrete, low-pressure ways to build students' emotional vocabulary and trigger-awareness in everyday lessons.*

Methods: Role-play / Pairs **Materials:** Printed emotion wheels, exit-slip template, prompt cards

Facilitator note: *Emphasise the offer, not the demand: always give options to choose from, never put a student on the spot to perform a feeling.*

0:10 · Check Out

Each teacher completes the sentence on a slip: 'A more precise word for how I feel leaving this session is…'. Collected anonymously; the facilitator reads a handful aloud to close, mirroring the check-in.

Objective: *Anchor the granularity skill by having teachers apply it to themselves one more time, and bookend the session.*

Methods: Round / Harvest **Materials:** Slips, pens

Facilitator note: *Bookending with the check-in shows visible growth in precision across 90 minutes.*

Topic 4 — Common Challenges — Early Signs

Audience: Teachers & adults **Duration:** 90 minutes

Group size: 12–25 participants recommended. **Facilitators:** two recommended for this topic. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to Teachers: An AWARENESS session (not a diagnostic tool). To help educators understand how depression, anxiety, ADHD and disordered eating can feel from the inside, using step-in and embodiment methods — so they recognise early signs with empathy rather than labels. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Embodiment produces experiential rather than propositional knowledge: holding the posture of an inside-experience recruits perspective-taking in a way no symptom list can, which is what shifts empathy and corrects the attribution error of reading distress as attitude. Character cards supply the psychological distance that makes this safe.

0:10 · Check In

Standing circle. The facilitator states clearly: this is an awareness workshop, not a way to diagnose anyone, including ourselves. We explore how things feel from the inside. Everyone may step out of any activity at any time, no explanation needed. Each teacher says one word for how they arrive and takes one step into the circle as they say it.

Objective: *Establish psychological safety and the no-diagnosis frame before any embodied work, and introduce stepping as a shared physical language.*

Methods: Step-in / Round **Materials:** Open floor space

Facilitator note: *Safety framing is non-negotiable here. Name the opt-out explicitly and repeat it before the main activity.*

0:10 · Framing: inside vs outside

Short input. Early signs of depression, anxiety, ADHD and disordered eating are often misread from the OUTSIDE as laziness, attitude, rudeness, or fussiness. From the INSIDE they feel very different. Today we explore the inside — not to diagnose, but to recognise with empathy. Brief, non-clinical sketch of how each can feel: depression (heavy, flat, far away), anxiety (racing, tight, on alert), ADHD (scattered, flooded, can't land), disordered eating (controlled, watched, never enough).

Objective: *Give teachers a felt, non-clinical sense of four common challenges and the gap between outside appearance and inside experience.*

Methods: Input / Mini-lecture **Materials:** Slides or flipchart

Facilitator note: *Stay strictly non-diagnostic. These are experiences, not checklists. Avoid medical detail.*

0:35 · Main activity: Step-in & living statues (the inside view)

Four sheets of coloured paper are placed across the floor, each representing one inside-experience (e.g. blue = the heavy flatness, amber = the racing alert, green = the scattered flood, grey = the watched control). PART A: the facilitator reads short first-person 'inside voice' cards ('mornings feel like wading through water'; 'my brain has 30 tabs open and I can't close any'). Teachers step onto the colour that the voice evokes and, if willing, say one word about why. PART B: in small groups, teachers make a silent 'living statue' of one inside-experience — a frozen body shape that shows how it feels, not what it looks like from outside. Others view and name what they sense. No one performs their own experience; all work is from the cards/characters.

Objective: *Use the body and space to make four common challenges felt rather than listed, building empathy and early-recognition through embodiment.*

Methods: Step-in / Embodiment / Living statues **Materials:** 4 coloured paper sheets, inside-voice cards, open floor

Facilitator note: *Crucial: always embody the CARD or a character, never 'your own'. Offer a seated/observer role. Watch the room; if anyone disengages, quietly check in after.*

0:10 · Debriefing

Seated circle, lowering the energy after embodiment:1. What did it feel like in your body to hold that statue — and what did that tell you that a symptom list wouldn't?2. From the outside, how might each of these inside-experiences be misread by a teacher who didn't know?3. Which inside-voice card stayed with you, and why?4. How does feeling it from the inside change how you might respond to a student showing these signs?5. Where is the line between noticing with empathy and trying to diagnose — and how do you stay on the right side of it?

Objective: *Convert the embodied experience into empathy and early-recognition, and firmly re-establish that recognition is not diagnosis.*

Methods: Dialogue **Materials:** Flipchart, markers, seated circle

Facilitator note: *Bring the energy down deliberately. Reaffirm: teachers notice and refer; they do not diagnose.*

0:08 · De-role & grounding close

Everyone physically shakes off the statues — literally shaking hands, arms, stepping off the coloured papers and back to neutral ground. The facilitator names aloud: 'You are not the character. You are you, here, now.' One slow breath together. Each teacher names one ordinary, present-moment fact ('I'm in this room, it's Tuesday').

Objective: *Ensure no one leaves carrying an embodied role — a necessary safety step after embodiment work.*

Methods: De-roling / Grounding **Materials:** Open floor

Facilitator note: *Never skip de-roling after embodiment. This protects participants from carrying the role out of the room.*

0:07 · Check Out

Back in the circle. Each teacher completes: 'One student I'll see differently after today is the one who...'. Said aloud or written on a slip. Facilitator closes by naming the referral/support pathway and reminding everyone that empathy plus referral — not diagnosis — is the teacher's role.

Objective: *Anchor a concrete shift in perception and re-orient to the teacher's actual responsibility.*

Methods: Round / Harvest **Materials:** Slips, pens, referral pathway one-pager

Facilitator note: *End on the support pathway so awareness translates into a safe next step, not amateur diagnosis.*

Topic 5 — Stigma & Help-Seeking

Audience: Teachers & adults **Duration:** 90 minutes

Group size: 12–25 participants recommended. **Facilitators:** two recommended for this topic. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to Teachers: To help educators understand why young people stay silent about mental health, recognise how their own responses can open or close a door, and reframe help-seeking as a strength — using interview and role-play simulation. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Role reversal is the active ingredient: experiencing the closed door from the student's position creates an embodied memory of the cost of a dismissive response, which changes behaviour more reliably than being told. Rehearsing the door-opening reply installs a script that is available under real, unplanned conditions.

0:10 · Check In

Seated circle. Each teacher writes anonymously on a slip one thing they have, at some point, NOT asked for help with — and one word for what stopped them (pride, time, fear of judgment, not wanting to burden anyone). Slips into a bowl; the facilitator reads several aloud without names.

Objective: *Surface that silence around needing help is universal — adults included — before exploring it in students.*

Methods: Harvesting and Clustering **Materials:** Slips, pens, bowl

Facilitator note: *Anonymous. The shared 'reasons we stay silent' become the reference point for the whole session.*

0:10 · Framing: why silence, why strength

Short input. Help-seeking in adolescence is low: stigma, fear of judgment, privacy concerns and 'I should handle it myself' are the main barriers (WP2; Villatoro et al.). Two reframes: (1) silence is usually protective, not stubborn — it makes sense from the inside; (2) reaching out is an active, learnable skill and a sign of strength, not weakness. The adult's job is to make the door easy to open.

Objective: *Give teachers the evidence on why students stay silent and a strengths-based reframe of help-seeking.*

Methods: Input / Mini-lecture **Materials:** Slides or flipchart

Facilitator note: *Keep the reframe concrete: strength is reaching out, not coping alone in silence.*

0:20 · Interview activity: the silence behind the behaviour

Pairs. One teacher takes a character card (a student who went quiet, snapped, stopped handing work in, or said 'I'm fine'). The partner gently 'interviews' the character with open questions

('what was actually going on for you that week?', 'what would have made it easier to say something?'). The character answers in role, voicing the inside story behind the surface behaviour. Then swap cards and roles.

Objective: *Reveal the hidden reasoning behind student silence and practise the kind of curious, non-judgmental questioning that opens a door.*

Methods: Interview / Role-play **Materials:** Character cards, open question prompt cards

Facilitator note: *Model open vs closed questions first. The interviewer's job is to understand, not to fix or advise.*

0:20 · Simulation: the door that opens or closes

Trios: a 'student' trying to hesitantly raise a worry, a 'teacher' responding, and an observer. The same opening line ('can I talk to you about something?') is played three ways: a door-closing response (busy, dismissive, jumps to fixing), a door-opening response (calm, present, 'I'm here, take your time'), and a referral-aware response (warm + names a next step). Observers note what shifted. Rotate roles so everyone plays the student.

Objective: *Let teachers feel, from the student's side, how response style determines whether disclosure continues — and rehearse the door-opening move.*

Methods: Simulation / Role-play **Materials:** Scenario cards, three response-style cards, observer sheets

Facilitator note: *Everyone should play the 'student' at least once — feeling the closed door from the inside is the key learning.*

0:10 · Debriefing

Seated circle:1. As the student, what did a 'closing' response do to your willingness to keep talking? What did an 'opening' one do?2. From the interviews, what were the real reasons behind the silence — and how often were they misread as attitude?3. What's the smallest thing a teacher did that made the biggest difference to whether the door stayed open?4. How do we reframe help-seeking as strength for a student who sees it as weakness?5. What is one response habit you want to change after feeling the closed door from the student's side?

Objective: *Consolidate the link between adult response and student disclosure, and turn the strengths reframe into a concrete behaviour change.*

Methods: Dialogue **Materials:** Flipchart, markers

Facilitator note: *Draw out the smallest door-opening moves — they are the most transferable.*

0:10 · De-role & Check Out

Brief de-role: everyone shakes off their character and names themselves aloud ('I'm [name], not the student'). Then each teacher completes: 'One thing I'll do to make my door easier to open is…'. Said aloud or on a slip. Facilitator names the referral pathway to close.

Objective: *Step out of role safely and anchor one concrete, door-opening commitment.*

Methods: De-roling / Round **Materials:** Slips, pens, referral pathway one-pager

Facilitator note: *Always de-role after role-play. End on the pathway so help-seeking connects to real support.*

Topic 6 — Resilience & Coping

Audience: Teachers & adults **Duration:** 90 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to Teachers: To help educators understand resilience as a learnable bounce-back skill (not a fixed trait), recognise the building blocks of Positive Youth Development, and practise scaffolding problem-solving and coping in students. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** The story supplies a shared schema for an abstract construct, and its twist — unlike the egg and the ball, we can change what we are made of — delivers a growth-mindset frame associated with greater persistence after setback. Mapping strategies onto the PYD assets makes resilience teachable rather than dispositional.

0:08 · Check In

Seated circle. Each teacher names one word for a small setback from the past week and one word for how they got through it (or are still getting through it). Pairs of words land in the room as a quick map of everyday coping.

Objective: *Surface that setbacks and bounce-back are constant and ordinary — the raw material of resilience.*

Methods: Round / Harvesting **Materials:** Open circle, optional slips

Facilitator note: *Keep it light and everyday — not big traumas. The point is that coping happens all the time, often unnoticed.*

0:10 · Warm-up story: the egg and the ball

Tell the story of the boy with the egg and the ball. A boy carried two things in his pockets everywhere he went: an egg and a rubber ball. One day, running across the yard, he tripped and fell, and both things flew out of his pockets onto the hard ground. The egg cracked and split — it couldn't take the fall. But the ball hit the ground, and bounced straight back up into his hand. Same fall. Same hard ground. Two completely different results. The question isn't whether we'll fall — everyone falls. The question is what we're made of when we land. Resilience is the bounce: not never falling, but being able to come back up. And here's the part the story doesn't show on its own — unlike the egg and the ball, WE can change what we're made of. The bounce can be learned. Hold up an actual egg and a rubber ball if possible.

Objective: *Introduce resilience as the bounce — and the key reframe that, unlike the egg/ball, what we are made of can be developed.*

Methods: Storytelling **Materials:** An egg and a rubber ball (props), open space

Facilitator note: *The props make it land. End on the twist: resilience is learnable, which is the whole premise of the session.*

0:10 · Framing: bounce, problem-solving, PYD

Short input building on the story. Resilience = a dynamic, developable process, not a personality you're born with (Luo et al.). Three building blocks teachers can scaffold: (1) BOUNCE-BACK / coping skills (regulate, rest, reach out); (2) PROBLEM-SOLVING (name the problem, options, try, review); (3) the Positive Youth Development frame — competence, confidence, connection, character, caring. Note the WP2 finding: teens lean heavily on self-soothing (reactive) and use few active/problem-solving strategies — the gap this session targets.

Objective: *Give teachers a clear, evidence-based model of resilience as buildable, and name the active-coping gap to address.*

Methods: Input / Mini-lecture **Materials:** Slides or flipchart, PYD '5 Cs' visual

Facilitator note: *Tie every point back to the ball: the bounce is a set of skills, and skills can be taught and practised.*

0:30 · Main activity: From egg to ball — the bounce workshop

Groups of 3-4. Each group gets a realistic student setback card (failed test, fell out with friends, didn't make the team, embarrassing moment online). STEP 1 - map the 'egg' response (what crumbling looks like) vs the 'ball' response (what bouncing looks like) for that setback. STEP 2 - build the bounce: walk the problem-solving ladder (name it / options / pick one / what support helps / how you'd review it). STEP 3 - tag which PYD '5 Cs' each strategy strengthens. Groups present their setback's 'bounce plan' in 60 seconds.

