



Bridge

E+ project

TOOLKIT

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WELLBEING 1 Cyberbullying !

Asturia vzw Template

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The final objective of this task is that learners can reflect on the effects of cyberbullying. The lesson provides starting points for class discussions, statement play, discussion, etc. on the themes of social skills, bullying and cyberbullying.

Methodology:	Group work	Strategies for prevention of cyberbullying
Subject	ICT	
Life skill related	Wellbeing	
Title	Cyberbullying !	
Age/Grade	Children of the age of 14+	
Timing	60 min	
Suggestion for who facilitate	Children of the age of 14+ who have to use ICT in a safe, responsible and effective manner.	
Description of the activity	<p>Step 1: Search in advance for a number of videos about cyberbullying, for example on the video site www.youtube.com.</p> <p>You can opt for campaign videos using the search term “stop cyberbullying”. Many of these videos were made by governments, others by students as part of school or class projects.</p> <p>Step 2: show the video you have chosen as a class. Then have the students work in four groups to think about various aspects of the video. Guiding questions are:</p> <ul style="list-style-type: none"> - Group 1: What is cyberbullying? What forms of bullying occur, e.g. verbal bullying, psychological or physical bullying, exclusion or social bullying, indirect bullying (inciting people against someone). What are the digital forms of such forms of bullying? - Group 2: Why do children bully others? - Group 3: What could be the consequences for the victim? Are the consequences different if cyberbullying occurs? - Group 4: What can you do if you are being bullied? And what do you do when you witness bullying? How can you prevent bullying? <p>Step 3: the answers lead to a classroom discussion. As a teacher, you can make links with the school policy on bullying. You can reflect before or afterwards about the role that mobile phones play in the videos.</p> <p>Points of attention</p> <p>A lesson on such a sensitive topic can sometimes be very confrontational for children of the age of 14+ who have previously been victims of (digital) bullying or are still being bullied. Be extra alert about this.</p> <p>If you notice that there is a bullying problem in the classroom, address it immediately with the students involved, their parents and school principals.</p> <p>After the lesson, always leave an opening for learners who want to return to the problem later, e.g. by referring them to the school's confidential/counseling teacher, the children's and youth telephone line, etc.</p>	

WELLBEING 2 The climate and sustainability

Asturia vzw

Template

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Methodologies: Developing awareness of the importance of a sustainable environment

The way in which we treat the environment is changing. This activity identifies the importance of a good climate to children. It asks learners first to identify their group and topics of research, and then asks them to reflect on the possible consequences of pollution.

Methodology:	Group work	Strategies for developing awareness of the importance of a sustainable environment
Subject	Climate and sustainability	
Life skill related	Wellbeing, geography, citizenship	
Title	Climate and sustainability	
Age/Grade	Children of the age of 14+	
Timing	135 min	
Suggestion for who facilitate	Children of the age of 14+ who have to work on a mutual task during a training on climate and sustainability.	
Description of the activity	<ul style="list-style-type: none"> • Divide the group in pairs • Provide each pair with a copy of the 'Climate and sustainability' handout • At the beginning of the training, ask the following questions to the group <p><i>Does climate change seem far-fetched, a world problem over which you have little control?</i></p> <p><i>Or are you concerned about it, but you don't know what you can do yourself? You may already be doing everything.</i></p> <p><i>Only, does it really help? Learn more about it while completing this assignment.</i></p> <ul style="list-style-type: none"> • Let the learners work through each element of the handout, contrasting the learner's view on the climate and sustainability. • Support the learners by following the descriptions of the task. • Fill the answers in the boxes of the handout. 	

Climate and sustainability

Good environmental awareness requires good documentation. That is why we create an information bundle together with the entire class. You are responsible for developing one theme in pairs. For that theme you create an information sheet (of 2 to 3 pages) and a worksheet (of 1 to 2 pages)

You can choose your group member, as well as your theme. Everyone, please forward your top 3. The faster you answer, the better chance you have of getting your first choice.

