

SO-WELL- AWARE

Raising awareness for school well-being

TOOLKIT



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SO-WELL-AWARE



Funded by
the European Union



SO-WELL-AWARE

INTRODUCTION

WELCOME to the SO-WELL-AWARE Learning Toolkit!

This toolkit is designed to support well-being in primary and secondary schools, offering teachers practical tools for fostering a positive classroom environment. With 16 carefully crafted actions, it provides engaging exercises to strengthen various aspects of school well-being.

The exercises are grounded in a solid theoretical framework, and each activity includes a reference to the accompanying Booklets, where you can explore the underlying concepts in more detail. Teachers are encouraged to adapt the sessions to their students' needs, transforming them into sustainable practices for enhancing classroom well-being.

Each session features:

- A clear objective
- Step-by-step instructions
- A list of required materials
- Reflective questions for discussion during or after the activity

Some sessions also include adaptation tips for differentiating the exercises to suit diverse learning needs. All additional materials needed for the activities are conveniently located at the end of the toolkit.

Enjoyable moments practicing well-being!

Your SO-WELL-TEAM team!



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1. EMOTION CARDS

Aims of the activity:



To help students to have a better understanding of how to manage their emotions. Helping students identify and express their emotions. Read more Booklet 2 page 7.



Description:

Emotion Cards are used ...
... for “check-in’s” (each student chooses a picture that reflects their current mood)
... to clarify conflicts
... as method to discuss emotions

Option: Each student draws a card. A word for the emotion on the picture is first identified alone and then discussed in the classroom



Materials/ conditions needed

Emotion cards
(see materials)

Time needed

30 minutes

(to identify and discuss
emotions with the whole class)





1. EMOTION CARDS



Implementation (example)

1. **Preparation/ warm-up:** Explain the purpose of the exercise and show the students the emotion cards.
2. **Workout:** Each student draws a card, identifies the emotion depicted on it and shares it with the class.
3. **Conclusion:** Reflect together on how the feelings have changed and what this means for dealing with emotions.



Reflection

“Was there an emotion that you couldn't express at first? Why was that the case?”

“What was it like for you to share your emotions with the group?”

Application ideas



- Have older students create their own emotion cards to foster their reflective skills.
- Create an exercise where students link their emotions to needs (e.g. ‘What do you need to feel better?’) to encourage self-reflection and communication.

2. EMOTION THERMOMETER



Aims of the activity:

To help students manage their energy and stress by monitoring emotional intensity, supporting self-regulation. Read more Booklet 2 page 12.



Description:

This exercise introduces students to a visual tool, the "Emotion Thermometer," which helps them identify and monitor their emotions throughout the day. By recognizing different levels of emotional intensity, students gain a better understanding of self-regulation and how emotions fluctuate.

In this exercise, students co-create an emotional vocabulary word bank, identify their current emotion, and mark their position on their own thermometer.

Materials/ conditions needed



- Thermometer with movable parts (base, yarn, bead for tracking)
- Crafting instructions for assembling the thermometer
- Optional: Printable (see material section) or digital thermometers if available

Time needed



20–30 minutes

2. EMOTION THERMOMETER



Implementation

1. **Preparation/Warm-up:** Discuss emotions and introduce the thermometer as a tool to visualize emotional intensity. Use lines like, "Just as a thermometer shows hot or cold, ours shows if feelings are strong or calm," and, "Our emotions change like the weather, and that's okay."
2. **Workout:** Students adjust their thermometer throughout the day, marking emotions at the start and end, during transitions (e.g., after recess), and at key moments (e.g., before tests) to encourage self-reflection.
3. **Conclusion:** Gather students for a brief discussion on how tracking their emotions helped them understand changes in their feelings.

Reflection



"How did your emotions change throughout the day?"

"What strategies did you use if you felt your emotions were intense?"

"How did tracking your emotions make you feel more aware?"



Application ideas

- Differentiate by providing digital thermometers for older students or printable versions for younger students.
- Encourage students to use the thermometer regularly to develop self-awareness over time.



3. EMOTION STATION



Aims of the activity:

To help students practice expressing emotions with their body and recognize non-verbal cues in others.
Read more Booklet 2 page 13.



Description:

This activity engages students in non-verbal communication by acting out emotions. Through charades, students express feelings using body language and facial expressions, helping peers recognize these cues. The activity promotes empathy and social awareness in a fun, interactive way.



Materials/ conditions needed

Small cards with emotion words or a list of emotions written on small pieces of paper
(see material for suggestions)



Time needed

20-30 minutes



3. EMOTION STATION



Implementation

1. **Preparation/Warm-up:** Discuss the importance of body language in expressing emotions and explain the charades format.
2. **Workout:** Students take turns drawing an emotion card and acting it out for their peers, who try to guess the emotion.
3. **Conclusion:** Hold a brief discussion on what clues helped students guess the emotions.

Reflection



"What helped you recognize the emotions your classmates acted out?"

"How did it feel to express an emotion without words?"

"What did you learn about interpreting body language?"



Application ideas

Offer a drawing option for students with performance anxiety.

Gradually increase the difficulty level of emotions as the year progresses to build skill.



4.GROWING POSITIVE FEELINGS



Aims of the activity:

To illustrate how we need to cultivate positive feelings in ourselves and others in order to promote hedonic or emotional well-being. Read more Booklet 2 page 14.



Description:

This exercise help students to become more aware of their own and others' feelings and to consciously use strategies to achieve more positive emotional states.

Materials/ conditions needed



- Cardboard, scissors, pens, glue
- Prepared flower model (see materials)

Time needed



30-45 minutes



4. GROWING POSITIVE FEELINGS

Implementation



1. **Preparation/ warm-up:** Prepare the material to develop the "Happy Flower". Introduce the core idea of nurturing happy feelings in ourselves and others to help them grow.
2. **Workout:** Create one or more large flower shapes with 5 to 10 separate petals in a range of colours. Brainstorm things that help people grow happy feelings (e.g. when someone is nice to me, my friends, singing, playing with my dog). Ask questions to help the pupils identify their own strategies for developing happy feelings. Then place each idea on a petal and add them to the flower for the students to decorate.
3. **Conclusion:** The flower(s) should be displayed in the classroom/ school as a reminder to look for opportunities to cultivate happy feelings in ourselves and others.

Reflection



"What things make you feel very happy?"

"What others (parents, friends, teachers) do that makes you feel happy?"

"What do you do to make others feel happy?"

"Why is it important to do things that make you/others happy?"



Application ideas

For younger children, introduce this strategy in spring or when learning about planting seeds and helping them to grow.

For older pupils, this exercise can be developed to include a wider range of positive feelings (e.g., enthusiasm, hope, fulfilment, resilience, motivation). The flower can be designed and decorated by each student or by the class.



5. STAR MOMENTS



Aims of the activity:

To strengthen the student's academic self-concept by making their academic successes visible.

Read more Booklet 1 page 9.



Description:

This task helps students to recognise and appreciate their own strengths and successes. Students identify their daily learning highlights and record them in their notebooks.



Materials/ conditions needed

A booklet for each student. Possible decorative accessories.



Time needed

A brief moment from each day during or at the end of the school day. Weekly time to share successes, 20-30min



5. STAR MOMENTS

Implementation



1. **Preparation/ warm-up:** Students may be asked to think about the last time they were successful at school. Discuss how easy it can be to overlook failures and how important it is to focus on successes and make them visible. Distribute notebooks to students and decorate them if you wish
2. **Workout:** Every day (during the school day or together at its end) students write/draw one or more successes related to their schoolwork in their notebook, such as solving a challenging task, learning something new, persevering, knowing how to ask for help etc. If it feels difficult, the teacher or a classmate can ask questions to help notice even the small things.
3. **Conclusion:** At the end of each week, students get to choose and share one major 'Star Moment' with the whole class or in smaller groups. The class can celebrate successes together and recognize all the things that count as achievements.



Application ideas

Students can reflect on their successes in pairs, or they can observe their friend's successes and write them down in their notebook.

The booklet can also be made into a broader "strengths booklet", where you can draw a picture of yourself as a superhero, extend the focus on learning to include friendship skills.



Reflection

“Is it hard to notice successes? ”

“How does it feel when you realize you've succeeded?”

“How does it feel to share your success?”