Objective: *Practise turning a setback into a concrete, teachable bounce-back plan, integrating problem-solving and the PYD frame.*

Methods: Group work / Case study **Materials:** Setback cards, flipchart sheets, markers, PYD '5 Cs' reference, problem-solving ladder handout

Facilitator note: *Keep the egg/ball metaphor running through the worksheet — it makes an abstract skill tangible and teachable.*

0:10 · Debriefing

Seated circle:1. What separated an 'egg' response from a 'ball' response — was it the setback, or what came after it?2. WP2 shows teens mostly self-soothe and rarely problem-solve. Where did your plan move from soothing to actively solving?3. Which of the 5 Cs felt easiest to build in a student, and which hardest?4. The egg can't change what it's made of, but a student can. What is one way you actively help a student build the bounce, rather than just hoping they have it?5. What is one resilience-building habit you could weave into a lesson or routine next week?

Objective: *Consolidate resilience as teachable, expose the soothing-vs-solving gap, and convert it into classroom practice.*

Methods: Dialogue **Materials:** Flipchart, markers

Facilitator note: *Draw out the active-coping point: comfort matters, but bounce also needs problem-solving practice.*

0:10 · Check Out

Each teacher completes: 'One way I'll help a student build the bounce is...'. Said aloud or on a slip. To close, the facilitator returns to the props: 'Every student can move a little from egg toward ball — and we're part of what they're made of.'

Objective: *Anchor one concrete resilience-building commitment and close on the teacher's role in the bounce.*

Methods: Round / Harvest **Materials:** Slips, pens, the egg and ball props

Facilitator note: *Returning to the props bookends the session and makes the takeaway memorable.*

Topic 7 — Healthy Habits

Audience: Teachers & adults **Duration:** 90 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to Teachers: To help educators understand how the five pillars of daily wellbeing — sleep, movement, nutrition, mindfulness and digital balance — support adolescent mental health, and to design small, realistic habit changes they can model and encourage. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Health behaviour fails at implementation rather than intention. Designing a tiny, cue-anchored change is an implementation-intention technique with strong evidence for follow-through, and experiencing the mindfulness practice before teaching it markedly raises the likelihood that it is ever used in class.

0:10 · Check In

Seated circle. Each teacher rates, on their fingers held to the chest (1-5, private), how well-rested they feel today — then names one habit that helps them feel good and one that quietly works against them. A quick, honest map of adult habits in the room.

Objective: *Open by grounding the topic in the teachers' own daily habits, not abstract advice.*

Methods: Round / Harvesting **Materials:** Open circle

Facilitator note: *Keep it honest and non-judgmental. Adults struggle with these habits too — naming that builds credibility with students.*

0:12 · Framing: the five pillars

Short input. Mental health rests on daily physical foundations. Five pillars: SLEEP (the master regulator of mood and focus), MOVEMENT (a fast-acting mood lifter), NUTRITION (steady fuel vs spikes and crashes), MINDFULNESS (a pause that resets the nervous system), and DIGITAL BALANCE (protecting sleep, attention and real connection). These aren't separate from mental health — they are its infrastructure. Small, consistent changes beat big unsustainable ones.

Objective: *Give teachers a clear, evidence-based frame linking the five pillars to mood, focus and resilience.*

Methods: Input / Mini-lecture **Materials:** Slides or flipchart, five-pillars visual

Facilitator note: *Emphasise 'small and sustainable'. The goal is not perfection but one workable change.*

0:30 · Main activity: The habit audit & tiny-change design

Groups of 3-4, one pillar per group (or rotate). STEP 1 - map what a typical adolescent's day looks like for that pillar, and where it breaks down (late screens killing sleep, skipped breakfast, no movement, no pause, constant notifications). STEP 2 - identify the ONE leverage point that would most improve it. STEP 3 - design a 'tiny change' a student could actually sustain (e.g.

phone out of the bedroom; a 10-minute walk; a glass of water before class; three slow breaths before a test). STEP 4 - name how a teacher could support that change in the school day. Groups share their tiny change in 60 seconds.

Objective: *Move from awareness to design: identify the highest-leverage, most realistic habit change per pillar and how school can support it.*

Methods: Group work / Design **Materials:** Pillar cards, flipchart sheets, markers, 'tiny change' template

Facilitator note: *Push for realism. A change a student won't keep is worthless; a tiny sustainable one compounds.*

0:10 · Debriefing

Seated circle:1. Which pillar seems to have the biggest knock-on effect on the others? (Sleep and digital balance often do.)2. Why do big resolutions fail where tiny changes stick — and what does that mean for how we coach students?3. Where does the school day help or actively harm these habits (timetables, screen use, break time)?4. What's the difference between lecturing students about health and helping them design a change they own?5. What is one tiny change you'll model or support in your own classroom next week?

Objective: *Consolidate the small-and-sustainable principle and connect the pillars to concrete school practice.*

Methods: Dialogue **Materials:** Flipchart, markers

Facilitator note: *Draw out the interconnection — improving one pillar (esp. sleep or digital balance) often lifts the others.*

0:10 · Try it: a mindfulness micro-practice

Teachers experience one classroom-ready mindfulness tool they can reuse: a 90-second guided breath or a 'five senses' grounding. Debrief briefly how it felt and where it could fit in a lesson (before a test, after break, transitions).

Objective: *Give teachers one embodied, immediately usable mindfulness practice for their own classes.*

Methods: Guided practice **Materials:** Quiet space, optional audio

Facilitator note: *Let them feel it before teaching it. Note how little time a reset actually takes.*

0:08 · Check Out

Each teacher completes: 'The one tiny change I'll try (for myself or my students) is…'. Said aloud or on a slip. Facilitator closes on the compounding power of small consistent habits.

Objective: *Anchor one specific, realistic commitment.*

Methods: Round / Harvest **Materials:** Slips, pens

Facilitator note: *End on 'tiny and sustainable'. Invite them to actually try it, not just plan it.*

Topic 8 — Digital Life & Social Media

Audience: Teachers & adults **Duration:** 90 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to Teachers: To help educators understand how algorithms shape what young people feel and see, how screen habits affect wellbeing, and how the loss of face-to-face cues online reduces empathy — so they can build digital literacy and digital empathy in students.

> **Why this works.** Naming the design mechanism converts a moral frame (a failure of self-control) into a structural one, which reduces shame and makes the counter-move learnable. The ambiguous-message task demonstrates emotional projection through personal error, which persuades far more effectively than being told it happens.

0:10 · Check In

Seated circle. Each teacher names the last thing an app 'served' them that made them feel something (a spike of anger, envy, worry, or a pull to keep scrolling) and one word for that feeling. A quick map of how design shapes emotion — for adults too.

Objective: *Open by making the algorithm's emotional pull personal and visible before discussing students.*

Methods: Round / Harvesting **Materials:** Open circle

Facilitator note: *Keep it honest. Adults are targeted by the same design; naming it builds credibility.*

0:12 · Framing: triggers, time, and the empathy gap

Short input, three strands. (1) ALGORITHMIC TRIGGERS: feeds are engineered to hold attention, often by amplifying outrage, comparison and fear. (2) SCREEN-TIME: it's less about hours than about what the time does to sleep, attention and mood. (3) THE EMPATHY GAP: online we lose faces, tone and body language, so the brain fills gaps by projecting our own feelings onto messages (emotional projection); anonymity, invisibility and 'it's just online' lower restraint (online disinhibition, Suler 2004), which can tip into trolling or cyberbullying — or, positively, into safer sharing. Digital literacy + digital empathy are the countermeasures.

Objective: *Give teachers an evidence-based frame linking algorithm design, screen habits and the online empathy gap to student wellbeing.*

Methods: Input / Mini-lecture **Materials:** Slides or flipchart, DLS Module 6 (Digital Empathy) reference

Facilitator note: *Draw directly on the Digital Empathy material: projection, response-time effect, disinhibition, anonymity/invisibility.*

0:30 · Main activity: Decode the feed & the message

Groups of 3-4, two linked tasks. TASK A (the feed): given sample feed snapshots, groups identify the emotional hook each post uses (outrage, envy, fear-of-missing-out, comparison) and what the algorithm is optimising for. TASK B (the message): given ambiguous text messages/comments, groups read them 'cold', notice how they projected a tone, then re-read assuming a different intent — surfacing emotional projection and the response-time effect. Groups design one classroom prompt that would build students' literacy (spotting the hook) or empathy (checking the projection).

Objective: *Practise decoding both algorithmic manipulation and empathy-gap misreadings, and translate each into a teachable prompt.*

Methods: Case study / Group work **Materials:** Sample feed cards, ambiguous-message cards, flipchart, markers

Facilitator note: *Two halves matter: literacy (what the feed does TO you) and empathy (what you do to others online). Keep both.*

0:10 · Debriefing

Seated circle:1. What emotional hooks showed up most in the feeds — and which one works best on you?2. In the message task, how easily did you project a tone that may not have been there? What does that mean for students online?3. Where does online disinhibition (anonymity, invisibility, 'it's just a game') show up in your students' digital lives?4. What's the difference between banning screens and building the literacy and empathy to use them well?5. What's one prompt or routine you'll use to build digital literacy or empathy next week?

Objective: *Consolidate the literacy-plus-empathy response and connect it to concrete classroom practice.*

Methods: Dialogue **Materials:** Flipchart, markers

Facilitator note: *Land both: decode the algorithm AND re-humanise the person on the other end of the screen.*

0:10 · Try it: the pause & reread

Teachers practise two micro-tools they can teach: (1) the 'name the hook' pause — before reacting to a post, name what it's trying to make you feel; (2) the 'reread with kindness' move — before replying to an ambiguous message, assume the most generous intent and check. Quick pair practice on sample content.

Objective: *Give teachers two immediately usable tools for building digital literacy and empathy.*

Methods: Role-play / Pairs **Materials:** Sample posts and messages, prompt cards

Facilitator note: *Both tools are tiny and portable — students can use them mid-scroll.*

0:08 · Check Out

Each teacher completes: 'One way I'll help students think critically or kindly online is…'. Aloud or on a slip. Facilitator closes on digital citizenship: literacy protects them from the feed; empathy protects each other.

Objective: *Anchor one concrete commitment to building digital literacy or empathy.*

Methods: Round / Harvest **Materials:** Slips, pens

Facilitator note: *End on the pairing of critical thinking and compassion online.*

Topic 9 — Identity, Culture & Belonging

Audience: Teachers & adults **Duration:** 90 minutes

Group size: 12–25 participants recommended. **Facilitators:** two recommended for this topic. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to Teachers: To help educators understand identity as layered and intersectional, recognise how belonging (and its absence) shapes adolescent mental health, and create classrooms where every student — across culture, background, gender and migration story — feels seen and safe. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Mapping a persona's many layers counters the categorical thinking that drives othering, while auditing an ordinary day reveals that belonging is produced by accumulated micro-signals rather than declarations of welcome. This targets the lever teachers actually control.

0:10 · Check In

Seated circle. Each teacher names one identity or role that matters to them and one place or moment where they have felt they truly belonged. A quick, human map of how much belonging shapes wellbeing — for adults too.

Objective: *Open by grounding identity and belonging in the teachers' own experience before turning to students.*

Methods: Round / Harvesting **Materials:** Open circle

Facilitator note: *Keep it voluntary in depth. Belonging is the through-line; let it surface naturally.*

0:12 · Framing: identity, intersectionality, belonging

Short input. Identity is layered — culture, language, faith, gender, sexuality, family, migration story — and these intersect (INTERSECTIONALITY): a student is never just one thing, and layers combine to shape experience. Belonging is a core psychological need; its absence (exclusion, othering, not seeing yourself reflected) is a real risk to mental health, while inclusion is protective. WP2 note: developmental stage matters, but so does feeling safe and seen — a unified, adaptive, culturally responsive approach works across contexts.

Objective: *Give teachers a clear frame for layered identity, intersectionality, and belonging as a mental-health factor.*

Methods: Input / Mini-lecture **Materials:** Slides or flipchart, identity-layers / intersectionality visual

Facilitator note: *Keep it affirming and concrete. Avoid tokenism; emphasise every student holds multiple layers.*

0:30 · Main activity: The identity map & the belonging audit

Groups of 3-4. PART A (identity map): using an 'identity flower/wheel' template, teachers map the many layers a single fictional student might hold (heritage, language, faith, gender, ability, family shape, migration story) and note which layers a school tends to see and which it misses. PART B (belonging audit): groups walk a typical school day for that student and mark moments of belonging vs othering (registration name mispronounced, no food they can eat, no one who shares their story, curriculum that never reflects them). They design two concrete changes that would widen belonging.

Objective: *Make layered identity and the everyday mechanics of belonging/exclusion visible, and translate them into practical classroom change.*

Methods: Group work / Mapping **Materials:** Identity-wheel templates, student persona cards, flipchart, markers

Facilitator note: *Personas, not real students. Push past 'be welcoming' to specific, doable changes in routines and curriculum.*

0:10 · Debriefing

Seated circle:1. Which identity layers does school routinely see — and which stay invisible? Who does the invisibility cost?2. Where in an ordinary day did small moments of othering add up? How would a student read them?3. How does intersectionality change support — why isn't 'treat everyone the same' enough?4. What's the difference between celebrating diversity on a poster and building belonging in daily practice?5. What's one change you'll make so more students feel seen next week?