The themes are the following:

1. Old-growth forests: A discussion about forest protection.
2. Help the bees: Without flowers, there are no bees.
3. The plastic monster: What is plastic and why does so much of it end up in the sea?
4. Wind energy: indispensable for the future?
5. The climate and the North Pole: One cannot exist without the other.
6. Oil, the black gold: The dangers of oil extraction.
7. Sustainability: Know what you eat. The impact of our food on the environment, animals and people.
8. Toxic-free clothing: The rivers of Asia color like the fashion season, why is this?

1. The orientation phase

For this phase you do not have to look anything up on the internet and only write down the things you already know. What you don't know you leave open.

1. Collaboration

- Which people do our pair consist of? (Two names)

- Which will be the target audience that will see this assignment afterwards?

2. Retrieve your prior knowledge

- What is your theme?

- What do you already know about this theme?

2. The implementation phase

You create an information sheet about your theme

- Minimum 2 pages, maximum 3 pages
- Calibri or Times New Roman, 11 or 12
- Provide a clear layout and some pictures
- Pay attention to language or spelling errors

You make a worksheet for the other students on your theme

- Minimum 1 page, maximum 2 pages
- Calibri or Times New Roman, 11 or 12
- Be creative
- Provide clear instructions
- Pay attention to language or spelling errors

WELLBEING 3 Time Travelers for Wellbeing

YAEDA

Template

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Methodologies: Group work. Discussion based learning, visual learning, story-telling

To explore historical examples of societies and individuals who prioritized life satisfaction, physical, mental, and social health, and sustainable living, and draw lessons applicable to our lives today

Methodology:	Group work	
Subject	History & Social sciences & Citizenship	
Life skill related	Well-being	
Title	Time Travelers for Wellbeing	
Age/Grade	12-13, 7 th grade. +	
Timing	60 minutes	
Suggestion for who facilitate	History teacher and educator figure. For example, presentation can be entrusted to teachers and research by students.	
Description of the activity	<p>- Introduction to "Wellbeing in History" (10 minutes): Briefly discuss the concept of "wellbeing" and its importance. Introduce the idea of learning from history to improve our wellbeing today.</p> <p>- Society Spotlight: Ancient Greece (15 minutes): Discuss the concept of "eudaimonia" (flourishing) in Ancient Greek society. Highlight physical fitness, mental stimulation through philosophy, and community engagement in the Agora. Have a group activity where students act out different roles in an Ancient Greek society.</p> <p>-Individual Case Study: Leonardo da Vinci (10 minutes): Examine Leonardo da Vinci's pursuit of life satisfaction through art, science, and nature. Discuss his balanced lifestyle and curiosity-driven learning. Show some of da Vinci's sketches and inventions, discussing their connection to his wellbeing.</p> <p>-Exploring Sustainable Societies: Indigenous Cultures (15 minutes): Study indigenous societies that lived in harmony with nature, such as Native American tribes and the Maori of New Zealand. Discuss their sustainable practices, respect for the environment, and holistic approach to health. Show images or short videos depicting their way of life.</p> <p>-Reflection and Action Planning (10 minutes): Have students reflect on the lessons learned from history regarding wellbeing. Encourage them to identify one aspect they can incorporate into their daily lives to enhance their own wellbeing. Provide resources and support for students to take action, such as creating a wellbeing journal or trying a new physical activity.</p>	
Final note	This activity can be interpreted and carried out in different ways. It can be adapted to the group.	

WELLBEING 4 Well-being map

LA STRADA - DER WEG

Template

n. 65

Methodologies:

The 'Well-being Map' activity gives students the opportunity to explore and reflect on the different dimensions of well-being that influence their lives. Through creating and sharing their own maps, students develop awareness of the complexity of the concept of well-being and learn the importance of taking care of all aspects of their lives in order to live healthy and fulfilling lives.