6. WORRY WIPEOUT



Aims of the activity:

To illustrate how we can change worrisome states by engaging in positive activities. This exercise can help students to become more aware of their own and others' emotions and feelings, and to consciously use strategies to achieve more positive emotional states, thereby contributing to their hedonic or emotional well-being. Read more Booklet 2 page 9.



Description:

This exercise helps students challenge their worrisome thoughts by intentionally engage in positive actions/activities. This strategy encourages students to recognise their own feelings, share their concerns and, with class support, discuss and find adaptive ways to respond to worrying thoughts with positive ones.



Materials/ conditions needed

The pre-written sets of concerns
(See Materials)

Optional: Box for anonymous
reporting of “worrisome
thoughts/concerns”



Time needed

30-45 minutes



6. WORRY WIPEOUT



Implementation

1. **Preparation/ warm-up:** Introduce the core idea of focusing attention on concerns through positive experiences and thoughts. Choose positive experiences such as drawing, playing, etc. as examples. Think about what activity or thinking about nice things makes each student feel good.
2. **Workout:** Read sentences that express worries and encourage the students to respond with positive thoughts. Encourage students to share their concerns with the class in a safe and supportive classroom environment. Students are encouraged to share their worries with a trusted friend.
3. **Conclusion:** As a final activity, the class could recite a verse as a gentle reminder to think of positive actions when faced with worry.

Reflection



“Do you think that doing something that you like and that is positive makes you feel better?”

“What positive activities can you do to help you not think about something that worries you?”

“What can you say to help a friend not to think about something bad?”



Application ideas

Instead of using ready-made negative sentences, you can create a "worry box" where students can share their concerns during the day/week. Then read the thoughts (anonymously) and encourage the class to give feedback on how to "solve" these negative thoughts.

Mindfulness techniques such as deep breathing or grounding can be added to this exercise to suggest additional strategies for dealing with worries in the moment.



7. GOAL HOUSE



Aims of the activity:

To motivate and strengthen students' academic self-concept by showing how they are progressing. Read more Booklet 2 page 16.



Description:

In this task, students are given a visual representation of how they are doing. You can set targets for learning in a "Goal House" and the student can colour in part of it as they progress.



Materials/ conditions needed

"Goal House" base (see materials), colour pens



Time needed

10-15 minutes to start, to be completed while working



7. GOAL HOUSE



Implementation

1. **Warm-up:** Discuss the achievement of objectives and the importance of milestones. For example, when building a house, it is unrealistic to expect it to be completed immediately. Making milestones visible helps celebrate successes throughout a long process.
2. **Workout:** In class, formulate the goals for the day or week in a Goal House. Tasks can be differentiated for each pupil. Each time a student completes a section, a part of the house can be colored to mark progress.
3. **Conclusion:** At the end of the allotted time, look at the houses and achievements. Discuss why certain goals were met or unmet, encouraging growth in self-reflection and responsibility

Reflection



Does setting milestones help you move forward?
How does it feel to achieve and colour in your goals?



Application ideas

If you set a longer time frame, Include regular reflection points how students have progressed.
Students can also draw the house themselves-



8.HELPING HEROES



Aims of the activity:

Break the stigma around asking for help and emphasize that using supportive networks and sharing information is wise and essential for healthy relationships and communities. Read more Booklet 2 page 16.



Description:

This exercise helps students to understand that asking for help is normal and acceptable and that most people are willing to help others. This session will focus on reflecting on situations when you have received and given help.



Materials/ conditions needed

Pens
Paper or cardboard



Time needed
45-60min



8.HELPING HEROES

Implementation



1. **Preparation/ warm-up:** Start by telling your students what you have needed help with recently from people close to you, colleagues, students or strangers. Tell them that everyone needs help.
2. **Workout:** Encourage students to think of a situation where they have asked for help. Students can talk about these in pairs, write them down or draw them. Next, you can use the same approach to think about situations in which students themselves have had to help others.
3. **Conclusion:** Go through these situations together, and afterward, discuss how asking for and receiving help felt. You can put together a board of situations to remind you that everyone needs help sometimes

Reflection



“Why asking for help can feel difficult?”

“How does it feel to get/ask for help? “



Application ideas

You can also go through these situations of asking for and giving help by role-playing them. This will reinforce empathy and mutual support.



9.TIME CHAMPIONS



Aims of the activity:

To practice completing tasks within a set time, setting priorities, and improving self-management skills to better manage time and avoid unnecessary challenges. Read more Boklet2 page 17 and Booklet 3 page 25.



Description:

Practice time management by completing a simple task with a timer and discussing the experience. Then, create a list of daily tasks, rank them by importance, and reflect on how prioritization helps manage tasks effectively.



Materials/ conditions needed

Instrument for timekeeping,
materials for the chosen task

Time needed
45minutes





9.TIME CHAMPIONS

Implementation



1. **Preparation/ warm-up:** Explain to the students the aim of the exercise (i.e., time management and prioritisation of tasks)
2. **Workout: (1)** Choose a simple task, such as drawing, tidying up, or doing a part of homework. Set a timer (e.g., for 10 minutes) and have the children complete the task within that time. **(2)** Ask students to make a list of tasks they need to complete during the day (homework, playtime, hobbies, chores). Then, have them rank the tasks in order of importance. Discuss why certain tasks are prioritized and how prioritizing helps with time management.
3. **Conclusion:** Afterward, discuss how they managed the time and how it felt to work with a time limit. Reflect on the exercise and discuss the different experiences gained.



Reflection

“Which task was at the top of your list and why?”

“How can you use the experience from this exercise to better manage your time at school or at home?”

After some time: “Did you do the exercise again? Did it help? With what? If not, why not?”



Application ideas

Differentiation: Give students with additional subtasks or steps to make the task structure clearer (e.g. ‘Step 1: Collect materials, Step 2: Review and prioritise task’).

Continuation: Offer the exercise during an ongoing project to practise time management in a concrete context.



10. WATER TO THE FLOWER



Aims of the activity:

Learning to see the message behind behavior. Read more Booklet 3 page 9.



Description:

Teachers respond to children's behavior with the aim of reinforcing positive actions.

This exercise encourages a focus on recognising and reinforcing positive behavior rather than just addressing/outcalling “negative” behavior.

The concept of ‘water to the flower’ is designed to help encourage positive behavior so that it can continue to flourish.

Materials/ conditions

needed



None!

Time needed



Just a few seconds



10. WATER TO THE FLOWER



Implementation

1. When positive behavior is shown by students (e.g. helping), acknowledge it immediately (e.g. by nodding, verbalising - e.g. “thank you”, “you are helpful”).
2. Discuss: (1) What it is like to receive support + positive effects. Students share their own experiences of when they have helped or received help. (2) How respect and appreciation create the basis for shared learning and team spirit in the classroom.



Reflection

“What small things could you do every day to promote a positive atmosphere in the classroom?”

“In which situations have you observed positive behaviour in your classmates?”

“When was the last time you behaved in a particularly friendly/helpful way and how did others react?”

Application ideas



Small (and kind) actions, big impact: Students can anonymously put notes in a box on which they have written why they would like to praise/thank someone for their behavior (e.g. “Maja helped me when I hurt myself” or “Leo apologized for what he said to me”)



11. THROUGH A FRIEND'S EYES



Aims of the activity:

To help students understand the impact of bullying and develop empathy by exploring different perspectives. Read more Booklet 3 page 20.



Description:

This exercise uses role-play to help students understand the dynamics of bullying from multiple perspectives: the bully, the target, the bystander, and the friend who wants to help. By acting out these roles, students gain insight into the effects of bullying and the importance of support and intervention.



Materials/ conditions needed

Prepare vignettes or use examples
(see material)

Optional: Box for anonymous
reporting of bullying incidents

Time needed
45min





11. THROUHT A FRIEND'S EYES



Implementation

1. **Preparation/Warm-up:** Begin with a discussion on bullying and establish rules for handling bullying situations.
2. **Workout:** Divide students into small groups, assign roles, and act out the bullying scenarios. Switch roles so everyone experiences different perspectives.
3. **Conclusion:** Reflect on how it felt to play each role and discuss effective ways to intervene in bullying.



Reflection

After acting out each vignette, students can discuss questions like:

"How did it feel to be in each role?"

"What could the friend do in this situation?"

"What would you do if you saw bullying?"



Application ideas

Continue by thinking about concrete strategies to safely deal with bullying situations in your classroom/school. The materials also include examples of cyberbullying.