Objective: *Consolidate belonging as built in daily practice, not slogans, and connect intersectionality to responsive support.*

Methods: Dialogue **Materials:** Flipchart, markers

Facilitator note: *Draw out the accumulation of small signals — belonging and othering are both built in tiny moments.*

0:10 · Try it: the belonging micro-moves

Teachers practise three low-effort, high-impact moves: learning and correctly saying every name; using inclusive, assumption-light language; and building 'windows and mirrors' into content (students see themselves AND others). Quick pair rehearsal.

Objective: *Give teachers concrete, immediately usable belonging practices.*

Methods: Role-play / Pairs **Materials:** Prompt cards, name-practice tips

Facilitator note: *Small moves, done consistently, are what students actually feel.*

0:08 · Check Out

Each teacher completes: 'One student who will feel more seen because of a change I'll make is...'. Aloud or on a slip. Facilitator closes: belonging is not an event, it's a hundred small signals that say 'you fit here'.

Objective: *Anchor one concrete belonging commitment.*

Methods: Round / Harvest **Materials:** Slips, pens

Facilitator note: *End on belonging as everyday practice.*

Topic 10 — Asking Big Questions

Audience: Teachers & adults **Duration:** 90 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to Teachers: To help educators use big questions — meaning, values, purpose — as a wellbeing resource, hold open non-judgmental dialogue about them, and help students turn values into a compass for coping and decisions. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Facilitated inquiry builds tolerance of uncertainty by demonstrating that an open question can be held without being resolved; modelling this is what transfers it to students. Values clarification then supplies a decision heuristic young people can reach for precisely when they feel most overwhelmed.

0:10 · Check In

Seated circle. Each teacher names one value that guides them and one 'big question' they were preoccupied with as a teenager. A quick reminder that meaning-seeking is lifelong and began early.

Objective: *Open by legitimising big questions and values as normal, ongoing, and personally familiar.*

Methods: Round / Harvesting **Materials:** Open circle

Facilitator note: *Set a curious, non-dogmatic tone. No 'right' answers — this is about exploration.*

0:12 · Framing: meaning as a coping resource

Short input. Adolescence is when big questions surface — who am I, what matters, what's the point. Rather than a problem, this is a developmental resource: a sense of meaning and clear values buffers stress, guides decisions, and supports resilience (values as a compass). Philosophy-for-coping isn't about answers but about thinking well together — questioning, reasoning, sitting with uncertainty. The adult's role is to hold the space, not to supply conclusions.

Objective: *Frame meaning-making and values as protective wellbeing resources, and dialogue (not answers) as the method.*

Methods: Input / Mini-lecture **Materials:** Slides or flipchart

Facilitator note: *Emphasise open inquiry over doctrine. The goal is thinking together, not teaching what to think.*

0:30 · Main activity: The community of inquiry & values compass

Two linked parts. PART A (community of inquiry): teachers experience a short philosophical dialogue on a stimulus question (e.g. 'Does a good life mean a happy one?'). Ground rules: build on others, disagree respectfully, reasons not just opinions, okay to change your mind. PART B

(values compass): using a values card-sort, each teacher narrows many values to a top five, then to a top three, and notes one recent decision those values did (or could) guide. Groups discuss how to run both with students.

Objective: *Give teachers direct experience of facilitated inquiry and values-clarification as transferable classroom methods.*

Methods: Community of inquiry / Card sort **Materials:** Stimulus question cards, values card sets, facilitation ground-rules sheet

Facilitator note: *Model the facilitation: your job is to deepen questions, not resolve them. Protect minority views in the dialogue.*

0:10 · Debriefing

Seated circle:1. What did the community of inquiry make possible that a normal debate doesn't?2. When you narrowed to three values, what became clearer — and how could that clarity help a stressed student decide?3. How can 'sitting with an open question' be a coping skill rather than a source of anxiety?4. Where's the line between facilitating inquiry and imposing your own answers?5. What's one way you'll open a values or big-question conversation with students next week?

Objective: *Consolidate inquiry and values-work as coping tools, and safeguard non-judgmental facilitation.*

Methods: Dialogue **Materials:** Flipchart, markers

Facilitator note: *Draw out meaning and values as a compass — especially useful when students feel lost or overwhelmed.*

0:10 · Try it: a values-based reframe

Teachers practise a simple move: taking a current stressor and asking 'which of my values is at stake here, and what would acting on it look like?' Quick pair practice, then note how it reframes a problem toward purposeful action.

Objective: *Give teachers a portable values-based coping and decision tool.*

Methods: Role-play / Pairs **Materials:** Stressor prompt cards, each teacher's top-three values

Facilitator note: *Shows values aren't abstract — they translate directly into next steps under stress.*

0:08 · Check Out

Each teacher completes: 'A big question or value I'll invite my students to explore is…'. Aloud or on a slip. Facilitator closes: helping students find what matters to them is some of the most protective work we do.

Objective: *Anchor one concrete commitment to meaning-focused practice.*

Methods: Round / Harvest **Materials:** Slips, pens

Facilitator note: *End on meaning and values as protective, not indulgent, work.*

Part II — Sessions for Ages 12–14

Ten 45-minute sessions. Concrete metaphors, visual and playful methods, warm closes, and a trusted adult named in every session.

Topic 1 — What Is Mental Health? The Continuum Model

Audience: Adolescents 12-14 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 12 - 14: To introduce the zone model as a shared language for emotional states, so that younger adolescents have a concrete, non-clinical vocabulary for recognising and naming how they feel — in themselves and eventually in others.

> **Why this works.** Placing a diffuse internal state onto a visual scale is affect labelling: converting vague feeling into a discrete, nameable position engages regulatory control and gives the young person distance from the state — 'I am in the yellow zone' rather than 'I am bad'. Colour and image carry the meaning where emotional vocabulary is still limited.

00:05 · Check In

Use one of the tools from the T2T workshop (dropbox, handshake, object-signal)

Objective: *To become aware of the status they are in at the time of the workshop.*

Methods: Harvesting and Clustering **Materials:** Post its, pens, box/ envelope

Facilitator note: *The answers should be annonymous. They can be used to illustrate that not everyone is feeling 100% all the time, there are good days and bad days for all people.*

00:05 · Body Scan

The facilitator asks everyone to put their feet flat on the floor, take one breath, and pay attention to the way their body feels on the chair. Do a "body scan" by moving the attention from the feet, calves, thights, hips, bottom, back, neck, head, eyes, nose, moth, neck, chest, belly, hips, thights, knees, calves, ankles, feet.

Objective: *Helping participants be present in the room.*

Methods: Visualization **Materials:** Speaker, music?

Facilitator note: *The group is told clearly: nothing here is collected, nothing is marked, nothing goes further unless the student chooses.*

00:05 · Name one object

The facilitator asks everyone to notice one thing they can see in the room. Each participant names the object outloud.

Objective: *Check how perception of the reality can change based on each person's state of mind at the time.*

Methods: Catena

00:05 · Notice One Thing

Did anyone notice the same thing as someone else — and if so, were you surprised or not?What made you notice that particular thing — and not something else?If this is true for objects in a

room, what might it mean for how we each notice — or miss — what is happening with the people around us?

Objective: *Introducing the idea that what we pay attention to is shaped by something inside us, not just what is in front of us — without using clinical language to say so. This bridges the exercise to the workshop's purpose. It normalises different perspectives on wellbeing without making anyone feel they are doing it wrong*

Methods: Dialogue

00:20 · My Zone Map

The first is a large thermometer outline the student colours to show where they are today — any mix of green, yellow, and red. There is no required explanation. The second part is a row of twelve emoji faces from very happy to overwhelmed. Students circle up to three that match how they have felt most this week, and below each face four labels appear: thoughts, body, how I act, others notice.The third part is a zone playlist: three small boxes labelled Green, Yellow, Red, where students write or draw one or two songs they listen to in each zone. The fourth part is a small box: “When I’m in the yellow or red zone, one thing that sometimes helps is…” Students write, draw, or use a sticker. No instruction beyond that.

Objective: *To give students a private, low-pressure way to locate themselves emotionally and identify at least one thing that helps — using tools that require no words, no explanation, and no disclosure to anyone else.*

Methods: Worksheet **Materials:** Prints, pens

00:05 · Closing

The session closes with the facilitator saying: “Whatever zone you’re in today, it won’t be there forever. And now you have a word for it.” Each student keeps their map in a small envelope provided on the sheet.

Materials: Envelopes/ folders

Topic 2 — Distress vs Disorder

Audience: Adolescents 12-14 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** two recommended for this topic. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 12–14: To help younger adolescents understand that hard feelings are normal and usually pass (rain), and to recognise the few signs that mean a feeling has become a storm worth telling someone about. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** The weather metaphor creates cognitive distance: appraising a storm that belongs to a character allows young adolescents to reason about distress without self-relevant threat. The metaphor also carries a durable, retrievable heuristic — 'does it pass, or does it stay?' — that they can apply without an adult present.

0:05 · Check In

Use one of the discreet tools from the teacher workshop (drop box, handshake, or desk signal). Each student privately signals green, yellow, or red as they arrive.

Objective: *Help students become aware of their own state at the start, and show that everyone has good days and harder days.*

Methods: Harvesting and Clustering **Materials:** Box/envelope, coloured cards, pens

Facilitator note: *Answers stay anonymous. Use the spread to show that nobody is at 100% all the time — that's normal.*

0:05 · Grounding: weather check

The facilitator asks everyone to put their feet flat on the floor, take one slow breath, and picture the 'weather' inside them right now — sunny, cloudy, or stormy. No one has to say it out loud.

Objective: *Bring students into the present moment and introduce the weather metaphor gently.*

Methods: Visualization **Materials:** Calm space, optional soft music

Facilitator note: *Nothing is collected or shared unless the student chooses. Keep it light, not clinical.*

0:20 · Main activity: Storm or just rain?

Watch the 90-second 'Is this a cloud, or a storm?' video. Then students get a simple worksheet with a sky across the top. They place 8 short feeling-situations (e.g. 'sad after an argument, okay by the next day', 'can't sleep or enjoy anything for two weeks') onto the sky: passing CLOUD (it moves on) or STORM that stays. For each storm, they tick which sign it shows — not sleeping, not eating, pulling away from friends, or not enjoying things they love.

Objective: *Help students grasp that most hard feelings pass like rain, and recognise the few concrete signs that mean a feeling has become a storm worth telling someone about.*

Methods: Worksheet / Sorting **Materials:** Printed weather worksheets, the 4 sign-icons, pens, the video

Facilitator note: *Keep the four signs concrete and few: sleep, eating, friends, things you love. Never use words like 'disorder' or 'symptoms'.*

0:08 · Debriefing

Gentle whole-group discussion:1. How can you tell the difference between a cloud that passes and a storm that stays?2. Which of the four signs do you think would be hardest to notice in yourself? In a friend?3. If a friend was stuck under a 'storm', what's one small thing you could do or say?4. Who are the people you could tell if your own storm didn't pass — at home, at school, or somewhere else?

Objective: *Reinforce that clouds are normal and pass on their own, storms are a signal, and telling someone is the brave and smart thing to do.*

Methods: Dialogue **Materials:** Flipchart or whiteboard

Facilitator note: *Frame telling someone as 'sharing an umbrella' — a strength, never a weakness.*

0:07 · Check Out

Each student draws today's weather symbol on a slip and, if they want, the name of one person they could talk to. Slips stay private — students keep them or drop them in a box. The facilitator closes: 'Clouds pass on their own. Storms? Tell someone.'

Objective: *Anchor the core message and leave each student with a personal 'who I could tell'.*

Methods: Drawing / Round **Materials:** Slips, pens, box

Facilitator note: *No pressure to show anyone. The 'who I could tell' is theirs to keep.*

Topic 3 — Emotions & Self-Awareness

Audience: Adolescents 12-14 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 12-14: To help younger adolescents build a richer emotional vocabulary and begin noticing what triggers their feelings — moving beyond 'good' and 'bad' to words that fit more exactly. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Naming an emotion precisely recruits prefrontal regulation and dampens limbic arousal — the 'name it to tame it' effect. Linking word to body sensation to trigger builds the interoceptive–appraisal connection that all later self-regulation depends on, and does so through drawing and cards rather than verbal fluency.

0:05 · Check In

Use one of the discreet tools from the teacher workshop (drop box, handshake, desk signal). As they arrive, each student privately signals their colour zone — a quick bridge back to Topic 1.

Objective: *Settle the group and reconnect to the zone language before adding new vocabulary on top of it.*

Methods: Harvesting and Clustering **Materials:** Box/envelope, coloured cards, pens

Facilitator note: *Answers stay anonymous. Keep it quick — this is a warm-up, not the main event.*

0:05 · Grounding: name the feeling, find it in the body

Feet flat, one slow breath. The facilitator names three feelings (e.g. excited, nervous, calm) and asks students to silently notice where in their body each one might sit — butterflies, tight shoulders, warm chest. No one shares aloud.

Objective: *Bring students into the room and introduce the idea that feelings have body signals — a route into self-awareness.*

Methods: Visualization **Materials:** Calm space, optional soft music

Facilitator note: *Nothing is collected or shared. This previews the body-sensation part of the activity.*

0:20 · Main activity: The feelings map (emotion cards)

Watch the short 'emotion wheel' video. Then each student gets a set of emotion cards (12-16 words from simple to more precise: happy, proud, hopeful, annoyed, nervous, lonely, embarrassed, frustrated...). They (1) pick THREE words that describe their week, (2) for each, draw a quick face or symbol for it, and (3) note one thing that set it off (the trigger). A simple body outline lets them mark where they felt it.