Methodology:		
Subject	Science	
Life skill related	Well-being	
Title	Well-being map	
Age/Grade	Middle school	
Timing	90 min	
Suggestion for who facilitate	<ul style="list-style-type: none"> - Start the lesson with a brief discussion of the concept of well-being. - Ask students what they think it means to be "happy" or "feel good". - Emphasize that well-being is not just about physical health, but also includes mental health, interpersonal relationships, self-esteem, learning and social involvement. - Explain to students that they will make a 'Well-being Map', where they will identify and represent the different dimensions of well-being that they consider important in their lives. - Encourage students to include aspects such as: physical health, mental health, interpersonal relationships, hobbies and passions, social engagement, learning, self-esteem, etc. 	
Description of the activity	<ul style="list-style-type: none"> - Ask students to draw a map representing the different dimensions of well-being that they consider significant. - Students can use symbols, key words, pictures and colors to represent each dimension of well-being. - After completing the well-being maps, share theirs with the rest of the class. - Each student will have the opportunity to explain what they included in their map and why they consider it important for their own well-being. - While sharing, encourage students to ask questions and provide positive feedback on the elements included in their peers' maps. - Conclude the activity with a short group reflection. Ask students what they have learnt from the activity and whether they have noticed any dimensions of well-being that they had not previously considered. 	

WELLBEING 5 In search of well-being

LA STRADA - DER WEG Template

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Methodology:	Group work Individual work
Subject	Geography & possibility to other courses
Life skill related	Wellbeing
Title	In search of well-being
Age/Grade	10 - 14
Timing	180 min eventually more
Suggestion for who facilitate	<ul style="list-style-type: none"> - personal items to be brought at school - flashcards provided by the teacher - use of tools that facilitate sharing information in class (for example Padlet, WordCloud)
Description of the activity	<p>1. Introduction to the concept of well being (20 min)</p> <p>Make these two questions to the pupils in order to find a definition of the concept of well-being. What does well-being mean? Why are we talking about well-being? Share the WHO definition of well-being:</p> <p><i>Well-being is a positive state experienced by individuals and societies. Similar to health, it is a resource for daily life and is determined by social, economic, and environmental conditions. Well-being encompasses quality of life, as well as the ability of people and societies to contribute to the world in accordance with a sense of meaning and purpose. Focusing on well-being supports the tracking of the equitable distribution of resources, overall thriving, and sustainability. A society's well-being can be observed by the extent to which they are resilient, build capacity for action, and are prepared to transcend challenges.</i></p> <p>2. Flashcards and brainstorming (20 min)</p> <p>Use flashcards with simple words and definitions (e.g., "Happiness = feeling content and calm", "Relaxation = taking time to rest") to activate students and promote discussion about the concept of well-being. Ask students to share what they think these words mean, their personal experiences related to those words, or what they do to feel well. Invite reflection on well-being differences between school and home environments. Collect ideas and reflections on a shared Padlet to encourage sharing.</p> <p>3. Personal objects and sharing personal experience of well being (60 min)</p> <p>Ask students before the activity in class to bring personal items they associate with their personal well-being. During the activity, students take turns showing their personal object and explaining why they chose it, how it makes them feel good, or how it relates to their well-being.</p>