12. RESPONSIBILITY ROADMAP



Aims of the activity:

Learning to make decisions responsibly and reflect on what is right and wrong. Read more Booklet 3 page 15.



Description:

The teacher briefly explains the importance of decision-making and talks about the fact that we all make daily decisions that can have different consequences.



Materials/ conditions needed

Responsibility Roadmap-
case cards (see materials)



Time needed

30-40minutes



12. RESPONSIBILITY ROADMAP

Implementation



1. **Preparation/ warm-up:** The teacher briefly explains the importance of decision making and talks about how we make decisions every day that can have different consequences.
2. **Workout:** The students are divided into small groups (3-4 people) and are each given a simple case study (see Material) that describes a decision-making situation. Each group discusses their possible decisions and chooses a solution.
3. **Conclusion:** Each group presents its chosen solution and the reasons for it to the class. The other groups can ask questions and reflect on their own solutions.



Reflection

“Why did you make this decision?”

“How did you feel when you made the decision?”

“Did you also think about other solutions?”



Application ideas

Differentiation: For younger students, the scenarios can be simplified or illustrated through role play. Older students could analyse more complex situations (e.g. current issues in the classroom) or artificial scenarios could be discussed.



13. SOLUTION SEEKERS



Aims of the activity:

Foster creativity, teamwork and social inclusion to solve problems.

Learn more Booklet 2 page 16.



Description:

These problem-solving exercises can be designed for a PE lesson. The common tasks illustrate that each member of the group is needed to achieve common goals. The better the cooperation, the easier and more enjoyable problem-solving becomes.



Materials/ conditions needed

Cardboard, tape, straws, string, various recycled materials, timer, various gym equipment for the obstacles and crossing the lava

Time needed
60min-90min





13. SOLUTION SEEKERS



Implementation

1. **Preparation/ warm-up:** Discuss that there are many problem-solving situations in life that are more efficient and fun to deal with together. People have different strengths and teamwork works best when you can use them together. Divide the students into smaller groups of about 4-5 people. Go through all the activity stations and instructions together.

2. Workout:

Five activity stations will be set up in the large space, 10-15 minutes for each task (including reflection)

- **Build a Tall Tower:** Each group gets a set of materials and has to build the tallest possible tower within a set time.
- **Blindfold Obstacle Course:** One person in the group is blindfolded, and the others must verbally guide the classmate through the obstacles without touching anything. Each person must give instructions in turn.
- **Silent Line:** Students must arrange themselves in a line according to a specific criterion (e.g., birthdate, height) without talking. They can only use body language and gestures to communicate.
- **The Floor Is Lava:** Students imagine the floor is lava and must get from one point to another using limited objects (e.g., mats or papers) to step on. They must work together to cross the "lava" without stepping on the floor.



13. SOLUTION SEEKERS



- **Shape Formation:** one person acts as the "designer." The rest of the group members must use their bodies to form a specific shape (e.g., triangle, square, heart). The designer cannot move but gives instructions on how each person should position themselves. The group works together to create the shape.

3. **Conclusion:** After each exercise, allow time for group reflection on successful strategies and challenges, deepening the learning experience.



Reflection

- “What made it easier to work together?”
- “If you were to do it again, what would you do differently?”
- “Which of the tasks seemed easy/difficult, why?”



Application ideas

Depending on the size of the group, the exercises can be reduced or varied. Groups can do the same exercises at the same time, or alternatively, as a point work. If a student is unable to complete the exercises (e.g. mobility constraints), student can be given responsibility for advising the group or doing the reflection exercises.



14. GENTLE VOICES



Aims of the activity:

The aim of this exercise is to help students express themselves through non-violent communication. The use of non-violent communication will enhance interpersonal relationships and contribute to a supportive and inclusive school environment.

Booklet 3 page 18.



Description:

In this exercise, students have the opportunity to practice non-violent communication through role-playing with their peers. Developing this practice can help students to become more aware of their needs and how they communicate/express them, and to practise more honest and assertive ways of expressing themselves, while also considering the needs of others.

Materials/ conditions needed



"I" statement model of communication for pairs or groups (see materials)

Time needed



20-30 minutes



14. GENTLE VOICES

Implementation



1. **Preparation/ warm-up:** Introduce the importance of expressing our needs and feelings to others in an assertive and non-violent way, while listening to the needs and thoughts of others. Then, present the “I” statement as good example how to express your needs and feelings in a positive way:

“I” feel _____[emotion] when _____ [context].

2. Workout:

- a) Introduce the "I" statement to the class and give an example of how students can express their thoughts without blaming others (see attach)
- b) Give another example where students don't assertively communicate their needs and tend to react negatively to the situation and to the colleague.
- c) Discuss with the students how they feel about the difference between the two ways of expressing themselves.
- d) Give some examples of hypothetical scenarios where students should discuss and role play the different ways of communicating.

3. **Conclusion:** Discuss with the students how they feel about the difference between the two modes of expression.



14. GENTLE VOICES



Reflection

“How did this form of expression make you feel?” (for reflection with the student expressing and the student listening)

“Do you think that this way of communicating better expresses your needs?”

“Do you think that the 'I' sentence helps you to understand how to change your actions towards your friend/colleague's needs?”



Application ideas

To increase the opportunities for students to internalise this skill, consider:

- a) Include more time to practise this type of communication in pairs or small groups (give different examples of scenarios and roles according to age);
- b) Include role-play scenarios of conflict situations where students can practise using 'I' statements in more challenging situations.



15. A TREE OF STRENGTHS



Aims of the activity:

To help students recognize and reflect on their strengths, enhancing their self-awareness and positive self-concept. This exercise builds students' confidence in their abilities, fostering a supportive classroom environment where each student's unique qualities are valued. Booklet 3 page 9.



Description:

This exercise uses the metaphor of a tree to help students visualize their strengths. By identifying supports (roots), main strengths (trunk), and additional skills (branches/leaves), students develop a positive self-concept. Sharing their "strength trees" with the class promotes a sense of community as students appreciate the diverse strengths each person contributes.
(See example in material)



Materials/ conditions needed

Pens, paper or cardboard
OR use template (see material)

Time needed
30-45 minutes





15. A TREE OF STRENGTHS

Implementation



1. **Preparation/Warm-up:** Introduce the concept of strengths and explain the tree metaphor. Discuss how recognizing our own strengths can boost self-confidence and how appreciating others' strengths can enhance teamwork and inclusivity.
2. **Workout:** Students draw their own tree:
 - a. Roots: Write down things that support their strengths (family, friends, teachers, hobbies).
 - b. Trunk: Represent their main strength, something they are really good at (e.g., kindness, creativity, patience).
 - c. Branches/Leaves: Other strengths or skills they have or want to develop, including academic or study-related strengths that contribute to their academic self-concept.
3. **Conclusion:** In pairs or small groups, students share their trees and explain their strengths. Then, create a "Class Strengths Forest" by displaying all the trees together on the wall. Discuss how different strengths make the class stronger as a whole.



15. A TREE OF STRENGTHS



Reflection

"How do your strengths help you in daily life?"

"How can you use your strengths to support others in the class?"

"What new strengths would you like to develop?"

"What are some strengths that you would want others to see in you?"



Application ideas

For older students, focus on academic-related strengths to enhance their academic self-concept.

After students complete their trees, the class can create a "Class Strengths Forest" on the wall with each tree, showcasing the unique strengths of every student. Discuss how different strengths make the class stronger as a whole. This helps students see the value of diversity in strengths and encourages them to support each other.



16. CALM AND AWARE



Aims of the activity:

The aim of this exercise is to help students become more present and aware through the practice of mindfulness. Read more Booklet 2 supplementary material.



Description:

This practice supports students to recognise and calm their minds by consciously observing their surroundings and reflecting on their sensory experiences. Short calming exercises will be done.

Materials/ conditions needed



A quiet space for students to sit comfortably (chairs or mats).
Optional calming music or nature sounds.
When developing this activity, avoid rush hours or break periods when students may be more easily distracted.

Time needed



25-35 minutes



16. CALM AND AWARE



Implementation

1.Preparation/ warm-up: Explain that mindfulness means being present and aware. Tell students that they will learn to observe their senses and calm their mind.