Objective: *Expand vocabulary beyond 'good/bad', connect each feeling to a trigger and a body sensation, and make naming feelings feel creative rather than clinical.*

Methods: Worksheet / Card sort **Materials:** Emotion card sets, feelings-map worksheet, coloured pens, the video

Facilitator note: *Keep words age-appropriate and concrete. Drawing matters — for this age, image and word together make the feeling easier to hold.*

0:08 · Debriefing

Gentle whole-group discussion:1. Was it easy or hard to find three different words — or did they all want to be the same word?2. Did naming the trigger ('what set it off') help the feeling make more sense?3. Why might 'I'm fine' or 'it's whatever' sometimes hide a more exact feeling underneath?4. If a friend only ever said 'good' or 'bad', what's one question you could ask to help them find a better word?

Objective: *Reinforce that more precise words help us understand ourselves, and that feelings usually have a trigger we can spot.*

Methods: Dialogue **Materials:** Flipchart or whiteboard

Facilitator note: *Celebrate precision, never correct a feeling. Every feeling word a student offers is valid.*

0:07 · Check Out

Each student keeps their feelings map. On a slip they write just ONE new feeling word they want to remember and use this week. Slips stay private — kept or dropped in a box. Facilitator closes: 'The more words you have for how you feel, the easier it gets to handle it.'

Objective: *Leave each student with one concrete addition to their emotional vocabulary.*

Methods: Round / Drawing **Materials:** Slips, pens, box, envelopes for maps

Facilitator note: *No pressure to show anyone. The one-word takeaway keeps it small and achievable.*

Topic 4 — Common Challenges — Early Signs

Audience: Adolescents 12-14 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** two recommended for this topic. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 12-14: A gentle AWARENESS session (never a diagnosis). To help younger adolescents understand that some struggles feel different on the inside than they look from the outside, and that noticing these feelings in yourself or a friend is okay — using movement and body shapes, not symptom lists. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Stepping onto a colour externalises an abstract internal state and gives young adolescents a non-verbal channel for content they cannot yet articulate. Because the experience belongs to a character, empathy develops without self-implication or emotional contagion.

0:05 · Check In

Standing circle. Facilitator says clearly and warmly: today is about understanding feelings, not about labelling anyone. You can sit out any part, any time. Each student takes one step into the circle and shows (not says) their energy today with a simple body shape — big, small, tired, bouncy.

Objective: *Set a safe, playful tone and introduce the body as a way to show feelings before any harder content.*

Methods: Step-in / Embodiment **Materials:** Open floor space

Facilitator note: *Keep it light and warm. Name the opt-out clearly. Watch that students embody energy, not personal distress.*

0:05 · Grounding: weather in the body

Feet flat, one slow breath. Facilitator names three weathers (sunny, cloudy, stormy) and students make a tiny body shape for each — no words. Reconnects to the Topic 1 weather idea.

Objective: *Bring students into the room and warm up gentle, low-stakes embodiment.*

Methods: Visualization / Embodiment **Materials:** Calm space, optional soft music

Facilitator note: *Nothing is collected or shared. Keep shapes small and safe.*

0:18 · Main activity: Step on the colour & body shapes

Three or four coloured papers on the floor, each a feeling that can come with a tough time (e.g. blue = heavy/tired, amber = worried/buzzy, green = can't-sit-still/scattered). The facilitator reads short, gentle 'a character feels…' stories ('Sam's legs feel like they're made of stone this morning'; 'Aya's thoughts are racing like a video on fast-forward'). Students step onto the colour that fits the character and, if they want, make a quick body shape to show it. Always about the character in the story, never themselves.

Objective: *Help students feel that struggles have an inside experience that looks different from outside, building empathy and the sense that these feelings are understandable and shared.*

Methods: Step-in / Embodiment **Materials:** 3-4 coloured papers, gentle character-story cards, open floor

Facilitator note: *ALWAYS embody the character, never 'yourself'. Offer an observer spot. Keep stories age-appropriate and hopeful — no graphic content.*

0:07 · Debriefing

Seated, softer energy:1. Did any of the characters feel familiar — like something you've felt, or seen a friend feel? (No need to say who or what.)2. From the outside, how might Sam's 'stone legs' look to a teacher who didn't know? (lazy? slow?)3. If a friend felt like one of the characters, what's one kind thing you could do?4. Who is a grown-up you could tell if a feeling like this stuck around for you or a friend?

Objective: *Build empathy and normalise these feelings, and connect to telling a trusted adult — without any labelling.*

Methods: Dialogue **Materials:** Whiteboard (optional)

Facilitator note: *Never name conditions with this age group. Keep it to feelings and kindness. Steer away from personal disclosure.*

0:05 · De-role & grounding close

Students 'shake off' the character — wiggle, shake hands and feet, step off the papers. Facilitator says: 'You're not the character — you're you. You're here, in this room.' One breath together; each names one thing they can see.

Objective: *Make sure no one carries a character's heavy feeling out of the room.*

Methods: De-roling / Grounding **Materials:** Open floor

Facilitator note: *Always de-role after embodiment, even gentle versions. This is a safety step, not an extra.*

0:05 · Check Out

Back in the circle. Each student takes one step out and shares one word: something kind they could do for a friend (or themselves) who's having a tough time. Or they keep it private on a slip.

Objective: *Leave students with a caring, doable action and a sense that these feelings are okay to notice and share.*

Methods: Step-out / Round **Materials:** Slips, pens

Facilitator note: *Warm, hopeful close. No pressure to disclose anything personal.*

Topic 5 — Stigma & Help-Seeking

Audience: Adolescents 12-14 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** two recommended for this topic. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 12-14: To help younger adolescents understand why it can feel hard to ask for help, that doing so is brave and not weak, and to practise reaching out to a trusted person — using a simple role-play simulation. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Behavioural rehearsal targets the precise step at which help-seeking fails — the first sentence. Performing it successfully in a safe setting raises self-efficacy, which is the strongest single predictor of whether a young person will actually ask for help when it matters.

0:05 · Check In

Standing circle. Facilitator sets a warm, safe tone: today is about asking for help, and you can sit out any part. Each student steps in and shows with a thumb (up / sideways / down) how easy or hard they usually find it to ask for help — no words needed.

Objective: *Open the topic gently and show, without words, that asking for help feels different for everyone.*

Methods: Step-in / Round **Materials:** Open floor space

Facilitator note: *Light and warm. Normalise the full range — lots of sideways and down thumbs is the honest, useful picture.*

0:05 · Grounding: a calm breath

Feet flat, one slow breath. Facilitator asks students to picture one person who has helped them with something — anything, big or small — and just hold that picture for a moment. No sharing.

Objective: *Settle the group and prime the idea that being helped is normal and good.*

Methods: Visualization **Materials:** Calm space, optional soft music

Facilitator note: *Nothing is collected or shared. Keep it brief and positive.*

0:18 · Simulation: trying to ask (role-play)

Watch the short peer-interview style video (teens describing asking for help). Then pairs do a gentle role-play: one is a character with a worry (friendship trouble, exam stress, something at home — from a card), the other is a trusted person (friend, teacher, family member). The character practises STARTING the conversation — just the first sentence ('can I tell you something?'). The 'trusted person' practises a kind, listening response. Swap. Always a character on the card, never the student's own real worry.

Objective: *Practise the hardest part of help-seeking — starting the sentence — in a safe, character-based way, and feel a warm response in return.*

Methods: Simulation / Role-play **Materials:** Character worry-cards, 'kind listener' tip cards, the video

Facilitator note: *Always role-play the CARD, not their own worry. Emphasise that the first sentence is the brave bit; the rest gets easier.*

0:07 · Debriefing

Seated, soft energy:1. What was the hardest part of starting the conversation? (Lots of people say it's just the first sentence.)2. How did it feel when the 'trusted person' listened kindly?3. Why might someone stay quiet even when they really need help? (Is it because they're weak — or because it's just hard?)4. Who are the people YOU could go to? Let's name lots of different kinds of helpers.

Objective: *Reframe asking for help as brave (not weak), and build a concrete sense of who counts as a trusted person.*

Methods: Dialogue **Materials:** Whiteboard for 'helpers' list

Facilitator note: *Never frame silence as failure. Celebrate the courage of the first sentence. Build a visible web of possible helpers.*

0:05 · De-role & grounding close

Students shake off the character ('you're not the character — you're you') and step back to neutral. One breath together; each names one person or place they could go to for help.

Objective: *Step out of role safely and end with a personal, real-world 'who I could tell'.*

Methods: De-roling / Grounding **Materials:** Open floor

Facilitator note: *Always de-role after role-play. The 'who I could tell' is theirs to keep, not to share.*

0:05 · Check Out

Back in the circle. Each student steps out and completes aloud or on a slip: 'Asking for help is brave because…'. Facilitator closes warmly: 'The bravest, smartest thing you can do is let someone help.'

Objective: *Anchor the strength reframe in the students' own words.*

Methods: Step-out / Round **Materials:** Slips, pens

Facilitator note: *Hopeful, affirming close. No pressure to disclose anything personal.*

Topic 6 — Resilience & Coping

Audience: Adolescents 12-14 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 12-14: To help younger adolescents understand resilience as 'the bounce' — that everyone falls, but we can learn to come back up — and to start building simple bounce-back and problem-solving skills, anchored in the egg-and-ball story. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Narrative transportation makes an abstract idea memorable and portable: the bounce becomes an image retrievable under stress. Assembling a personal kit converts insight into a rehearsed, ready response — which is the difference between knowing about coping and actually coping.

0:05 · Check In

Standing circle. Facilitator sets a warm tone and the opt-out. Each student steps in and shows with their body how they 'bounce' — a tiny jump, a wobble, a slow rise — no words. Just a playful physical hello.

Objective: *Open warmly and plant the bounce idea in the body before the story names it.*

Methods: Step-in / Embodiment **Materials:** Open floor space

Facilitator note: *Keep it playful. This primes the metaphor that arrives in the story.*

0:08 · Warm-up story: the egg and the ball

Tell the story of the boy with the egg and the ball. A boy carried two things in his pockets everywhere he went: an egg and a rubber ball. One day, running across the yard, he tripped and fell, and both things flew out of his pockets onto the hard ground. The egg cracked and split — it couldn't take the fall. But the ball hit the ground, and bounced straight back up into his hand. Same fall. Same hard ground. Two completely different results. The question isn't whether we'll fall — everyone falls. The question is what we're made of when we land. Resilience is the bounce: not never falling, but being able to come back up. And here's the part the story doesn't show on its own — unlike the egg and the ball, WE can change what we're made of. The bounce can be learned. Show a real egg and a real ball, and (safely) let students predict what happens to each when dropped.

Objective: *Introduce resilience as the bounce in a concrete, memorable way, and the hopeful twist that the bounce can be learned.*

Methods: Storytelling **Materials:** A real egg and a rubber ball (props)

Facilitator note: *The prediction moment hooks them. Land the twist gently: we're not stuck as eggs — we can grow our bounce.*

0:17 · Main activity: Build your bounce

Watch the short animated 'bounce-back' story video. Then each student gets a 'Bounce Kit' worksheet built around a friendly character facing a setback (lost a game, friend trouble, got something wrong in front of class). Students (1) spot the 'egg' reaction and the 'ball' reaction; (2) fill a simple bounce-back ladder for the character: what's the problem? / what could they try? / who could help? / one kind thing to tell themselves; (3) draw their own 'bounce kit' — 3 things that help them come back up (music, a person, a walk, a pep-talk).

Objective: *Make resilience concrete and personal: recognise bounce vs crumble, practise simple problem-solving, and assemble a personal bounce kit.*

Methods: Worksheet / Drawing **Materials:** 'Bounce Kit' worksheets, coloured pens, the video

Facilitator note: *Work on the CHARACTER's setback, then let the bounce kit be personal. Celebrate every strategy as valid.*

0:07 · Debriefing

Seated, warm energy:1. What's the difference between an 'egg' reaction and a 'ball' reaction to the same problem?2. Did making a plan for the character make the problem feel smaller?3. The egg can't change — but can WE get better at bouncing? How?4. What's one thing in your bounce kit you could actually use this week?

Objective: *Reinforce that everyone falls, the bounce can be grown, and a simple plan makes setbacks feel smaller.*

Methods: Dialogue **Materials:** Whiteboard (optional)

Facilitator note: *Hold the hopeful core: we are not eggs — we can practise the bounce. Keep it encouraging.*

0:05 · Check Out

Standing circle. Each student keeps their Bounce Kit. Stepping out, they name one word from their kit aloud (or keep it private on the sheet). Facilitator closes: 'Everyone falls. The bounce is something you can practise.'

Objective: *Leave each student with a personal, usable bounce kit and the hopeful message.*

Methods: Step-out / Round **Materials:** Bounce Kit sheets, envelopes

Facilitator note: *Affirming close. The kit is theirs to keep, not to share.*

Topic 7 — Healthy Habits

Audience: Adolescents 12-14 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 12-14: To help younger adolescents discover how sleep, movement, food, calm and screen habits affect how they feel and have energy, and to choose one small, fun habit to try — framed around energy, not rules. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** The battery metaphor supplies an intuitive causal model linking behaviour to internal state, building the self-monitoring capacity younger adolescents have not yet developed. Choosing one appealing change protects autonomy and avoids the reactance that health instruction usually provokes.