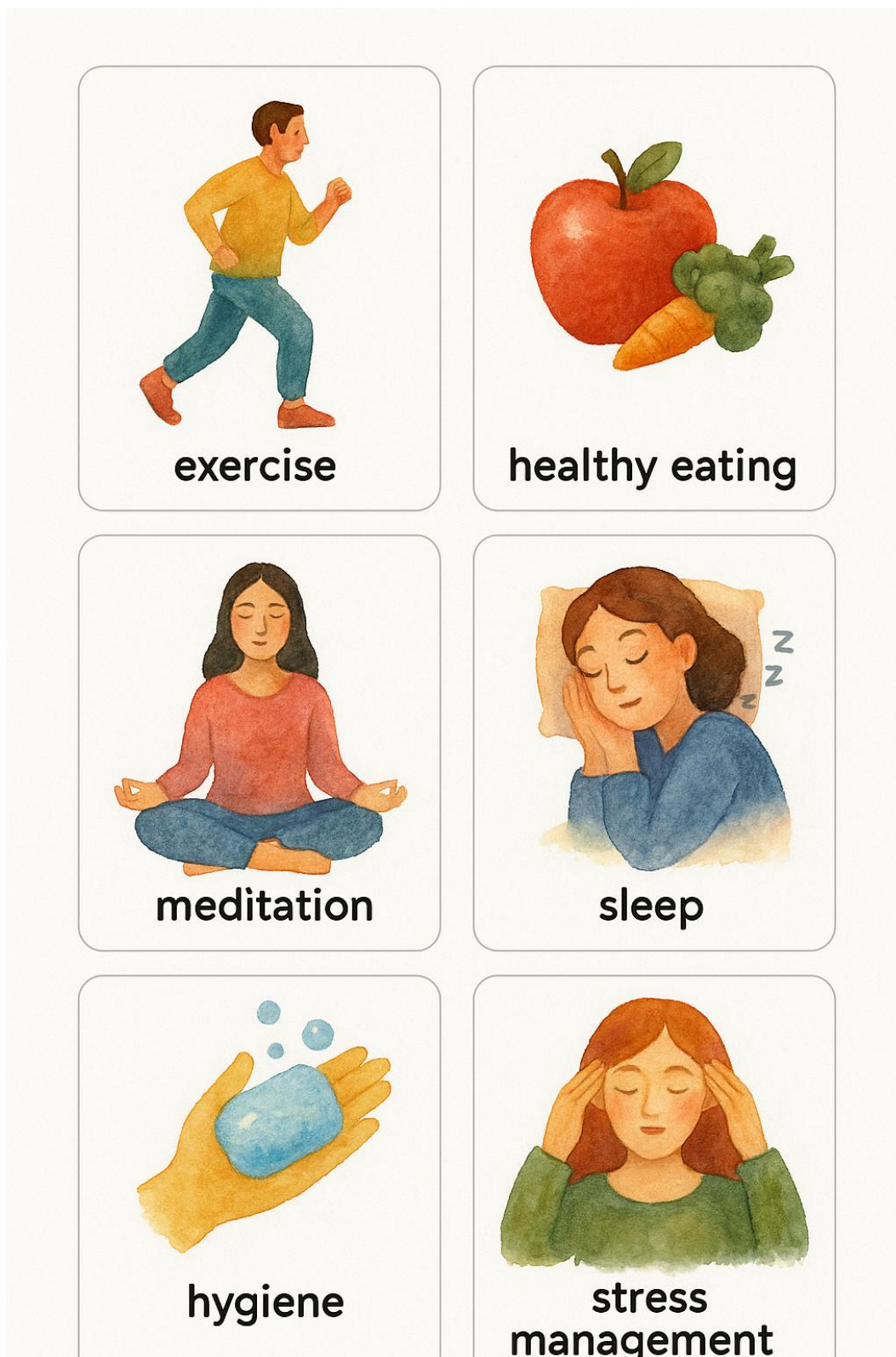
Link each object to a keyword or definition on a flashcard.
Create a “well-being circle” with all flashcards and objects displayed together.

4. Personal reflection

Conclude with a reflection: How can you personally reach your well-being? Is it the same for everyone?

