



Universal Preventive Resilience  
Intervention Globally implemented  
in schools to improve and promote  
mental Health for Teenagers

# WELL-BEING FOR ALL

## Manual



This document is part of a project that has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 754919. The information reflects only the authors view and the European Commission is not responsible for any use that may be made of the information it contains.

### The UPRIGHT manual for teachers

*The manual and supplementary materials are the core programme of the UPRIGHT project created ad hoc by experienced professionals on resilience and positive psychology.*

### The UPRIGHT team

#### Kronikgune Institute for Health Services Research, Basque Country (Spain)

- Carlota Las Hayas Rodríguez
- Irantzu Izco-Basurko
- Ane Fullaondo Zabala

#### Bruno Kessler Foundation, Trento (Italy)

- Silvia Gabrielli
- Silvia Rizzi
- Valeria Donisi
- Sara Carbone

#### Daily Care Centre for Children and Adolescents with Psychiatric and Speech Disorders, Wrocław (Poland), Wrocław Medical University (Poland)

- Iwona Mazur

#### Daily Care Centre for Children and Adolescents with Psychiatric and Speech Disorders, Wrocław (Poland) Falkiewicz Specialist Hospital, Wrocław (Poland)

- Anna Królicka-Deręgowska
- Piotr Czyż
- Renata Poteralska
- Urszula Andruszko

#### Norwegian University of Science and Technology, Trondheim (Norway)

- Odin Hjemdal
- Roxanna Morote
- Frederick Anyan

#### Directorate of Health in Iceland, Reykjavík (Iceland)

- Dóra Guðrún Guðmundsdóttir
- Sólveig Karlsdóttir

#### Aarhus University, Aarhus (Denmark)

- Nina Tange
- Mette Marie Ledertoug
- Louise Tidmand

#### University of Iceland, Reykjavík (Iceland)

- Anna S. Olafsdottir
- Bryndis Jona Jonsdottir
- Ingibjörg V. Kaldalons
- Unnur Björk Arnfjörð

**Edited by:** Unnur Björk Arnfjörð; Sólveig Karlsdóttir; Alda Ingibergsdóttir; Carlota Las Hayas  
Version 2.0 (29 October 2021).

**Responsible contact point:** Kronikgune (kronikgune@kronikgune.org) for versions in English, Spanish and Basque; FBK (info-upright@fbk.eu) for version in Italian; UMWD (aldona.iwasieczko@dolnyslask.pl) for version in Polish; AU (Mette@Ledertoug.dk; Knoop@edu.au.dk) for version in Danish; and Uol (mottaka@landlaeknir.is) for version in Icelandic.

©The UPRIGHT project. This work is licensed under a CC BY-NC-SA 4.0 license.



**CC BY-NC-SA:** This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the creator (©The UPRIGHT project. All rights reserved). If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

### Acknowledgements

The contribution of the following professionals, who performed the quality check, provided comments or reviewed the manual, is gratefully acknowledged: Esteban de Manuel Keenoy, Olatz Albaina, Nerea González, Irati Erreguerena, Iñaki Zorrilla, Patricia Pérez Martínez de Arrieta, Jessica Fernández, Ana González Pinto, Serafina Agnello, Alda Ingibergsdottir, Hrefna Palsdottir, Hans Henrik Knoop.

The authors wish to thank all adolescents, their families and professionals from educational centres involved in the UPRIGHT research project.

# Contents

## What is WELL-BEING FOR ALL programme? 06

What is the aim of WELL-BEING FOR ALL programme?	07
How does it work?	07
Who is participating?	07