0:05 · Check In

Standing circle. Facilitator sets a warm, playful tone and the opt-out. Each student shows their 'battery level' this morning with their arms — fully charged (arms high), half (arms mid), nearly empty (arms low). No words needed.

Objective: *Open playfully and introduce the 'energy battery' idea that frames the whole session.*

Methods: Step-in / Embodiment **Materials:** Open floor space

Facilitator note: *Keep it fun. The battery metaphor makes habits feel about energy, not discipline.*

0:05 · Grounding: charge up

Feet flat, one slow breath, a big stretch up and a shake-out. Facilitator asks students to notice how a little movement and a breath change their 'charge' even slightly.

Objective: *Settle the group and let them feel, physically, that small actions shift energy.*

Methods: Movement / Visualization **Materials:** Calm space

Facilitator note: *Nothing collected or shared. Links movement directly to how they feel.*

0:20 · Main activity: What charges and drains my battery

Watch the short 'healthy habits' video. Then each student gets a battery-themed worksheet with five zones (sleep, moving, food, calm, screens). They (1) sort a set of everyday actions into CHARGERS (things that give energy) and DRAINERS (things that drain it) — e.g. late-night scrolling, a good sleep, skipping breakfast, a walk, a scary amount of notifications; (2) mark which drainer they notice most in their own days; (3) pick ONE small, fun 'charger' to try this week and draw it.

Objective: *Help students discover the link between daily habits and energy/mood, and choose one small, appealing change.*

Methods: Worksheet / Sorting **Materials:** Battery worksheets, action cards, coloured pens, the video

Facilitator note: *Frame everything as energy, never as 'good/bad you'. Keep the chosen change tiny and genuinely appealing.*

0:07 · Debriefing

Seated, warm energy:1. Which 'drainer' surprised you — something you didn't realise was draining your battery?2. How do you feel after a good sleep versus a bad one? After moving versus sitting all day?3. Screens can charge AND drain — when does scrolling leave you feeling worse?4. What's the one small charger you picked, and when could you actually do it?

Objective: *Reinforce the habit-energy link and lock in one concrete, doable change.*

Methods: Dialogue **Materials:** Whiteboard (optional)

Facilitator note: *Celebrate curiosity, not compliance. Every small charger counts.*

0:05 · Check Out

Standing circle. Each student keeps their battery sheet and names one word aloud (or keeps it private): their chosen charger. Facilitator closes: 'Tiny habits charge your battery — and your battery is how you feel.'

Objective: *Leave each student with one personal, usable habit to try.*

Methods: Step-out / Round **Materials:** Battery sheets, envelopes

Facilitator note: *Affirming, playful close. The sheet is theirs to keep.*

Topic 8 — Digital Life & Social Media

Audience: Adolescents 12-14 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 12-14: To help younger adolescents notice how apps are designed to grab their attention and feelings, how screen habits affect their mood and sleep, and how to be kind and clear when talking to people online — building early digital literacy and digital empathy.

> **Why this works.** Revealing the 'trick' mobilises young adolescents' acute sensitivity to unfairness in a useful direction: framing the feed as rigged converts passive use into agency. Misreading a short message first-hand builds early digital empathy by making the empathy gap experiential rather than theoretical.

0:05 · Check In

Standing circle, warm tone and opt-out. Each student shows with a thumb how they feel after a typical scroll session — up (good), sideways (meh), down (worse). No words.

Objective: *Open playfully and surface that scrolling can leave you feeling different ways.*

Methods: Step-in / Round **Materials:** Open floor

Facilitator note: *Keep it light. Lots of 'sideways/down' is the honest, useful picture.*

0:05 · Grounding: notice the pull

Feet flat, one slow breath. Facilitator asks students to remember the last time they meant to look at their phone 'for a minute' and lost half an hour — and just notice that pull, without blame.

Objective: *Introduce, gently, that the pull to keep scrolling is designed — not a personal failing.*

Methods: Visualization **Materials:** Calm space

Facilitator note: *Nothing shared. Frames the design point without shaming anyone.*

0:20 · Main activity: Who's pulling the strings?

Watch the short digital-empathy/wellbeing video. Then two quick stations on a worksheet. STATION 1 (the hook): students look at sample posts and match each to the feeling it's trying to spark (jealousy, worry, 'must keep watching', anger) — realising apps are built to grab feelings. STATION 2 (behind the message): students read short ambiguous chats ('k.' / 'whatever' / no reply) and guess the mood, then see other possible meanings — discovering how easily we misread tone online and how a kind reply helps.

Objective: *Build early literacy (apps are designed to hook feelings) and early empathy (online it's easy to misread others, so be kind and clear).*

Methods: Worksheet / Sorting **Materials:** Sample-post cards, ambiguous-chat cards, pens, the video

Facilitator note: *Keep examples age-appropriate and non-scary. Balance the two: how the app treats YOU, and how you treat OTHERS.*

0:07 · Debriefing

Seated, warm:1. Which feeling do apps try to spark in you most — and did you notice it happening?2. When you read 'k.' or got no reply, what mood did you imagine? Could it have meant something else?3. How does it feel when someone misreads YOUR message online?4. What's one kind or clear thing you can do in a chat so people don't misread you?

Objective: *Reinforce that apps are designed to hook feelings and that online kindness and clarity prevent hurt.*

Methods: Dialogue **Materials:** Whiteboard (optional)

Facilitator note: *Celebrate noticing. Frame empathy as a superpower that anyone can build.*

0:05 · Check Out

Standing circle. Each student steps out and shares one word: a way to be kinder or smarter online this week. Or keeps it private on the sheet. Facilitator closes: 'Apps are built to grab your feelings — you get to decide how you scroll and how you treat people.'

Objective: *Leave students with one small, kind, digital-savvy intention.*

Methods: Step-out / Round **Materials:** Slips, pens

Facilitator note: *Affirming, empowering close.*

Topic 9 — Identity, Culture & Belonging

Audience: Adolescents 12-14 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** two recommended for this topic. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 12-14: To help younger adolescents see that everyone is made of many parts, that our differences are strengths, and that everyone deserves to belong — building self-worth and inclusion without pressure to disclose anything private. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** The many-petalled image gives a concrete model of a complex, non-singular self, supporting identity development and easing the pressure toward one defining label. The shared poster reframes difference as a group asset, which is a direct route to inclusive peer norms.

0:05 · Check In

Standing circle, warm tone and opt-out. Facilitator calls out light 'stand up if...' prompts (like a song / speak more than one language at home / support a team / like drawing). Students step in when it's true for them, seeing overlaps and differences.

Objective: *Open playfully and show, in the body, that we share some things and differ in others — and both are fine.*

Methods: Step-in / Embodiment **Materials:** Open floor

Facilitator note: *Keep prompts light and safe — interests and everyday things, nothing sensitive or exposing.*

0:05 · Grounding: something I like about me

Feet flat, one slow breath. Facilitator asks each student to silently think of one thing they like about themselves — a skill, a quality, anything. Just hold it. No sharing.

Objective: *Settle the group and prime self-worth before the identity activity.*

Methods: Visualization **Materials:** Calm space

Facilitator note: *Nothing shared. Keeps it private and positive.*

0:20 · Main activity: My identity flower

Watch a short belonging/identity video. Then each student fills an 'identity flower': each petal is a part of who they are (things I love, my family, where I'm from, languages, what I'm good at, what makes me, me). They choose what to include — nothing is required. Then a gallery moment: students add one sticky note to a shared 'What makes our class great' poster, naming a strength differences bring.

Objective: *Build self-worth through seeing one's own many parts, and frame diversity as a shared class strength.*

Methods: Worksheet / Drawing **Materials:** Identity-flower sheets, coloured pens, shared poster, sticky notes, the video

Facilitator note: *Students control what goes on their flower. Never require sensitive info. Celebrate range on the shared poster.*

0:07 · Debriefing

Seated, warm:1. Was it easy or hard to fill your petals — did you have more parts than you expected?2. Looking at our class poster, what's something good about everyone being a bit different?3. What does it feel like to be left out — and what helps someone feel included?4. What's one small thing you can do to help someone feel they belong here?

Objective: *Reinforce self-worth, the value of difference, and that everyone can help others belong.*

Methods: Dialogue **Materials:** The shared class poster

Facilitator note: *Keep it affirming. Focus on inclusion as something they can actively do.*

0:05 · Check Out

Standing circle. Each student keeps their flower and steps out sharing one word: a way they'll help someone feel included. Or keeps it private. Facilitator closes: 'You're made of many parts — and there's a place for all of them here.'

Objective: *Leave students with self-worth and one inclusion intention.*

Methods: Step-out / Round **Materials:** Flower sheets, envelopes

Facilitator note: *Affirming close. The flower is theirs to keep.*

Topic 10 — Asking Big Questions

Audience: Adolescents 12-14 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 12-14: To help younger adolescents enjoy thinking about big questions, discover what matters to them, and see that their values can guide them when things feel hard or confusing — through playful, pressure-free inquiry. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Questions with no single right answer build epistemic flexibility and normalise changing one's mind — an early inoculation against rigid thinking. Naming values gives young adolescents a simple compass for decisions that would otherwise be settled by social pressure alone.

0:05 · Check In

Standing circle, warm tone and opt-out. Facilitator poses a fun 'would you rather' with a hidden values twist (e.g. be invisible or be able to fly? always tell the truth or always know when others lie?). Students move to a side of the room for their choice — no need to explain.

Objective: *Open playfully and show that big questions are fun to think about, not scary.*

Methods: Step-in / Movement **Materials:** Open floor, two labelled sides

Facilitator note: *Keep it light and curious. There are no wrong answers — that's the whole point.*

0:05 · Grounding: a wondering breath

Feet flat, one slow breath. Facilitator asks students to silently wonder about one thing they find amazing or puzzling about the world. Just wonder — no answer needed.

Objective: *Settle the group and model that open wondering feels good, not stressful.*

Methods: Visualization **Materials:** Calm space

Facilitator note: *Nothing shared. Frames curiosity as pleasant and safe.*

0:20 · Main activity: The big question circle & what matters to me

Watch a short 'big questions' video. PART A (question circle): the group explores one kid-friendly big question ('What makes a good friend?' or 'What does it mean to be brave?') with simple rules — listen, build on others, you can change your mind. PART B (what matters): each student picks their top three from a set of kid-friendly value cards (kindness, honesty, fun, family, fairness, courage, creativity…) and draws or writes why one of them matters to them.

Objective: *Let students experience joyful shared thinking and begin naming their own values.*

Methods: Inquiry circle / Card sort **Materials:** Big-question cards, kid-friendly value cards, pens, the video

Facilitator note: *Protect every voice in the circle; no idea is silly. Keep values concrete and positive.*

0:07 · Debriefing

Seated, warm:1. What was fun about thinking about a big question together? Did anyone change their mind?2. Which of your three values feels most 'you'?3. When something feels hard or confusing, how could knowing what matters to you help?4. What's a big question you'd love to think about more?

Objective: *Reinforce that shared thinking is enjoyable and that knowing your values can help when things are hard.*

Methods: Dialogue **Materials:** Whiteboard (optional)

Facilitator note: *Celebrate curiosity and mind-changing as strengths, not weaknesses.*

0:05 · Check Out

Standing circle. Each student keeps their values card and steps out naming one value aloud (or privately). Facilitator closes: 'Big questions are fun to explore — and knowing what matters to you helps you find your way.'

Objective: *Leave students with named values and a taste for inquiry.*

Methods: Step-out / Round **Materials:** Value cards, envelopes

Facilitator note: *Affirming, playful close. Cards are theirs to keep.*

Part III — Sessions for Ages 15–18

Ten 45-minute sessions. Private reflection, pre-written options, honest level tone, and explicit control over disclosure.

Topic 1 — What Is Mental Health? The Continuum Model

Audience: Adolescents 15-18 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 15 - 18: To build a personal, private emotional map that adolescents can return to — knowing where they are, how they know, and what helps. 45min

> **Why this works.** Silent self-location gives the benefits of affect labelling at zero disclosure cost, which matters because WP2 found private reflection is this group's dominant mode (47%). Autonomy over what is written, and the guarantee that nothing is read, are the exact conditions under which older adolescents engage rather than perform.

00:05 · Check In

Use one of the tools from the T2T workshop (dropbox, handshake, object-signal)

Objective: *To become aware of the status they are in at the time of the workshop.*

Methods: Harvesting and Clustering **Materials:** Post its, pens, box/ envelope

Facilitator note: *The answers should be annonymous. They can be used to illustrate that not everyone is feeling 100% all the time, there are good days and bad days for all people.*

00:05 · Body Scan

The facilitator asks everyone to put their feet flat on the floor, take one breath, and pay attention to the way their body feels on the chair. Do a "body scan" by moving the attention from the feet, calves, thights, hips, bottom, back, neck, head, eyes, nose, moth, neck, chest, belly, hips, thights, knees, calves, ankles, feet.

Objective: *Helping participants be present in the room.*

Methods: Visualization **Materials:** Speaker, music?

Facilitator note: *The group is told clearly: nothing here is collected, nothing is marked, nothing goes further unless the student chooses.*

00:05 · Name one object

The facilitator asks everyone to notice one thing they can see in the room. Each participant names the object outloud.

Objective: *Check how perception of the reality can change based on each person's state of mind at the time.*

Methods: Catena

00:05 · Notice One Thing

Did anyone notice the same thing as someone else — and if so, were you surprised or not?What made you notice that particular thing — and not something else?If this is true for objects in a

room, what might it mean for how we each notice — or miss — what is happening with the people around us?