2.Workout:

- **Sit Down and Relax:** Have students sit comfortably with hands in their laps or on their chests (1-2min). Ask them to close their eyes or gaze softly at the floor throughout the next steps of the exercise.
- **Breath Awareness:** Guide students to focus on their breath (2–3 minutes): "Take a deep breath in through your nose, hold it for a moment, and exhale slowly through your mouth." Repeat a few times and encourage them to notice how their breath feels.
- **Sensory Observation** Instruct students to observe their environment (5–7 minutes): **Hearing:** Listen for sounds. "Is it quiet or noisy?" **Sight:** Even with eyes closed, notice the light and dark around them. **Touch:** Feel the chair against their back or the ground beneath them. **Smell:** Identify any scents in the air. "Are they pleasant or not?"

3. Conclusion: Afterwards ask students to return to the present and open their eyes. Give them a moment to reflect on their experience and share it with the class.



16. CALM AND AWARE

Reflection



“How did it feel to focus on your senses?”

“Was there anything surprising?”

"Which sense gave you more information about the environment (hearing, seeing, touching, smelling)?"



Application ideas

Consider including journaling or drawing after the sensory experience to give students more time to reflect on how it made them feel.

If you use this strategy regularly, give students the opportunity to track their progress over time.



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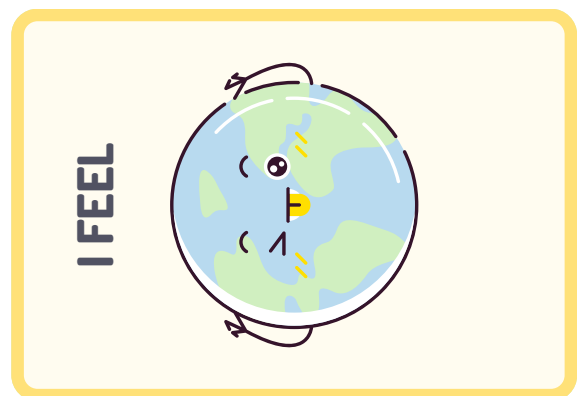
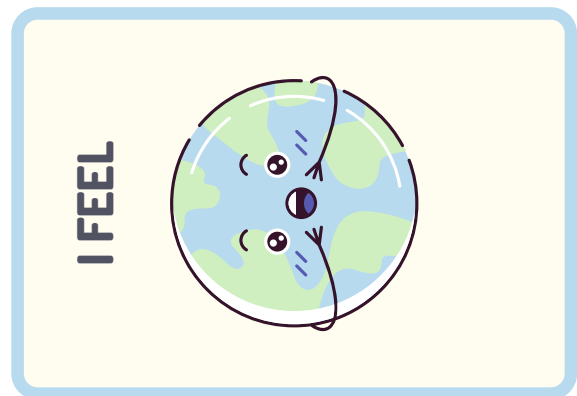
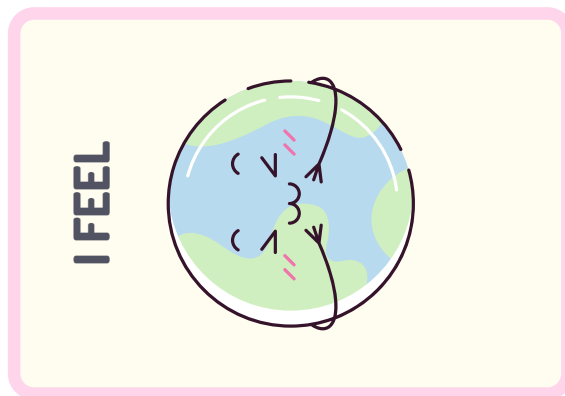
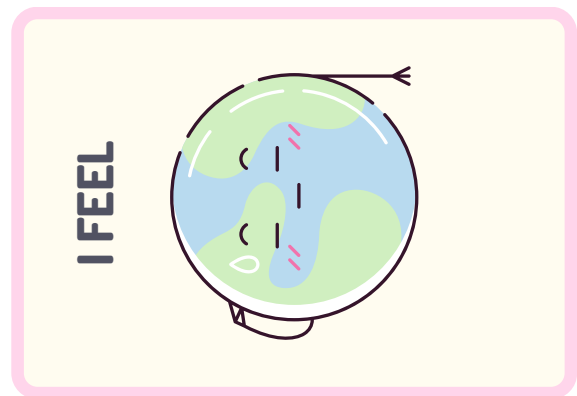
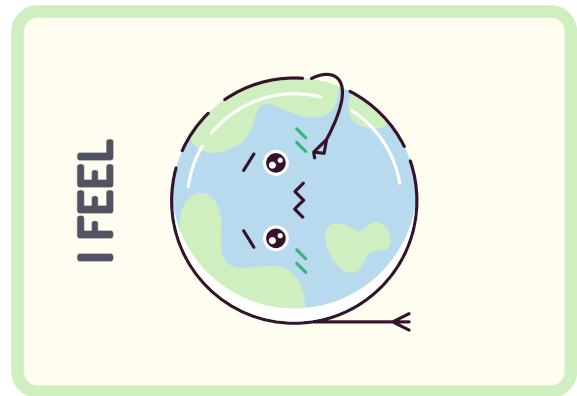


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1. EMOTION CARDS



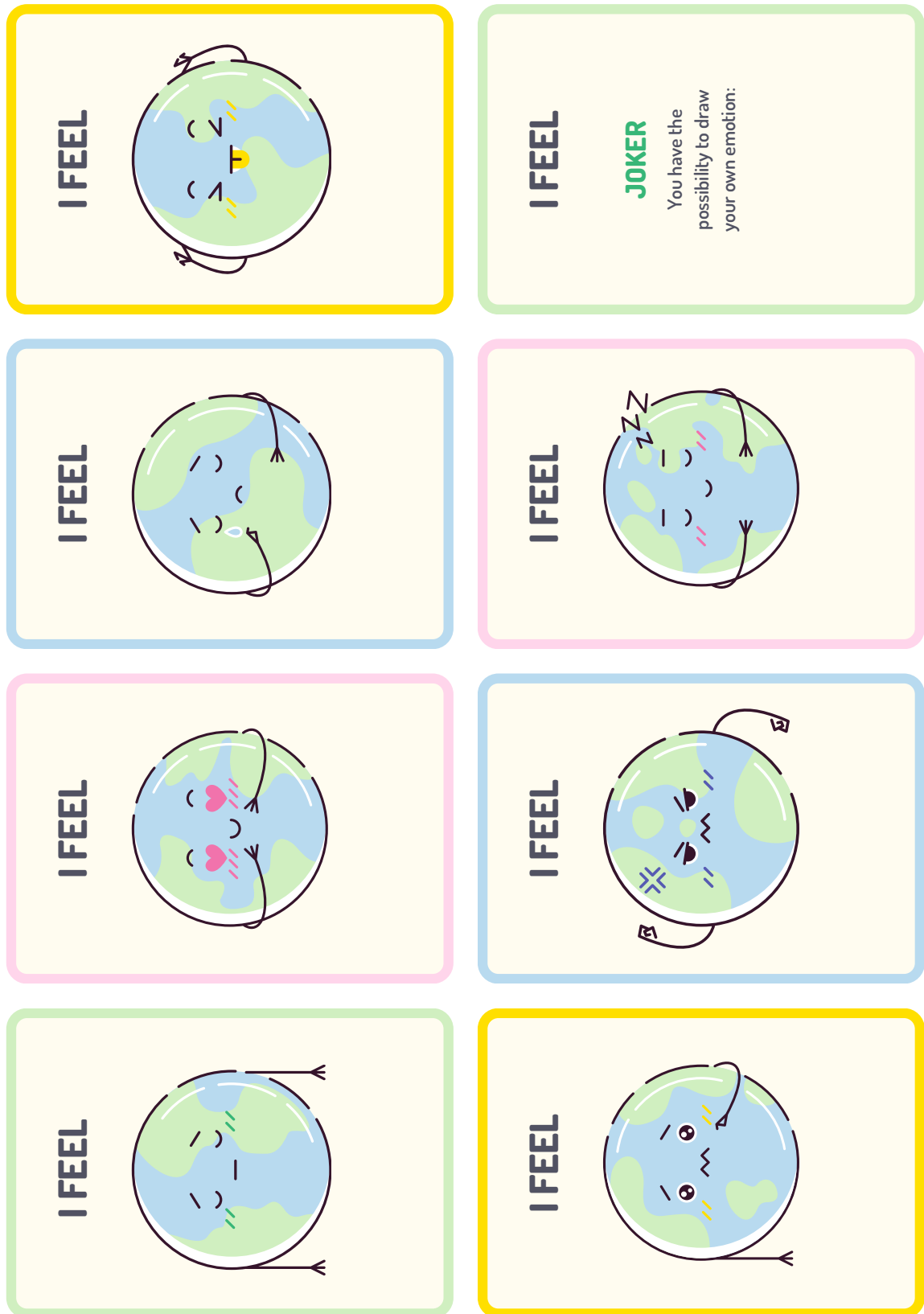


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SO-WELL-AWARE

1. EMOTION CARDS





1. EMOTION CARDS

I FEEL
JOKER
You have the
possibility to draw
your own emotion:

I FEEL
JOKER
You have the
possibility to draw
your own emotion:

I FEEL
JOKER
You have the
possibility to draw
your own emotion:

I FEEL
JOKER
You have the
possibility to draw
your own emotion:

I FEEL
JOKER
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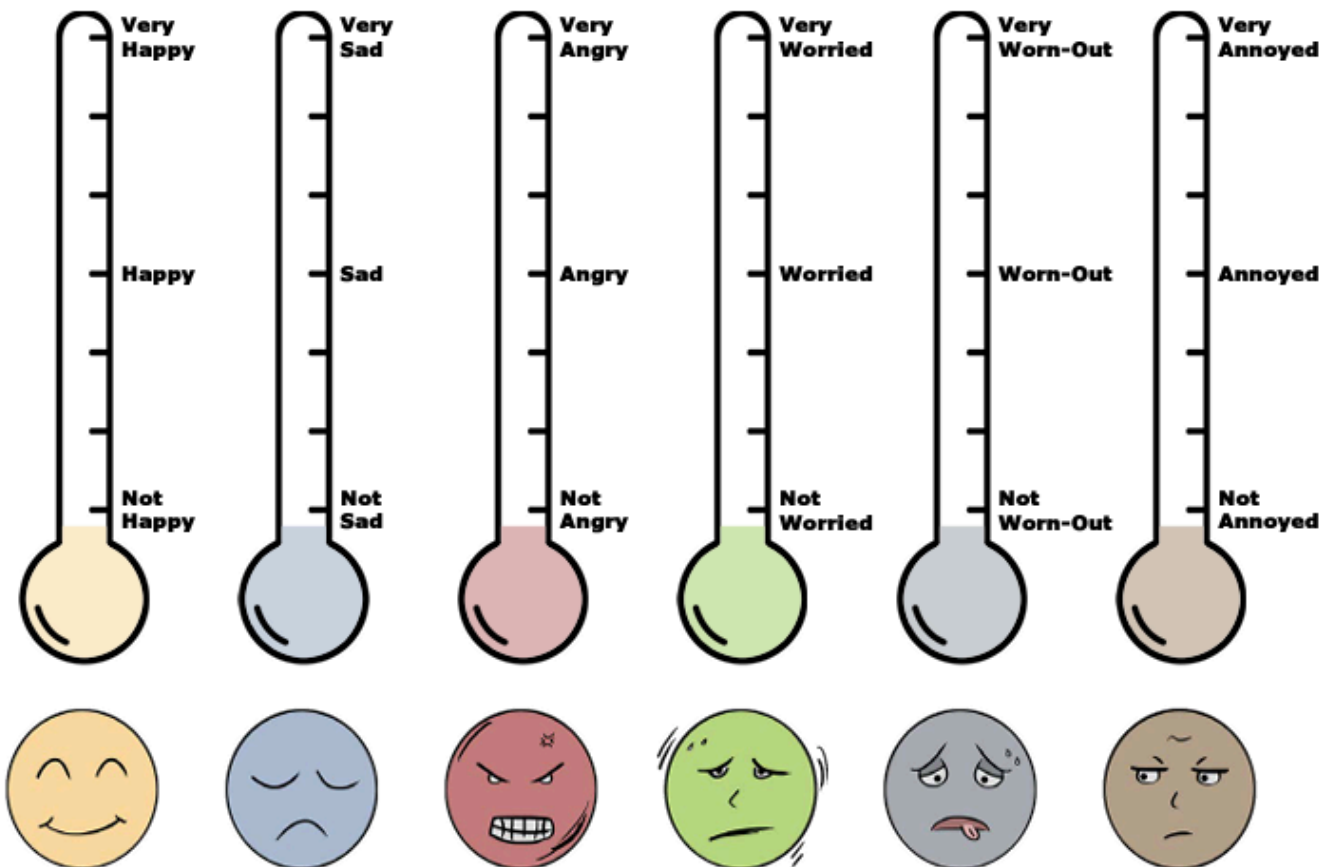
I FEEL
JOKER
You have the
possibility to draw
your own emotion:

I FEEL
JOKER
You have the
possibility to draw
your own emotion:

I FEEL
JOKER
You have the
possibility to draw
your own emotion:



2. EMOTION THERMOMETER



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Suggested additional emotions:

- Calm, excited, proud, grateful, curious, included.



3. EMOTION STATION

Suggested emotions:

Happy
Sad
Excited
Angry
Surprised
Scared
Confused
Proud
Lonely
Embarrassed
Frustrated
Curious
Nervous
Disappointed
Relieved
Bored
Grateful
Jealous
Calm
Hopeful

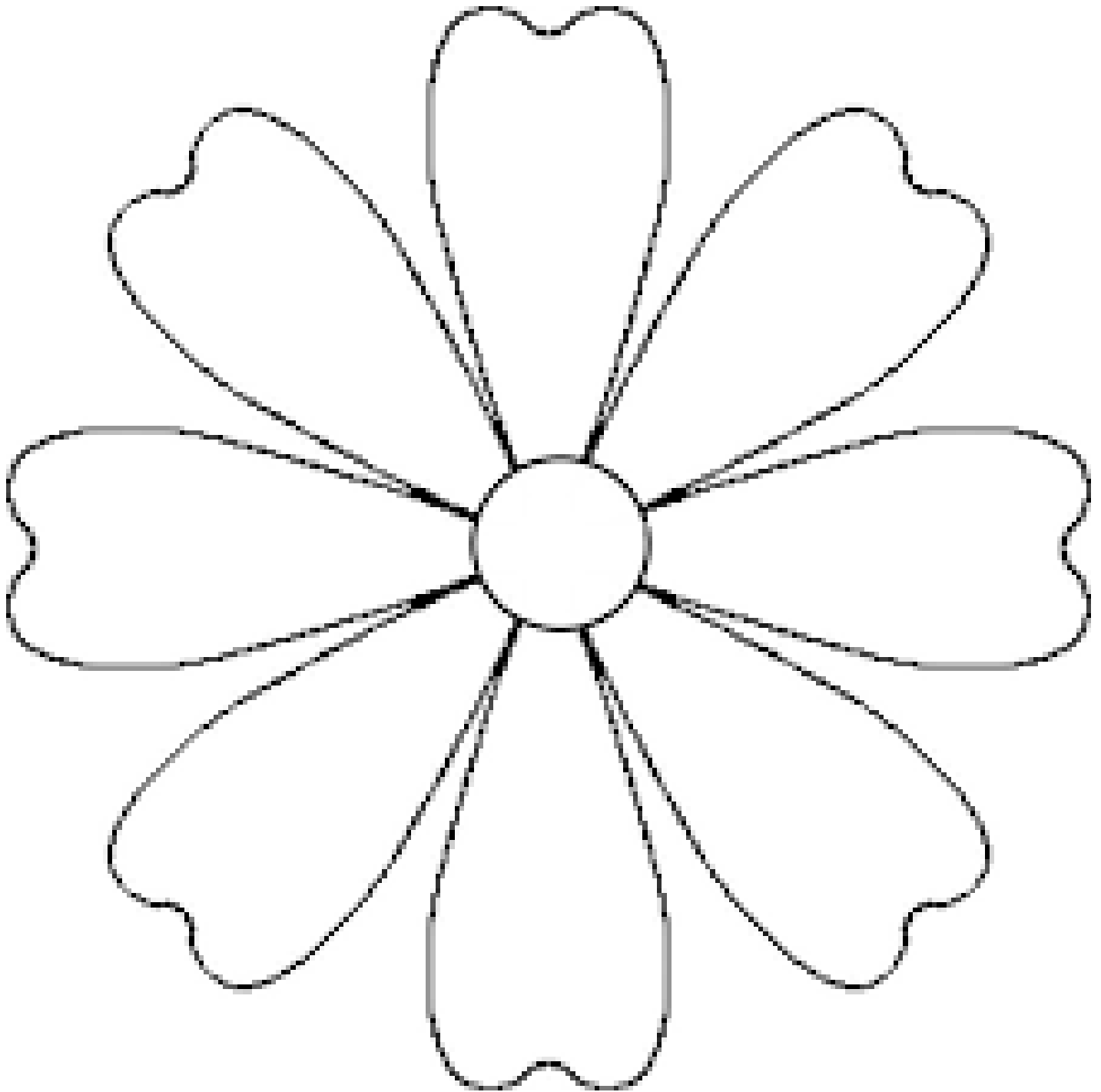


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4. GROWING POSITIVE FEELINGS





6. WORRY WIPEOUT

Examples of worrying thoughts/concerns:

"I am worried that..."