Think and share your strategy in order to feel better. (for example deep breathing, friends)

Flashcards Example:



WELLBEING 6 Explorers of Positive Communication

IRECOOP AAS

Template

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Developing language skills through the use of positive communication. Promoting Well-being competence through positive interaction and empathy. Developing methodologies that foster peer and cooperative learning
Fostering collaboration and building positive relationships between learners

Methodology:	Peer and cooperative learning	
Subject	Languages & Social sciences	
Life skill related	Well being	
Title	Explorers of Positive Communication	
Age/Grade	11- 14 years+	
Timing	3 hours - 3 meetings	
Suggestion for who facilitate	Materials Needed: <ul style="list-style-type: none"> ● Paper and pens ● Large sheets of paper or posters ● Markers, colors, and other art materials ● Positive music to create an encouraging atmosphere 	
Description of the activity	<p>Lesson 1: "Exploring Positive Words"</p> <p>Opening Activity (15 min): Divide the class into peer learning pairs. Each pair discusses the importance of positive words and how they can influence emotional well-being. Students sit together in pairs and discuss the importance of positive words in their daily lives. For example, they can reflect on situations where positive words were used and how they affected their and others' emotional states. They may share personal experiences or inspirational stories.</p> <p>Peer Learning: Brainstorming Positive Words (20 min): Pairs collaborate to create a list of positive and encouraging words. Each pair shares their words with the rest of the class. Pairs begin brainstorming, jotting down on slips of paper words they consider positive and encouraging. Words like "love," "gratitude," "kindness," "courage," "hope," and others may be included. After creating a list, each pair shares their words with the class, explaining why they chose those specific words.</p> <p>Cooperative Learning: Creating Posters (25 min): Pairs work together to create decorated posters with the identified positive words. They can use artistic materials and colors to make the posters more eye-catching. This promotes collaboration and a sense of group belonging. Each pair receives a large sheet of paper or a poster and begins decorating it with the positive words identified during brainstorming. They can draw, write, and add illustrations or symbols representing the meaning of each word. For instance, if they choose the word "hope," they might draw a rainbow or a flower. This process encourages collaboration and creativity among students. Ultimately, the posters can be hung in classrooms as a constant reminder of the power of positive words.</p>	

Lesson 2: "Communicating Empathy"

Warm-Up Activity (10 min): Conduct brief emotional awareness exercises to prepare students for learning. Lead an emotional awareness exercise by asking students to close their eyes and focus on their physical and emotional sensations at that moment. Then, have them reflect on a time when they felt empathy for someone or received empathy from someone else. This prepares them to approach the topic with an open and sensitive mindset.

Peer Learning: Analysis of Scenarios (25 min): Pairs read short scenarios and discuss how to communicate empathetically in those situations. They can put themselves in the shoes of the people involved and share their perspectives. Distribute printed scenarios on slips, such as "A classmate cannot complete an assignment due to family issues." Pairs read the slips together and discuss how they could communicate empathetically with the classmate in that situation. They can suggest supportive phrases and acts of kindness that could help the classmate feel understood and supported.

Cooperative Learning: Empathetic Role-Playing (25 min): Students engage in role-playing to practice empathetic and positive communication. They can take turns in different roles and provide feedback to each other to improve their empathetic skills. Organize role-plays where students portray different everyday life situations that require empathy, such as a conflict between friends or a moment of sadness.

For example, one student may pretend to be upset about something, and the other must demonstrate empathy and try to resolve the situation positively. After each role-play, students can exchange feedback on their performances, recognizing what was effective in expressing empathy and identifying areas for improvement.

Lesson 3: "Building Positive Relationships"

Warm-Up Activity (15 min): Students gather in groups and share positive personal experiences or moments when they experienced positive communication. Divide the class into groups of four or five students. Each group gathers and shares positive personal experiences related to positive communication. They can tell stories of times when they felt listened to, supported, or experienced genuine connection with others.

This exercise helps students tune into the lesson theme and creates an atmosphere of trust and sharing.

Peer Learning: Creating Positive Stories (30 min): Groups collaborate to create stories that emphasize positive communication in relationships. Each group can focus on a different aspect of positive communication, such as conflict resolution or mutual support. Each group works together to create a story highlighting the importance of positive communication in relationships.