Objective: *Introducing the idea that what we pay attention to is shaped by something inside us, not just what is in front of us — without using clinical language to say so. This bridges the exercise to the workshop's purpose. It normalises different perspectives on wellbeing without making anyone feel they are doing it wrong*

Methods: Dialogue

00:15 · My Mental Health Map

The worksheet has four parts. The first is a horizontal bar the student marks with an X to show where they are this week. Below the bar are two optional lines — one asking for a colour, one asking for a word or image. No sentence is required.The bar and optional lines invite exactly that — a personal, silent act of self-location with no exposure required. The visual colour option is offered as an additional layer for those who find it easier to express states through image than language, but it is secondary, not primary.The second part is a three-column menu: Thoughts, Body, Behaviour. Each column has five pre-written options the student can tick, circle, or add to. Pre-written options matter here for two reasons. The menu format resolves this by making communication feel manageable without requiring live vulnerability.The third part is an open half-page headed “When things feel heavy, what sometimes helps?” Small printed tiles at the bottom — music, movement, writing, messaging a friend, rest, being alone for a bit — are offered as a starting point, drawn directly from what respondents named in the survey. The open space above them invites drawing, writing, or colouring in whatever form the student prefers. The fourth part offers two reflective prompts: one asking the student to recall a time they got through a difficult zone, and one asking what they would want a future version of themselves to remember.

Objective: *To support older adolescents in privately mapping their current emotional state, recognising how it shows up across thought, body, and behaviour, and connecting it to coping strategies and personal resilience — entirely on their own terms, without requiring spoken disclosure or spontaneous self-expression.*

Methods: Worksheets (prints), pens

00:10 · Check Out

The session closes with an optional anonymous group element: each student writes one word on a slip of paper — one thing that helps when things are hard. Slips go into a bowl and the facilitator reads five or six aloud. No names, no identification. The facilitator says: “Listen to these. Notice how many different answers there are — and how many are probably yours too.”

Objective: *This gives students a felt sense of collective experience without requiring any individual disclosure.*

Methods: Step in

Topic 2 — Distress vs Disorder

Audience: Adolescents 15-18 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** two recommended for this topic. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 15–18: To help older adolescents tell a rough patch from something more — in themselves and in their friends — and to lower the barriers to opening up about it. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Applying the criteria to cards rather than to conversation keeps self-assessment private. The friend-lens recruits perspective-taking, a reliable route to self-insight in adolescents who resist direct self-examination — what they can see in a friend, they can eventually recognise in themselves.

0:05 · Check In

Use one of the discreet tools from the teacher workshop (drop box, anonymous form, or desk signal). Each student privately signals where they are — green, yellow, or red.

Objective: *Build awareness of their current state and normalise that everyone moves along the spectrum.*

Methods: Harvesting and Clustering **Materials:** Box/envelope or anonymous digital form, pens

Facilitator note: *Anonymous. The spread illustrates that a whole room is rarely all in the green — and that's normal.*

0:05 · Grounding: body scan

Feet flat, one slow breath, then a short body scan — moving attention from feet to head and back, noticing tension without judging it. Students notice how they actually feel, not how they think they should feel.

Objective: *Bring students into the room and model that noticing the body is one honest way to read your own state.*

Methods: Visualization **Materials:** Calm space, optional music

Facilitator note: *Nothing is collected or shared. This also previews the 'body' signs covered in the activity.*

0:20 · Main activity: Rough patch or something more?

Watch the 2-minute 'Rough patch, or something more?' video. Then students work individually with a private card set: 12 short signs split across THOUGHTS, BODY, and BEHAVIOUR (e.g. replaying conversations, tired even after sleep, not replying for days, losing interest, snapping at people, pulling away while saying 'I'm fine'). They privately mark any they recognise — in themselves OR in a friend — and note next to each whether it feels like a passing week or something that's stayed and started costing them sleep, school, or the people they care about.

Objective: *Give older teens the detailed, realistic signs of distress, framed for recognising it both in themselves and in a friend, using the duration/intensity/interference logic.*

Methods: Worksheet / Self-reflection **Materials:** Printed card sets or worksheets, pens, the video

Facilitator note: *The signs section is the heart of this session — concrete and specific. Everything stays private; no one shares their marks.*

0:08 · Debriefing

Discussion that keeps personal disclosure optional and focuses on the friend lens:1. From the outside, which of these signs are easiest to mistake for someone just being moody, lazy, or rude?2. What's the difference between a hard week and something that's 'stayed and started costing you'?3. The video says telling one person doesn't mean telling everyone. What gets in the way of opening up — and what makes it feel safer?4. If a friend went quiet in the group chat and brushed everything off, what's one low-key way to open the door?5. What would you want a friend to do if the signs were showing in you?

Objective: *Lower the barriers to opening up by naming the fears directly, and reframe help-seeking and reaching out to a friend as an active, learnable choice.*

Methods: Dialogue **Materials:** Flipchart or whiteboard

Facilitator note: *Address the privacy fear head-on: telling one trusted person is not the same as telling everyone, and it doesn't make it 'a big deal'.*

0:07 · Check Out

Optional anonymous group close: each student writes one word on a slip — one thing that makes it easier to open up, OR one person/place they'd go to. Slips into a bowl; the facilitator reads five or six aloud: 'Notice how many options there are — and how many are probably yours too.'

Objective: *Leave students with a collective sense that opening up is normal and that safe options exist, without any individual having to disclose.*

Methods: Step-in / Round **Materials:** Slips, pens, bowl

Facilitator note: *No names. The collective read-aloud does the work — it shows everyone they're not alone.*

Topic 3 — Emotions & Self-Awareness

Audience: Adolescents 15-18 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 15-18: To help older adolescents sharpen emotional granularity, recognise their personal triggers and patterns, and use precise naming as a private regulation tool — on their own terms. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Granularity is among the strongest predictors of adaptive regulation. Laddering a blunt word into a precise one and then tracing its trigger converts a global aversive state into a specific, causally located problem — which is the precondition for any active coping response at all.

0:05 · Check In

Use one of the discreet tools from the teacher workshop (drop box, anonymous form, desk signal). Each student privately signals where they are. Optional: add one word for the feeling, not just the colour.

Objective: *Build awareness of their current state and warm up the move from colour to word — from broad to precise.*

Methods: Harvesting and Clustering **Materials:** Box/envelope or anonymous form, pens

Facilitator note: *Anonymous. The optional word previews the granularity focus of the session.*

0:05 · Grounding: body scan for signal

Feet flat, one slow breath, then a brief body scan from feet to head, noticing any tension, tightness, or ease without judging it. Students notice that the body often registers a feeling before we have a word for it.

Objective: *Bring students into the room and frame bodily sensation as the earliest, most honest signal of an emotion.*

Methods: Visualization **Materials:** Calm space, optional music

Facilitator note: *Nothing is collected or shared. Sets up the trigger-and-body work that follows.*

0:20 · Main activity: The granularity & trigger map

Watch the short emotion-wheel video. Then students work privately with a worksheet: (1) start from a broad word they actually felt this week (stressed, down, angry, fine) and ladder it down to the most precise word that fits; (2) name the TRIGGER — what set it off; (3) note the BODY signal and one BEHAVIOUR it led to (what they did or stopped doing); (4) spot a pattern: 'this feeling tends to show up when…'. A reference emotion wheel supports word-finding.

Objective: *Develop granularity, link feelings to triggers, body, and behaviour, and surface personal patterns — building self-awareness as a private regulation skill.*

Methods: Worksheet / Self-reflection **Materials:** Printed worksheets, emotion-wheel reference, pens, the video

Facilitator note: *Everything stays private; no one shares their map. The pattern-spotting step is what turns naming into self-knowledge.*

0:08 · Debriefing

Discussion that keeps personal content optional and focuses on the skill:1. Did moving from a broad word to a precise one change how manageable the feeling seemed?2. How does spotting the trigger change what you might do next time it shows up?3. The body often knows before the words do — did anyone notice a sensation they hadn't connected to a feeling before?4. Why might naming a feeling precisely, even just to yourself, actually lower its intensity?5. What's one feeling-word you'd add to your vocabulary because it names something you didn't have a word for?

Objective: *Connect granularity and trigger-awareness to regulation, and frame precise naming as a private tool students can use without telling anyone.*

Methods: Dialogue **Materials:** Flipchart or whiteboard

Facilitator note: *Address the regulation link directly: naming precisely is not just describing a feeling — it changes it. Keep disclosure optional.*

0:07 · Check Out

Optional anonymous group close: each student writes one word on a slip — a precise feeling-word they're taking away, OR one trigger they now recognise in themselves. Slips into a bowl; facilitator reads five or six aloud: 'Notice how many words there are for what we feel — and how many of these are probably yours too.'

Objective: *Leave students with an enriched shared vocabulary and a felt sense that precise naming is normal, without anyone disclosing their own map.*

Methods: Step-in / Round **Materials:** Slips, pens, bowl

Facilitator note: *No names. The read-aloud expands everyone's vocabulary at once and normalises trigger-awareness.*

Topic 4 — Common Challenges — Early Signs

Audience: Adolescents 15-18 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** two recommended for this topic. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 15-18: An AWARENESS session (not diagnosis). To help older adolescents understand how depression, anxiety, ADHD and disordered eating can feel from the inside vs how they look from the outside, using step-in and embodiment — building empathy, reducing stigma, and recognising when something is worth taking seriously, in themselves or a friend. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** The paired inside/outside statue makes the attribution gap literally visible. Stigma reduction depends on recognising that observable behaviour under-determines internal experience — and two shapes standing side by side deliver that insight faster and more durably than any explanation.

0:05 · Check In

Standing circle. Facilitator is explicit: this is awareness, not diagnosis — we're exploring how things feel, not labelling anyone. Full opt-out at any point, no reason needed. Each student steps in and names one word for how they arrive (colour or feeling). Privacy respected.

Objective: *Establish the no-diagnosis frame and consent before embodiment, and open the shared physical language of stepping.*

Methods: Step-in / Round **Materials:** Open floor space

Facilitator note: *State the opt-out and the no-diagnosis frame clearly. Set a mature, respectful tone.*

0:05 · Grounding: body as first signal

Feet flat, one slow breath, brief body scan from feet to head. Students notice that the body often registers a feeling before the mind has words — tension, heaviness, restlessness, a knot.

Objective: *Bring students present and frame the body as an honest early signal — the lens for the activity.*

Methods: Visualization **Materials:** Calm space, optional music

Facilitator note: *Nothing is collected or shared. Previews the inside-experience focus.*

0:20 · Main activity: Step-in & living statues (inside vs outside)

Four coloured papers, each an inside-experience: blue (the heavy flat distance of low mood), amber (the racing tight alert of anxiety), green (the scattered flood of an unfocused mind), grey (the controlled, watched, never-enough feeling). PART A: facilitator reads first-person 'inside voice' cards; students step onto the colour it evokes and may say one word. PART B: in pairs/small groups, students build a silent 'living statue' of one inside-experience (from the card,

not themselves) — a frozen shape of how it feels inside. A second student sculpts an 'outside view' statue beside it (how it might look to others: 'lazy', 'dramatic', 'difficult', 'fussy'). The pair shows the gap between inside and outside.

Objective: *Make four common challenges felt rather than listed, expose the gap between inside experience and outside appearance, and reduce stigma through embodied empathy.*

Methods: Step-in / Embodiment / Living statues **Materials:** 4 coloured papers, inside-voice cards, open floor

Facilitator note: *Always embody the CARD/character, never one's own experience. Offer an observer/sculptor-only role. The inside-vs-outside pairing is the core insight; keep content non-graphic.*

0:07 · Debriefing

Seated, lower energy, disclosure optional:1. What was the gap between the 'inside' statue and the 'outside' statue — and why does that gap matter?2. Which inside-experience is most often misread, and as what? (lazy, attention-seeking, rude, vain?)3. How does feeling it from the inside change how you'd treat a friend showing these signs?4. Awareness isn't diagnosis — what's the difference between noticing 'something's going on' and slapping a label on someone (including yourself)?5. If these signs showed up and stayed in you or a friend, what would a good next step be?

Objective: *Turn embodiment into empathy and stigma-reduction, and clearly separate caring awareness from self- or peer-diagnosis.*

Methods: Dialogue **Materials:** Flipchart or whiteboard

Facilitator note: *Hold the line on no-diagnosis. Reinforce that taking it seriously means support, not labelling.*

0:05 · De-role & grounding close

Students physically shake off the statue and step off the papers back to neutral ground. Facilitator: 'You are not the role. You're you — here, now.' One breath; each names one ordinary present fact. A clear separation from the embodied experience.

Objective: *Ensure no one leaves carrying an embodied role — essential after embodiment work.*

Methods: De-roling / Grounding **Materials:** Open floor

Facilitator note: *Never skip de-roling. Watch for anyone who seems affected and check in privately afterwards.*

0:03 · Check Out

Optional anonymous close: each student writes one word on a slip — something they'll see differently now, OR one safe next step if these signs showed up. Slips into a bowl; facilitator reads a few aloud and names the support pathway: awareness plus reaching out, never self-diagnosis.