...No one wants to play with me in the playground

...my classmates don't like me

...my friends won't listen to my feelings

... that I will get a bad mark in this week's test

... the teacher thinks I am not good enough

... the teacher noticing that I haven't done the homework

*... that my parents will be upset with me for not getting a
good grade*

...that my pet doesn't get better".

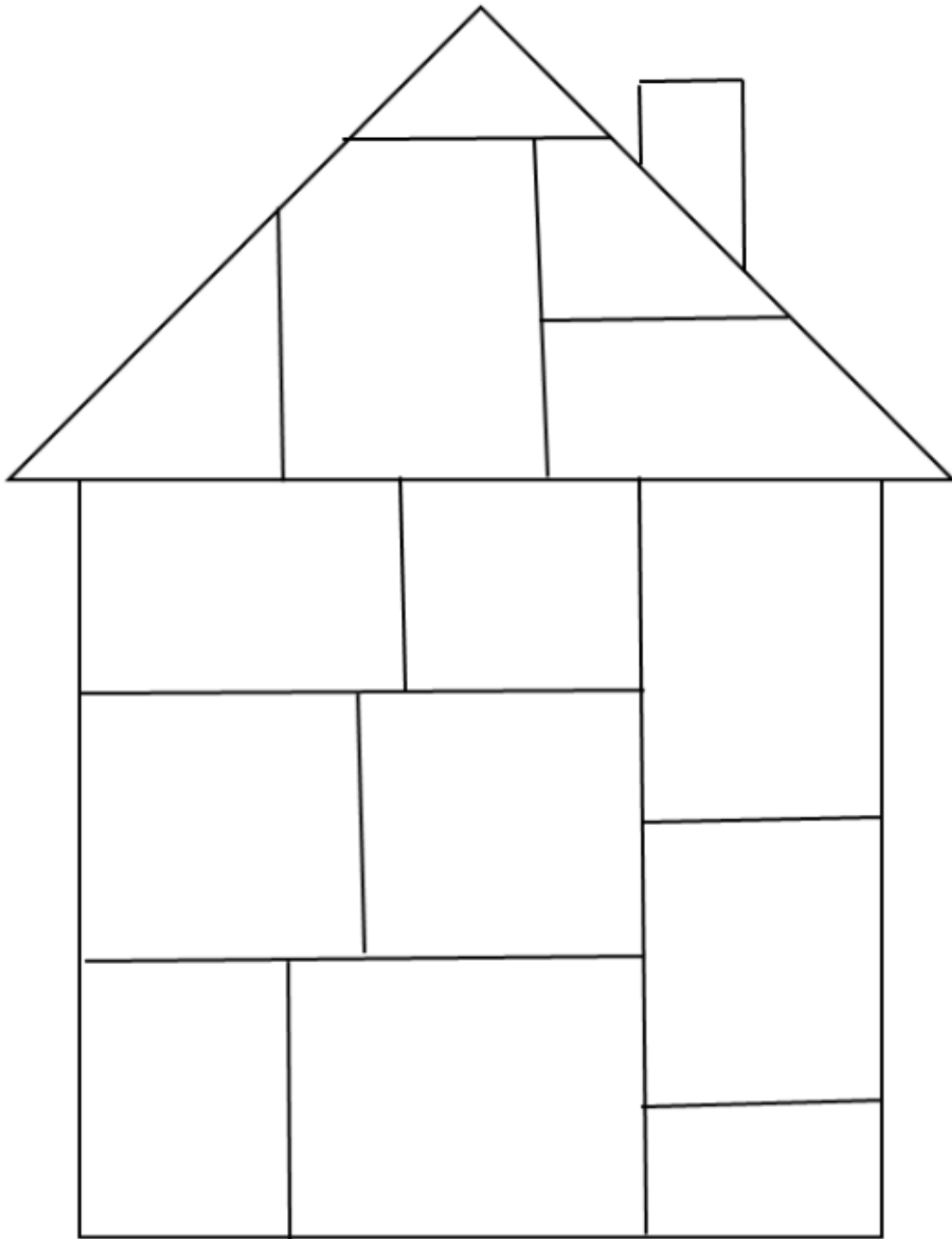


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7. GOAL HOUSE



9.TIME CHAMPIONS

(Instruction for students)



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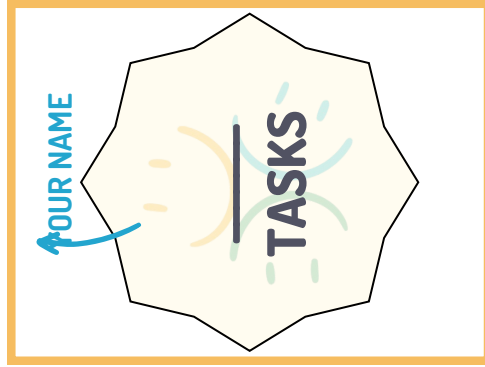
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INSTRUCTION:

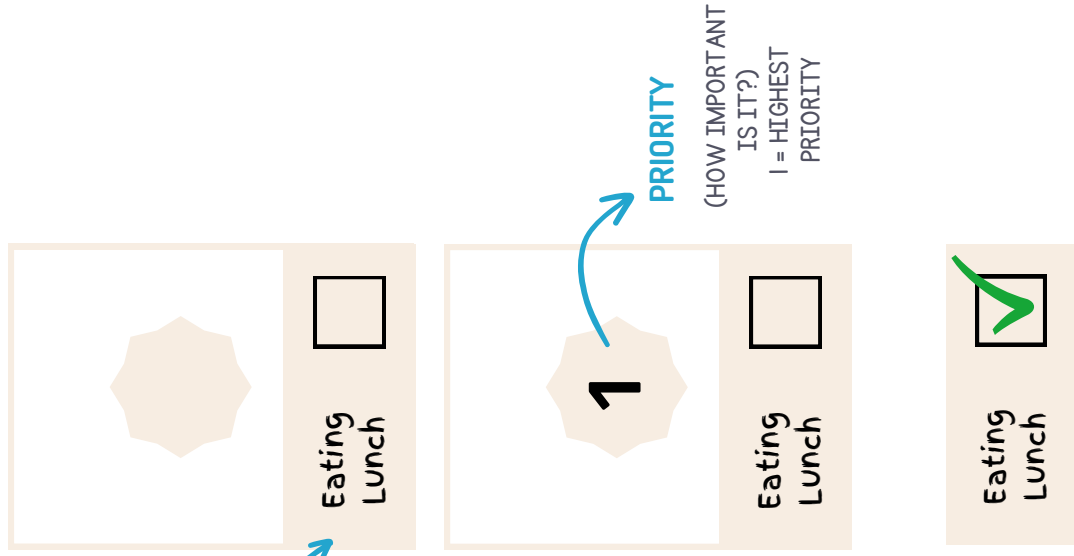
1) CREATE A TO-DO LIST

Write down all the tasks you have to do today (e.g. homework, games, tidying up, hobbies).

YOUR TASK



AN EXAMPLE:



2) PRIORITIZE

Organise these tasks in order of importance. Which task do you have to do first? Which can you do later?

3) FINISHED?

Once you've finished, just tick the box.
Well done!