For example, they might create a story about two friends facing conflict but overcoming their differences and strengthening their bond through open communication and active listening. Students can be encouraged to include realistic dialogue and situations reflecting their everyday life experiences.

Cooperative Learning: Story Presentation (15 min): Groups present their stories to the class, highlighting the importance of positive communication in relationships. They can also receive feedback from other groups to improve their stories and share their learning experiences. Each group presents their story to the class, using posters or digital presentations to make the narrative engaging. During presentations, students can emphasize key moments where positive communication played a crucial role in improving relationships between the story's characters.

After each presentation, other groups can ask questions and share their reactions. This encourages discussion and allows students to learn from other groups, expanding their understanding of positive communication in relationships. This approach combines peer and cooperative learning, allowing students to learn from each other and actively collaborate to develop language and well-being skills through positive and empathetic communication.

Assessment: Assessment will be based on active participation, creativity in activities, understanding of positive and empathetic communication, and collaboration during group activities.

Final Notes: This activity aims to integrate language with the "Well-being" competency through peer and cooperative learning, encouraging students to explore the power of positive words and practice empathetic communication to build healthier and more positive relationships.

The examples provided are suitable for middle school students, providing them with practical tools to enhance their own well-being and that of others through positive communication.

WELLBEING 7 Nurturing Healthy Minds

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Methodologies: Interactive Learning, Experiential Learning, Reflective Practice, Goal Setting, Collaborative Learning.

The Nurturing Healthy Minds- Adolescent Brain Development is designed to empower students with knowledge about how their brains develop during adolescence and how this influences their cognitive processing, emotions, and decision-making. By understanding these concepts, students can develop and sustain health-promoting behaviors throughout their lives.

Methodology:	Interactive Learning	Experiential Learning Reflective Practice Goal Setting Collaborative Learning
Subject	Biology & Social sciences	
Life skill related	Well-being, Health Promotion, Decision Making	
Title	Nurturing Healthy Minds	
Age/Grade	11-12 years old/ 5th Grade +	
Timing	45-50 minutes x 3	
Suggestion for who facilitate	Biology Teachers	
Description of the activity	<p>Activity Overview:</p> <p>Session 1: Understanding Adolescent Brain Development (1 class period)</p> <ul style="list-style-type: none"> • Introduction to Brain Development: Begin by introducing the concept of brain development during adolescence. Explain how the brain undergoes significant changes during this period, particularly in areas related to cognitive processing, emotions, and decision-making. • Brain Structure and Function: Provide an overview of the different parts of the brain and their functions, focusing on areas such as the prefrontal cortex (responsible for decision-making and impulse control) and the limbic system (responsible for emotions). • Interactive Discussion: Engage students in an interactive discussion about the impact of adolescent brain development on their behavior and decision-making processes. Encourage them to share personal experiences or observations related to changes in their own behavior during adolescence. <p>Session 2: Promoting Well-being Through Healthy Behaviors (1 class period)</p> <ul style="list-style-type: none"> • Exploring Health-Promoting Behaviors: Introduce students to the concept of well-being and the importance of adopting health-promoting behaviors. Discuss strategies for maintaining physical health, emotional well-being, and cognitive function. • Interactive Activities: Engage students in interactive activities that promote well-being, such as mindfulness exercises, stress-relief techniques, or healthy lifestyle challenges. Encourage students to reflect on how these activities can positively impact their brain development and overall well-being. • Goal Setting: Guide students in setting personal goals for promoting their well-being, such as getting enough sleep, exercising regularly, practicing mindfulness, or seeking support when needed. Encourage them to create action plans for achieving these goals and support each other in their efforts. <p>Conclusion:</p> <p>Wrap up the workshop by summarizing key takeaways about adolescent brain development and its impact on well-being.</p>	

Encourage students to continue exploring ways to promote their own well-being and to support each other in maintaining healthy behaviors.



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