## How to implement WELL-BEING FOR ALL programme at school? 08

Example of a WELL-BEING FOR ALL programme plan	10
--	----

## Catalogues of WELL-BEING FOR ALL activities

<b>A</b> Catalogue of collective activities	12
1. "Do It Yourself" posters on UPRIGHT skills	14
2. UPRIGHT fair	18
3. What did we learnt in UPRIGHT? Review of UPRIGHT skills and components	22
4. UPRIGHT students teach UPRIGHT skills to younger colleagues	26
5. Random act of kindness: pay it forward	30
6. Film screening: for example, "Pay it forward"	34
7. Gratitude letters	38
8. Group game: Happiness spin	42
9. Talks by invited speakers: invite an athlete	46
10. Key opinion leader-teachers make a presentation on UPRIGHT	50
11. Key opinion leader-teachers conduct a workshop on UPRIGHT	54
12. Visit a Non-Governmental Organisation (NGO)	58
13. Social media: the creation of a video "What is UPRIGHT?"	62
14. Resilience in photos or a video	66
15. Cyberpraising event	70
16. Help others using social media	74
17. Create a social video story	78

## B Catalogue of mindfulness sessions 82

1. Mindfulness session outdoors	84
2. Mindfulness: popcorn session	90
3. Mindfulness audios sessions	94
3.1 The anchor	95
3.2 Shake it up—calm it down, body and breathing	95
3.3 Sounds and thoughts	95
3.4 Body scan	95
3.5 Heartfulness	95
3.6 Shift gears – mindful walking	95
3.7 Hear it all – mindful listening	95

## C Catalogue of posters 98

## D Catalogue of short digital messages 104

## Appendix: Real-life examples of activities 114

# What is WELL-BEING FOR ALL programme?

The goal of the WELL-BEING FOR ALL programme is to raise awareness of the importance of caring for mental health and promote a culture of mental well-being in schools. It consists of activities designed to broaden the resilience training

conducted in the classrooms to include the whole school community. In this whole-school approach, the staff, the entire student body, their families and community institutions are invited to participate in the programme.



**Figure 1. The WELL-BEING FOR ALL programme consists of 4 modules of open activities that foster a resilient school environment and a culture of mental well-being at school.**

The activities of the WELL-BEING FOR ALL programme strengthen the protective factors of inclusion, belonging, participation and positive relationships, which promote a positive school climate.



## WHAT IS THE AIM OF WELL-BEING FOR ALL PROGRAMME?

The aim is to create a culture of well-being at school. To achieve this, the programme includes a set of activities promoting collective resilience, inclusion, belonging, participation and positive relationships.



## HOW DOES IT WORK?

The programme implements four different groups of activities during the school year: collective activities, mindfulness sessions, displaying posters and posting digital messages. The implementation is flexible in terms of dates, the activities to choose from, and how each activity is conducted. The implementers can shape the activities to fit their context. Note: For inspiration, you can consult the appendix at the end of the manual showing how other schools have carried out these activities.



## WHO IS PARTICIPATING?

The activities must be completed by the students taking part in UPRIGHT; however, other students at the same school, teachers, families and other community members are invited to participate too!

# How to implement WELL-BEING FOR ALL programme in the school?

During the school year, four different groups of collective activities will be carried out in the school: **(A)** collective activities, **(B)** mindfulness sessions, **(C)** posters and **(D)** short informative digital messages.

Implement the programme in 3 steps



## Step 1

### Plan the activities ahead!

**A** Select at least four **collective activities** from the list of 17 projects in the "Catalogue of collective activities".

The WELL-BEING FOR ALL collective activities can form 'a branch' of planned extracurricular school activities. Moreover, the UPRIGHT activities may be replaced with similar extracurricular events planned by the schools for that academic year (trips, films, talks etc.), in cases when they are so alike that they seem redundant.

**B** Select at least four **mindfulness sessions** from the "Catalogue of mindfulness sessions" containing a list of 7 audios (each equivalent to one mindfulness session) and two mindfulness sessions. These sessions will be led by one or more volunteers from the school centre (mindfulness monitors).

**C** Display all **posters** of the programme (see the "Catalogue of posters" section). The posters may be displayed on school walls as hard copies or digitally (using the school social media channels), as decided by the school personnel. The posters can be shown all at once or gradually throughout the course, according to the local preferences.

**D** Publish all **short digital messages** of the programme (see the next section for the "Catalogue of short digital messages"). They will be displayed using the digital platforms as decided by the school personnel. The dissemination of short digital messages should be gradual throughout the school year.