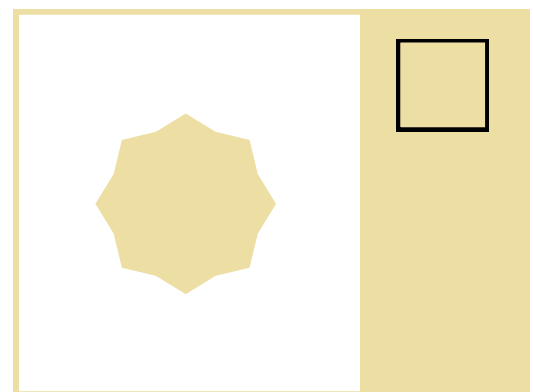
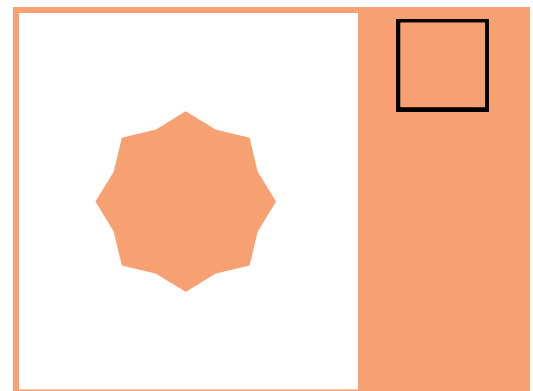
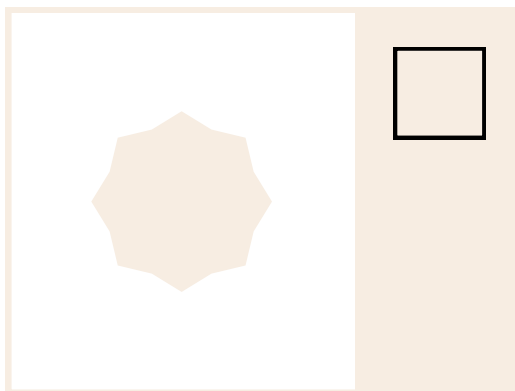
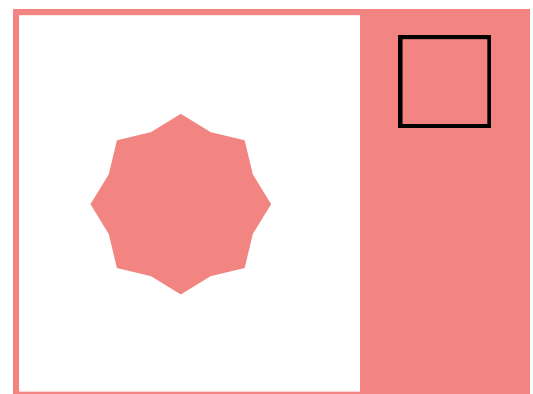
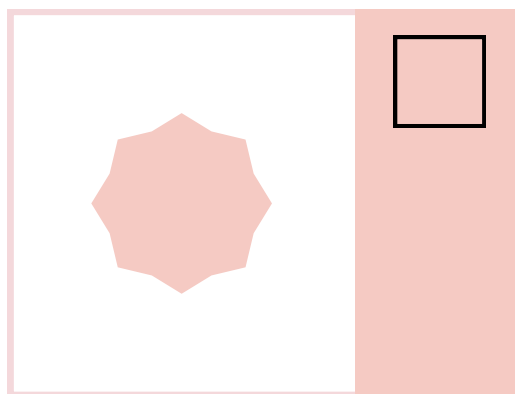


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9.TIME CHAMPIONS





11. THROUGH A FRIEND'S EYE

Vignette 1: The New Kid

Scenario:

A new student, Alex, has joined the class this week. During recess, a group of students notices that Alex is sitting alone and wearing clothes that look a bit different from theirs. One student starts mocking Alex's clothing, saying, "Did you get that from a costume store?" The other students in the group laugh, and Alex looks down, clearly uncomfortable. Another student, Jamie, notices what's happening but feels unsure about what to do. Jamie wants to help but doesn't want to risk being laughed at by their friends.

Roles:

- **Bully:** The student making fun of Alex.
- **Target:** Alex, the new student.
- **Bystander:** Students who laugh but do not participate actively.
- **Friend:** Jamie, who is unsure about how to help.

Vignette 2: The Recess Exclusion

Scenario:

Emma and Sam have always played together at recess, but recently, Emma has started to ignore Sam and has been spending time with a new group of friends. One day, when Sam approaches Emma and the group to join their game, Emma says, "We don't want you here. Go play somewhere else." Sam looks hurt and walks away. A nearby student, Riley, notices what happened but doesn't want to get involved.

Roles:

- **Bully:** Emma, who excludes Sam from the group.
- **Target:** Sam, who feels rejected.
- **Bystander:** Riley, who notices but doesn't act.
- **Friend:** A student who might be unsure whether to console Sam or confront Emma.



11. THROUGH A FRIEND'S EYE

Cyberbullying vignettes

Cyberbullying Vignette 1: Hurtful Comments

Scenario:

Liam recently shared a photo of his artwork in a group chat with his classmates, hoping for positive feedback. However, one classmate, Chris, posts a hurtful comment saying, "This looks terrible, did a kid draw it?" A few other classmates "like" the comment, while Liam feels hurt and embarrassed. Another student, Mia, sees the comment and feels uncomfortable but doesn't know if or how she should respond.

Roles:

- **Bully:** Chris, who posts the hurtful comment.
- **Target:** Liam, who feels hurt by the comment.
- **Bystander:** Classmates who "like" the comment but don't participate further.
- **Friend:** Mia, who notices the comment but is unsure how to respond.

Cyberbullying Vignette 2: Exclusion from a Group Chat

Scenario:

Sophia recently joined a new class and is added to a group chat with her classmates. After she shared her thoughts in the chat a few times, two students, Jake and Olivia, decide to create a new group chat without her, where they make fun of her messages. Other classmates are added to the new chat and see the messages about Sophia. One student, Emma, feels uncomfortable seeing the messages but doesn't know how to address the situation.

Roles:

- **Bullies:** Jake and Olivia, who create the new group chat to exclude and mock Sophia.
- **Target:** Sophia, who is unaware of the new chat but feels left out.
- **Bystanders:** Classmates who are added to the new chat and see the messages.
- **Friend:** Emma, who feels uncomfortable but is unsure whether to intervene.

12. RESPONSIBILITY ROADMAP



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WHY?

2

WHY?

2

HOW WOULD YOU DECIDE?

1

HOW WOULD YOU DECIDE?

1

12. RESPONSIBILITY ROADMAP



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SITUATION 1

YOU HAVE FORGOTTEN YOUR HOMEWORK AND IT IS DUE TODAY. YOUR OPTIONS:

- A) YOU TELL THE TEACHER THAT YOU FORGOT IT.
- B) YOU ASK A FRIEND FOR HELP AND DO IT QUICKLY BEFORE CLASS.
- C) YOU SAY NOTHING AND HOPE THAT NOBODY NOTICES.

1

SITUATION 2

TWO FRIENDS ARE ARGUING AND ASK YOU TO TAKE SIDES. YOU CAN:

- A) TRY TO RESOLVE THE ARGUMENT AND HELP THEM BOTH.
- B) CHOOSE A SIDE AND ARGUE WITH THE OTHER PERSON.
- C) WALK AWAY AND STAY OUT OF THE CONFLICT.

2

SITUATION 3

YOU SEE A FRIEND CHEATING ON A TEST. YOUR OPTIONS:

- A) YOU TELL THE TEACHER THAT YOUR FRIEND IS CHEATING.
- B) YOU IGNORE IT AND LET YOUR FRIEND CARRY ON.
- C) YOU HELP YOUR FRIEND TO CHEAT.

3

SITUATION 4

YOU SEE RUBBISH IN THE SCHOOL PLAYGROUND AND NOBODY SEEMS TO WANT TO CLEAR IT UP. YOU CAN:

- A) PICK UP THE RUBBISH AND THROW IT IN THE BIN.
- B) IGNORE THE RUBBISH AND HOPE THAT SOMEONE ELSE WILL CLEAR IT AWAY.
- C) TELL SOMEONE TO CLEAR THE RUBBISH AWAY.

4

12. RESPONSIBILITY ROADMAP



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SITUATION 5

YOU SEE A CLASSMATE BEING EXCLUDED FROM THE GROUP. YOU CAN:

- A) INVITE THE EXCLUDED CLASSMATE TO JOIN YOU AND START A CONVERSATION.
- B) JUST CARRY ON BECAUSE IT DOESN'T AFFECT YOU.
- C) LAUGH WITH THE OTHERS ABOUT THE CLASSMATE.