Objective: *Anchor a shift in perception, normalise taking it seriously, and point to real support without disclosure.*

Methods: Step-in / Round **Materials:** Slips, pens, bowl, support/helpline info

Facilitator note: *Close on the support pathway. If the topic surfaced personal distress, follow safeguarding and check in privately after.*

Topic 5 — Stigma & Help-Seeking

Audience: Adolescents 15-18 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** two recommended for this topic. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 15-18: To help older adolescents understand why they and their peers stay silent, dismantle the idea that reaching out is weakness, and rehearse both asking for help and responding to a friend — using interview and simulation, with privacy fears addressed directly. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** WP2 found the barrier is not willingness but uncertainty about consequences. Simulating 'what happens if I tell someone' replaces catastrophic prediction with a concrete, controllable outcome — and restoring control over who, how much and when is what dissolves the disclosure block.

0:05 · Check In

Seated or standing circle. Facilitator names the no-pressure frame and full opt-out. Each student adds one word, anonymously on a slip or aloud, to the question: 'What stops people our age from asking for help?' Slips read aloud build a shared wall of barriers.

Objective: *Surface the real barriers (judgment, privacy, 'I should handle it', not wanting to worry anyone) as a shared, normal list.*

Methods: Harvesting and Clustering **Materials:** Slips, pens, bowl or wall

Facilitator note: *Anonymous option matters here. The barrier wall is referenced through the whole session.*

0:05 · Grounding: body as signal

Feet flat, one slow breath, brief body scan. Students notice where they hold the feeling of 'I don't want to say this out loud' — throat, chest, stomach — without judging it.

Objective: *Bring students present and connect the physical experience of holding something back to the topic.*

Methods: Visualization **Materials:** Calm space, optional music

Facilitator note: *Nothing is collected or shared.*

0:20 · Interview + simulation: the silence and the door

PART A (interview, ~8 min): pairs interview a character card (someone who went quiet, withdrew, or said 'I'm fine') with open questions to uncover the real reason behind the silence. PART B (simulation, ~12 min): trios role-play a peer reaching out to a friend. The same opening ('I've not really been okay lately') is met three ways: brushed off / made about the listener / truly heard. A key beat addresses the WP2 finding directly: the worried person voices 'but what

happens if I tell someone?' and the group plays out that telling one trusted person doesn't mean telling everyone. Everyone plays the one reaching out at least once.

Objective: *Expose the reasoning behind silence, rehearse both seeking and offering support, and dismantle the privacy fear that telling one person means losing control.*

Methods: Interview / Simulation / Role-play **Materials:** Character cards, response-style cards, observer sheets, the peer-voice video (optional)

Facilitator note: *Always in role, never personal disclosure. Make sure everyone feels the 'reaching out' side. Address 'what happens next' explicitly.*

0:07 · Debriefing

Seated, disclosure optional:1. From the interviews, how often was the silence sensible from the inside, even when it looked like attitude or distance from outside?2. As the one reaching out, what did 'being truly heard' do — versus being brushed off?3. The big fear is 'what happens if I tell someone'. What did we learn about control — who you tell, how much, and when?4. Where did 'reaching out is weakness' break down today? What's the stronger reframe?5. If a friend went quiet on you, what's one low-key way to open the door without making it 'a big deal'?

Objective: *Reframe help-seeking and supporting a friend as active strength, and resolve the privacy fear that blocks disclosure.*

Methods: Dialogue **Materials:** Flipchart or whiteboard

Facilitator note: *Land the reframe: reaching out is the strong move, and the discloser keeps control of who/how much/when.*

0:05 · De-role & grounding close

Students shake off the role and name themselves ('I'm me, not the character'). One breath; each names one ordinary present fact. Clear separation from the role.

Objective: *Step out of role safely after simulation.*

Methods: De-roling / Grounding **Materials:** Open floor

Facilitator note: *Never skip de-roling. Check in privately with anyone who seems affected.*

0:03 · Check Out

Optional anonymous close: each writes one word — a reframe of help-seeking they're taking away, OR one trusted person/place they'd actually go to. Slips into a bowl; facilitator reads a few and names real support options (trusted adult, helpline, service): 'Reaching out isn't weakness — it's the move that gets it lighter.'

Objective: *Anchor the strengths reframe and point to concrete support, without requiring disclosure.*

Methods: Step-in / Round **Materials:** Slips, pens, bowl, support/helpline info

Facilitator note: *Close on real support pathways. Follow safeguarding if anything personal surfaced; check in privately after.*

Topic 6 — Resilience & Coping

Audience: Adolescents 15-18 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 15-18: To help older adolescents understand resilience as a developable skill rather than a fixed trait, move from reactive self-soothing toward active problem-solving, and build a personal bounce-back toolkit — anchored in the egg-and-ball story. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Sorting one's own strategies into soothing and solving is a self-monitoring intervention: seeing the imbalance is what motivates change, and WP2 shows this group's repertoire is heavily soothing-weighted. The problem-solving ladder then supplies the missing active strategy as a concrete, repeatable sequence.

0:05 · Check In

Circle. Facilitator names the no-pressure frame and opt-out. Each student offers one word (aloud or on a slip) for something they 'bounced back' from — small or large, no detail needed. A quick, low-stakes map of lived resilience in the room.

Objective: *Surface that everyone present has already bounced back from something — resilience is lived, not theoretical.*

Methods: Round / Harvesting **Materials:** Slips or open circle, pens

Facilitator note: *Keep detail optional. The point is recognition: you've done this before.*

0:07 · Warm-up story: the egg and the ball

Tell the story of the boy with the egg and the ball. A boy carried two things in his pockets everywhere he went: an egg and a rubber ball. One day, running across the yard, he tripped and fell, and both things flew out of his pockets onto the hard ground. The egg cracked and split — it couldn't take the fall. But the ball hit the ground, and bounced straight back up into his hand. Same fall. Same hard ground. Two completely different results. The question isn't whether we'll fall — everyone falls. The question is what we're made of when we land. Resilience is the bounce: not never falling, but being able to come back up. And here's the part the story doesn't show on its own — unlike the egg and the ball, WE can change what we're made of. The bounce can be learned. Then pose the sharper question for this age group: if the bounce can be built, what actually builds it — and what makes some responses 'egg-like' (avoiding, spiralling) versus 'ball-like' (facing, adapting)?

Objective: *Introduce resilience as developable and frame the session's real question: what builds the bounce.*

Methods: Storytelling **Materials:** Egg and ball props (optional), open space

Facilitator note: *For this age, push past the metaphor quickly into the 'so what builds it' question that drives the activity.*

0:06 · Framing: soothing vs solving

Brief input. Resilience is a developable process, not a trait (Luo et al.). WP2 finding made explicit: people their age lean heavily on self-soothing (music, distraction) — which helps in the moment but doesn't build long-term bounce on its own. Active strategies — problem-solving, reframing, reaching out — are what grow it. Both matter; the goal is to widen the repertoire.

Objective: *Name the soothing-vs-solving gap honestly and frame active coping as the growth edge.*

Methods: Input / Mini-lecture **Materials:** Slides or flipchart

Facilitator note: *Don't dismiss self-soothing — validate it, then position active coping as the part worth building.*

0:15 · Main activity: The bounce-back toolkit

Individual, private worksheet. Students (1) take a realistic setback (theirs or a card) and map the 'egg' path (avoid/spiral) vs the 'ball' path (face/adapt); (2) run the problem-solving ladder — name it / list options / pick one / identify support / plan a review; (3) sort their go-to strategies into 'soothing' (gets me through the moment) and 'solving' (moves the problem) and add one new solving strategy to try; (4) write one line to their future self for the next time they fall. Everything stays private.

Objective: *Build an honest, personal toolkit that balances self-soothing with active problem-solving, and rehearse the bounce as a process.*

Methods: Worksheet / Self-reflection **Materials:** Toolkit worksheets, problem-solving ladder, setback cards (optional), pens

Facilitator note: *Private throughout. The soothing/solving sort is the key insight — most will notice their list is soothing-heavy.*

0:07 · Debriefing

Seated, disclosure optional:1. When you sorted soothing vs solving, which list was longer — and what does that tell you?2. What's the difference between an 'egg' response and a 'ball' response to the same setback — and is it about the setback or what you do next?3. The egg can't change what it's made of, but you can. What actually builds the bounce, from what we did today?4. What's one active (solving) strategy you'd add to a toolkit that's currently soothing-heavy?5. What did you want your future self to remember?

Objective: *Consolidate resilience as buildable, surface the soothing-heavy pattern, and commit to one active-coping addition.*

Methods: Dialogue **Materials:** Flipchart or whiteboard

Facilitator note: *Land the core: comfort yourself AND solve the problem. Keep all personal content optional.*

0:05 · Check Out

Optional anonymous close: each writes one word — an active strategy they're adding, OR one thing they now know about their own bounce. Slips into a bowl; facilitator reads a few: 'You're not an egg or a ball — you're someone who can build the bounce. And you already have, more than once.'

Objective: *Anchor the developable-resilience message and one concrete active-coping step, without requiring disclosure.*

Methods: Step-in / Round **Materials:** Slips, pens, bowl

Facilitator note: *Affirming, agency-focused close. Reference back to what each student already bounced from at check-in.*

Topic 7 — Healthy Habits

Audience: Adolescents 15-18 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 15-18: To help older adolescents see how sleep, movement, nutrition, mindfulness and digital balance directly affect mood, focus and stress, and to design one realistic, self-chosen habit change using a tiny-habits approach. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** The friction question surfaces the conditions actually maintaining a habit rather than the stated intention. Anchoring a tiny action to an existing routine — cue, action, review — is the mechanism behind durable habit formation, and reframes the whole domain as self-regulation rather than compliance.

0:05 · Check In

Circle. Facilitator names the no-pressure frame and opt-out. Each student offers one word (aloud or on a slip) for the habit that most affects how they feel — for better or worse. A quick honest snapshot.

Objective: *Surface that everyone already knows a habit that shapes their state — starting from self-knowledge, not instruction.*

Methods: Round / Harvesting **Materials:** Slips or open circle, pens

Facilitator note: *Keep it real and non-judgmental. Naming it is the first step to changing it.*

0:06 · Grounding: notice the baseline

Feet flat, one slow breath, brief body scan. Students notice their current energy, tension and focus — a baseline reading before thinking about what shapes it.

Objective: *Bring students present and model self-monitoring as the start of any habit change.*

Methods: Visualization **Materials:** Calm space, optional music

Facilitator note: *Nothing collected or shared. Frames the body as data.*

0:07 · Framing: the infrastructure of mood

Brief input. Mood, focus and stress-tolerance aren't just 'in your head' — they run on physical infrastructure: SLEEP (the master switch), MOVEMENT (fast mood lift), NUTRITION (steady fuel vs crashes), MINDFULNESS (resets the stress response), DIGITAL BALANCE (protects sleep, attention, real connection). WP2 note: this age leans on self-soothing; these habits are active, buildable ways to regulate. Big overhauls fail; tiny habits stick.

Objective: *Give a credible, non-preachy frame linking the five pillars to mood, focus and stress, and set up the tiny-habits method.*

Methods: Input / Mini-lecture **Materials:** Slides or flipchart

Facilitator note: *Respect their autonomy — inform, don't lecture. Position habits as leverage over their own state.*

0:15 · Main activity: Design one habit that holds you

Individual, private worksheet using a tiny-habits method. Students (1) pick the pillar that would most improve their week; (2) identify the real friction (why the current habit persists — e.g. phone in bed because it's the alarm); (3) design a tiny change tied to an existing routine ('after I get into bed, I put my phone across the room'); (4) name a cue, the tiny action, and how they'll know it worked; (5) anticipate one obstacle and a workaround. Everything stays private.

Objective: *Turn awareness into a single, realistic, self-owned habit change designed to actually stick.*

Methods: Worksheet / Self-reflection **Materials:** Tiny-habits worksheets, pens, the video (optional)

Facilitator note: *Private throughout. The power is in specificity — a tiny action tied to an existing cue, not a vague intention.*

0:07 · Debriefing

Seated, disclosure optional:1. Which pillar has the biggest knock-on effect on your others? (Sleep and screens usually top this.)2. Why do tiny changes tied to an existing routine outlast big resolutions?3. What's the real friction keeping a current habit in place — and did naming it change anything?4. How is designing a habit a form of active coping, not just 'being healthy'?5. What's the one tiny change you're actually going to try, and when's the first time you'll do it?

Objective: *Consolidate the tiny-habits principle, connect habit-design to self-regulation, and commit to a first action.*

Methods: Dialogue **Materials:** Flipchart or whiteboard

Facilitator note: *Land the specificity point. A dated, cued, tiny action is the one that survives contact with a real week.*

0:05 · Check Out

Optional anonymous close: each writes one word — the pillar they're working on, OR their tiny change. Slips into a bowl; facilitator reads a few: 'You can't overhaul everything. But one tiny habit, done often, changes how a whole week feels.'

Objective: *Anchor the small-and-sustainable message and one concrete step, without requiring disclosure.*

Methods: Step-in / Round **Materials:** Slips, pens, bowl

Facilitator note: *Agency-focused close. Optionally invite them to check back in a week on whether it held.*

Topic 8 — Digital Life & Social Media

Audience: Adolescents 15-18 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 15-18: To help older adolescents understand how algorithms shape their emotions and attention, take honest stock of screen habits, and recognise how the online empathy gap (projection, disinhibition, anonymity) affects how they treat and are treated by others — building critical digital literacy and digital empathy.