5

SITUATION 6

SOMEONE NEEDS HELP WITH THEIR HOMEWORK. YOUR OPTIONS:

- A) HELP THEM AS BEST YOU CAN.
- B) NOT HELP THEM BECAUSE YOU STILL HAVE YOUR OWN WORK TO DO.
- C) JUST GIVE THEM THE SOLUTION WITHOUT EXPLAINING HOW THEY CAN DO IT HIMSELF.

6

SITUATION 7

YOU HAVE ACCIDENTALLY DAMAGED A FRIEND'S BOOK. YOU CAN:

- A) TELL HIM HONESTLY AND OFFER TO REPLACE IT.
- B) NOT TELL THEM AND HOPE THEY DON'T NOTICE.
- C) HIDE IT QUICKLY AND PRETEND IT NEVER HAPPENED.

7

SITUATION 8

YOU LAUGH AT SOMETHING PEERS HAVE DONE BECAUSE YOU FIND IT FUNNY, BUT YOU REALISE THAT THEY FEEL HURT. YOU CAN:

- A) CARRY ON AND LAUGH AT THEM BECAUSE YOU FIND IT FUNNY
- B) STOP LAUGHING AND APOLOGISE TO THEM
- C) TALK TO THEM AND EXPLAIN THAT YOU DIDN'T MEAN TO HURT THEM

8



14. GENTLE VOICES

Example of “I” form application

“I” Form communication:

Example: *“I feel sad when you start to work on a different task without informing me.”*

Alternative example where students don't assertively communicate their needs and tend to react negatively to the situation and to the colleague:

Example: *“You always start doing something without informing me.”*

14. GENTLE VOICES

*Example of hypothetical scenarios for students to
role-play the different ways of communicating*



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SITUATION 1

DURING A CLASSROOM DEBATE, ONE OF THE PUPILS KEEPS INTERRUPTING THE OTHERS WHEN THEY WANT TO EXPRESS THEIR OPINION.

1

SITUATION 2

DURING THE PREPARATION OF A GROUP ASSIGNMENT, ONE OF THE STUDENTS DOESN'T ACCEPT HIS COLLEAGUES' SUGGESTIONS.

2

SITUATION 3

ONE OF THE STUDENTS CONSTANTLY FORGETS TO DO THE TASKS REQUIRED FOR THE GROUP ASSIGNMENT. NOT HAVING THE TASKS READY IS AFFECTING THE GROUP WORK.

3

SITUATION 4

IN THE PLAYGROUND GAMES, ONE PUPIL IS CONSTANTLY CHEATING AND BREAKING THE RULES OF THE GAME. HIS CLASSMATES NO LONGER WANT TO PLAY WITH HIM.

4

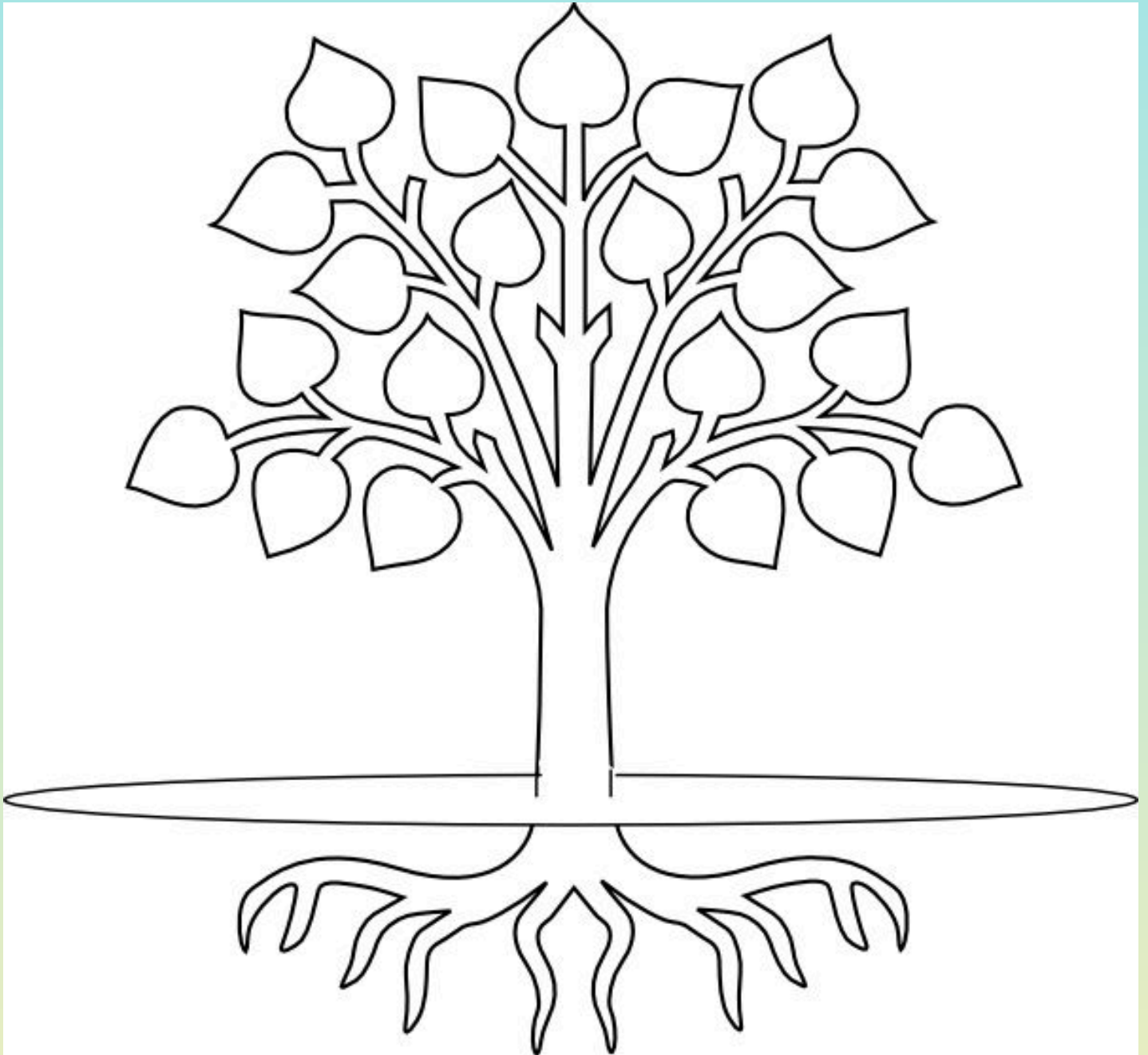


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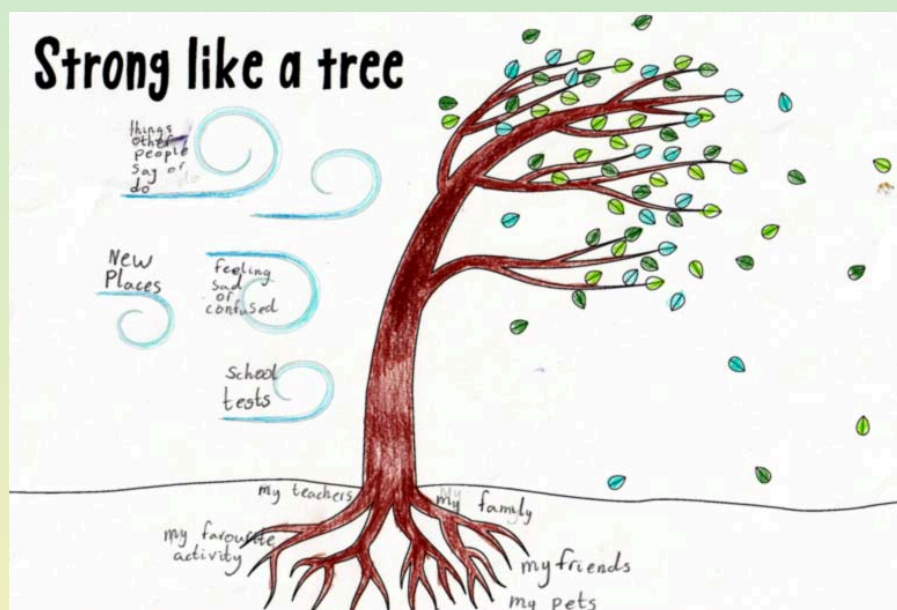
15. TREE OF STRENGTHS





15. L'ARBRE DE FORCES

*Différentes idées pour de
l'inspiration*



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RAISING AWARENESS FOR SCHOOL WELL-BEING



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