> **Why this works.** Algorithmic self-awareness is metacognitive training — interposing a question between stimulus and reaction is the same interruption mechanism used in cognitive restructuring. Framing manipulation as an affront to their autonomy engages this age group far more effectively than any warning about screen time.

0:05 · Check In

Circle, no-pressure frame and opt-out. Each student offers one word (aloud or slip) for how their feed usually leaves them feeling. A fast, honest read of the room's digital-emotional climate.

Objective: *Surface, without judgment, the real emotional aftertaste of the feed.*

Methods: Round / Harvesting **Materials:** Slips or circle, pens

Facilitator note: *Keep it honest. This climate becomes the reference for the session.*

0:05 · Grounding: attention check

Feet flat, one slow breath, brief scan of attention itself — is it scattered, pulled, calm? Students notice the state their attention is in, right now.

Objective: *Bring students present and frame attention as something worth protecting.*

Methods: Visualization **Materials:** Calm space, optional music

Facilitator note: *Nothing shared. Frames attention as a resource the feed competes for.*

0:07 · Framing: the machine and the empathy gap

Brief input. Feeds are engineered to maximise engagement, often via outrage, comparison and fear — shaping mood and attention. And online we lose faces and tone, so we project our own feelings onto messages (emotional projection), while anonymity, invisibility and 'it's just online' lower restraint (online disinhibition, Suler 2004) — fuelling trolling and cyberbullying, or, used well, safer honest sharing. Literacy (see the machine) and empathy (re-humanise the person) are the two defences.

Objective: *Give a credible frame linking algorithmic design and the online empathy gap to how they feel and behave.*

Methods: Input / Mini-lecture **Materials:** Slides or flipchart, DLS Module 6 reference

Facilitator note: *Inform, don't moralise. Respect that they live here; give them leverage, not lectures.*

0:16 · Main activity: Audit your feed & your footprint

Private worksheet, two parts. PART A (the feed audits you): students map what their feed reliably makes them feel, name the hooks it uses on them, and choose one concrete literacy move (mute/unfollow a trigger, 'name the hook' before reacting, a screen boundary that protects sleep). PART B (your footprint): students reflect on a time they misread or were misread online (projection), and how disinhibition (anonymity/distance) changes what people say — then design one digital-empathy habit (reread before sending, assume generous intent, pause before piling on). All private.

Objective: *Turn insight into two owned changes: one protecting their own attention/mood, one improving how they treat others online.*

Methods: Worksheet / Self-reflection **Materials:** Audit worksheets, pens, the video (optional)

Facilitator note: *Private throughout. Balance self-protection (literacy) with responsibility to others (empathy).*

0:07 · Debriefing

Seated, disclosure optional:1. What does your feed reliably make you feel — and who benefits from that feeling?2. How is 'name the hook' different from just trying to use your phone less?3. Where have you seen disinhibition — people online saying what they'd never say to a face? What drives it?4. When you've been misread (or misread someone), how much was projection filling the gap?5. What's the one literacy move and the one empathy habit you're taking away?

Objective: *Consolidate critical literacy and digital empathy as active skills, and commit to one of each.*

Methods: Dialogue **Materials:** Flipchart or whiteboard

Facilitator note: *Land both defences: see the machine clearly, and keep the human on the other side real.*

0:05 · Check Out

Optional anonymous close: each writes one word — a literacy move OR an empathy habit they're taking away. Slips into a bowl; facilitator reads a few: 'The feed is designed to use you. Literacy is seeing it; empathy is refusing to pass the harm on.'

Objective: *Anchor the two defences without requiring disclosure.*

Methods: Step-in / Round **Materials:** Slips, pens, bowl

Facilitator note: *Agency-focused close. Optionally invite a one-week check-back on whether the change held.*

Topic 9 — Identity, Culture & Belonging

Audience: Adolescents 15-18 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** two recommended for this topic. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 15-18: To help older adolescents explore identity as layered and intersectional, reflect on where they do and don't feel they belong, and recognise both their own worth and their power to include others — with full control over disclosure. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Self-authored mapping supports identity consolidation, the central developmental task at this age. Naming minority stress and acculturative stress externalises difficulty as a structural condition rather than a personal deficiency, and closing on an act of inclusion converts insight into agency — the antidote to helplessness.

0:05 · Check In

Circle, no-pressure frame and full opt-out. Each student offers one word (aloud or slip) for a place, group or space where they feel they can be fully themselves. A quick read of where belonging lives for them.

Objective: *Surface that belonging is real and specific, and that its presence matters — starting from their own experience.*

Methods: Round / Harvesting **Materials:** Slips or circle, pens

Facilitator note: *Fully optional in depth. No one names anything they don't choose to.*

0:06 · Grounding: the many-layered self

Feet flat, one slow breath. Facilitator invites students to silently notice the different 'rooms' they move between (home, friends, online, class) and how they show slightly different sides in each — without judging it.

Objective: *Bring students present and open the idea of a layered, context-shaped identity.*

Methods: Visualization **Materials:** Calm space, optional music

Facilitator note: *Nothing shared. Frames identity as layered and situational, not fixed or single.*

0:07 · Framing: layers, intersections, belonging

Brief input. Identity is layered — heritage, culture, faith, gender, sexuality, ability, migration story — and these intersect, so no one is a single label; the combination is unique. Belonging is a core need: feeling seen and safe protects mental health, while exclusion and othering harm it. You get to define yourself — and you also have real power to widen belonging for others.

Objective: *Give a respectful frame for intersectional identity and belonging as a wellbeing factor, affirming self-definition.*

Methods: Input / Mini-lecture **Materials:** Slides or flipchart

Facilitator note: *Affirm autonomy and self-definition. Keep it non-prescriptive; this is exploration, not labelling.*

0:15 · Main activity: Map, belong, include

Private worksheet, three parts. PART 1 (map): students sketch their own identity layers — including only what they choose — and notice which feel most central right now. PART 2 (belonging): they reflect on a space where they belong and one where they don't, and what makes the difference (who's there, whether they see themselves reflected, whether it's safe to be honest). PART 3 (include): they identify one concrete thing they could do to widen belonging for someone else — a peer who's newer, quieter, or different. All private.

Objective: *Support self-definition, honest reflection on belonging, and a move from being included to actively including others.*

Methods: Worksheet / Self-reflection **Materials:** Identity-map worksheets, pens, the video (optional)

Facilitator note: *Private throughout; disclosure never required. Part 3 turns the topic outward into agency and inclusion.*

0:07 · Debriefing

Seated, disclosure optional:1. Did mapping your layers change how single or 'boxed-in' your identity feels?2. What actually makes a space one where you can be fully yourself — versus one where you can't?3. Why isn't 'we treat everyone the same' the same as everyone belonging?4. Where have you seen othering — and where have you seen someone widen belonging really simply?5. What's the one thing you'll do to help someone else feel they belong?

Objective: *Consolidate intersectional self-definition and belonging, and commit to one act of inclusion.*

Methods: Dialogue **Materials:** Flipchart or whiteboard

Facilitator note: *Land both: your worth isn't up for debate, and you have power to include others.*

0:05 · Check Out

Optional anonymous close: each writes one word — something about their own identity they value, OR one way they'll widen belonging for someone. Slips into a bowl; facilitator reads a few: 'You get to define who you are — and you help decide who else gets to belong.'

Objective: *Anchor self-worth and inclusion without requiring disclosure.*

Methods: Step-in / Round **Materials:** Slips, pens, bowl

Facilitator note: *Affirming, agency-focused close.*

Topic 10 — Asking Big Questions

Audience: Adolescents 15-18 **Duration:** 45 minutes

Group size: 12–25 participants recommended. **Facilitators:** one is sufficient. **Plenary sharing:** 2–3 contributions are enough — not every pair or group needs to report back.

> **Aim of the session.** Teachers to 15-18: To help older adolescents engage big questions of meaning and purpose without anxiety, clarify their core values, and use those values as a compass for coping and decisions in a complex, uncertain world. Time Duration Activity Description Objective Methods Materials Observations

> **Why this works.** Values clarification is a core component of acceptance-based approaches: identifying what matters and translating it into a next action shifts attention from uncontrollable outcomes to controllable behaviour, which reliably reduces distress under uncertainty — the defining condition of this life stage.

0:05 · Check In

Circle, no-pressure frame and opt-out. Each student offers one word (aloud or slip) for a big question that's been on their mind lately, or a value that matters to them. A quick, honest read of what's alive for them.

Objective: *Legitimise big questions as normal and shared, starting from what students are actually thinking about.*

Methods: Round / Harvesting **Materials:** Slips or circle, pens

Facilitator note: *Fully optional in depth. Normalise that these questions are a sign of thinking, not of crisis.*

0:06 · Grounding: sitting with the open question

Feet flat, one slow breath. Facilitator invites students to hold one unanswered question lightly — not to solve it, just to notice they can sit with uncertainty without needing to fix it.

Objective: *Model tolerance of uncertainty — a coping skill in itself — before the inquiry.*

Methods: Visualization **Materials:** Calm space, optional music

Facilitator note: *Nothing shared. Frames open questions as bearable, even generative.*

0:07 · Framing: meaning and values as a compass

Brief input. Big questions — meaning, purpose, what matters, what's the point — intensify in adolescence; that's normal and healthy, not a symptom. A sense of meaning and clear values buffer stress, anchor identity, and guide decisions when life is uncertain (values as compass). Philosophy here isn't about final answers but about thinking well and sitting with open questions — itself a form of coping. WP2 note: active, reflective strategies like this widen a repertoire that often over-relies on self-soothing.

Objective: *Frame meaning and values as protective resources and inquiry as an active coping skill.*

Methods: Input / Mini-lecture **Materials:** Slides or flipchart

Facilitator note: *Respect autonomy; offer no doctrine. Normalise uncertainty as part of a thinking life.*

0:15 · Main activity: Values compass & meaning map

Private worksheet, three parts. PART 1 (compass): from a values set, students narrow to a top five, then a core three, and note what each really means to them. PART 2 (in action): they take one current stressor or decision and ask 'which value is at stake, and what would acting on it look like?' PART 3 (meaning map): they jot where they currently find meaning (people, activities, goals, beliefs) and one open question they want to keep exploring. All private.

Objective: *Clarify core values, apply them as a decision/coping compass, and locate personal sources of meaning.*

Methods: Card sort / Self-reflection **Materials:** Values card sets, meaning-map worksheets, pens

Facilitator note: *Private throughout. The values-to-action step is the key move — meaning becomes usable, not abstract.*

0:07 · Debriefing

Seated, disclosure optional:1. When you narrowed to three core values, what got clearer?2. How did naming the value 'at stake' in a stressor change how you saw it?3. How can sitting with an open question be a strength rather than something to fear?4. Where do you currently find meaning — and how might that be an anchor in a hard week?5. What's one value you'll let guide a real decision this week?

Objective: *Consolidate values-as-compass and meaning-as-anchor as active coping resources.*

Methods: Dialogue **Materials:** Flipchart or whiteboard

Facilitator note: *Land it: values turn overwhelming choices into a direction, and meaning steadies you under stress.*

0:05 · Check Out

Optional anonymous close: each writes one word — a core value they're taking away, OR a big question they'll keep exploring. Slips into a bowl; facilitator reads a few: 'You don't need all the answers. Knowing what matters to you is enough to point the way.'

Objective: *Anchor values and meaning as a compass, without requiring disclosure.*

Methods: Step-in / Round **Materials:** Slips, pens, bowl

Facilitator note: *Affirming, agency-focused close to the whole programme.*

Closing — From Sessions to Culture

What thirty sessions can and cannot do

Run in full, this programme gives a group of young people a shared emotional vocabulary, a model for telling a rough patch from something more, rehearsed pathways for asking for and offering help, a widened coping repertoire, and the experience — many times over — of being in a room where feelings are speakable and belonging is deliberate. That is a great deal. It is not everything. No workshop replaces professional care, and no facilitator should carry that expectation. The programme's honest promise is earlier noticing, easier asking, and safer rooms.

Keeping it alive between sessions

The sessions plant language; daily practice grows it. The tools that travel best beyond the workshop are the small ones: the colour check-in at the start of class, the drop box by the door, the word-upgrade routine when a student says 'fine', the ninety-second breath before a test, a name said correctly every single day. If only one thing survives contact with a busy timetable, let it be this: keep one discreet check-in channel permanently open, and respond to what arrives through it the way the sessions taught — calm, present, unhurried.

Adapting without breaking

Localise freely: names, scenarios, songs, cultural references, timings. Two things are load-bearing and must survive every adaptation. First, the arc — arrive, ground, engage, debrief, land — because the container is the safety. Second, the principles of Chapter 2 — anonymity, opt-out, character-based work, de-roling, no diagnosis — because they are what make it responsible to open these topics with minors at all.

The facilitator's own oxygen mask

This work asks you to be the calm, consistent adult — which is only sustainable if someone is that for you too. Debrief with a colleague after heavy sessions, especially Topics 4 and 5. Notice your own zones with the same honesty you invite from the group. And when a session stirs something of your own, that is not a failure of professionalism — it is the material working. Take it to your own trusted person.

A final word

> Everything in this manual reduces to one sentence a young person should be able to say by the end: *"I have words for what I feel, I know when it's worth telling someone, and I know who and how."* Every thermometer, statue, story, card and slip serves that sentence. You will not see most of the outcomes — they happen months later, in conversations you are not part of, when a young person opens a door because an adult once showed them doors can open. Trust the work. Run the sessions. Keep the box by the door.