## Step 2

### Define the schedule

Define the time and dates when these activities will be implemented at the school.



## Step 3

### Select staff in charge

Select the person/s in charge of implementing the WELL-BEING FOR ALL activities. They should all be trained in UPRIGHT skills.

## Example of a WELL-BEING FOR ALL programme plan

For illustrative purposes\*, we provide here an example of a WELL-BEING FOR ALL plan for a school:

	What to do?	When?	Who is in charge?
<b>Four collective activities</b>	• Gratitude letters	15th December 2021	Louise
	• Talk by a mental health expert: "Mental health literacy"	15th January 2022	John
	• UPRIGHT students teach UPRIGHT "Growth midset skill" to beginner students	12nd March 2022	Mary
	• Group game: Happiness spin	25th May 2022	Tonny
<b>Four mindfulness sessions</b>	• Outdoor mindfulness session	18th October 2021	Angie
	• Mindfulness audio: shake it up—calm it down, body and breathing	15th January 2022	Mary
	• Mindfulness audio: Sounds and thoughts	11th February 2022	Angie
	• Mindfulness audio: Body scan	15th April 2022	Mary
<b>Display posters</b>	• Poster 1	15th September 2021	Tommy
	• Poster 2	15th October 2021	Tommy
	• Poster 3	15th November 2021	Tommy
	• Poster 4	15th December 2021	Tommy
	• Poster 5	15th January 2022	Tommy
<b>Post short digital messages</b>	• SDM 1	25th September 2021	Louise
	• SDM 2	2nd October 2022	Louise

*\*To design your own school WELL-BEING FOR ALL plan of collective activities, please consult the "Catalogues of WELL-BEING FOR ALL activities" provided in this manual in the following sections.*

*There, you will also find detailed instructions on how to carry out each activity.*

# Catalogue of WELL-BEING FOR ALL Activities

The activities of the WELL-BEING FOR ALL programme are listed in separate catalogues, depending on the type of activity:

**A. Catalogue of collective activities**

**B. Catalogue of mindfulness sessions**

**C. Catalogue of posters**

**D. Catalogue of short digital messages**

Here, you will find a description of each activity with instructions on how to carry it out.

**A**

## Catalogue of Collective Activities

This catalogue contains a list of 17 collective activities. The WELL-BEING FOR ALL collective activities can be designed to strengthen the knowledge of any UPRIGHT skill.

**To create your WELL-BEING FOR ALL plan, please choose four collective activities from this catalogue.**

*Reminder: If the school has already planned a collective event similar to one of the activities provided here, that event can replace the equivalent WELL-BEING FOR ALL activity.*



# "Do It Yourself" posters on UPRIGHT skills 01

## Time Requirements

TO PREPARE THE ACTIVITY: 30 minutes.  
DURATION OF ACTIVITY: 2 hours.



## Resources needed

- **SCHOOL STAFF INVOLVED:** One teacher per classroom.
- **EXTERNAL GUEST/PERSON REQUIRED:** None.
- **MATERIALS NEEDED:** Posters may use different materials. They can be made of traditional cardboard or paper sheets of any size or large post-it notes with adhesive backing, depending on the space provided by the school. They can also be made using computer programmes such as PowerPoint.
- **SUGGESTIONS FOR LOCATION:** The paper posters could be placed next to each other along a corridor, forming a gallery walk. Any space at school can be denominated "The UPRIGHT corner" to display all the posters there. Posters can be placed in any part of the school to be seen by all the school community.

If teachers decide to take pictures of the paper posters or if the posters are already in digital format, they can be uploaded to the school website.

## Audience

School staff, students, families, local people visiting the school and the website visitors.

- **DISSEMINATION STRATEGIES:** Posters in digital format can be displayed on TV screens (if available). Schools can also display these posters on their webpages.



## Instructions

**Decorate your classroom with cost-effective DIY posters!**

**Students work together in groups of 5 to brainstorm the main lessons learnt from a particular skill of resilience.**

Each group later selects only one main lesson and displays it using a few words and images in one poster. They can use digital means to create it, but also they can do it by hand!



## Debriefing

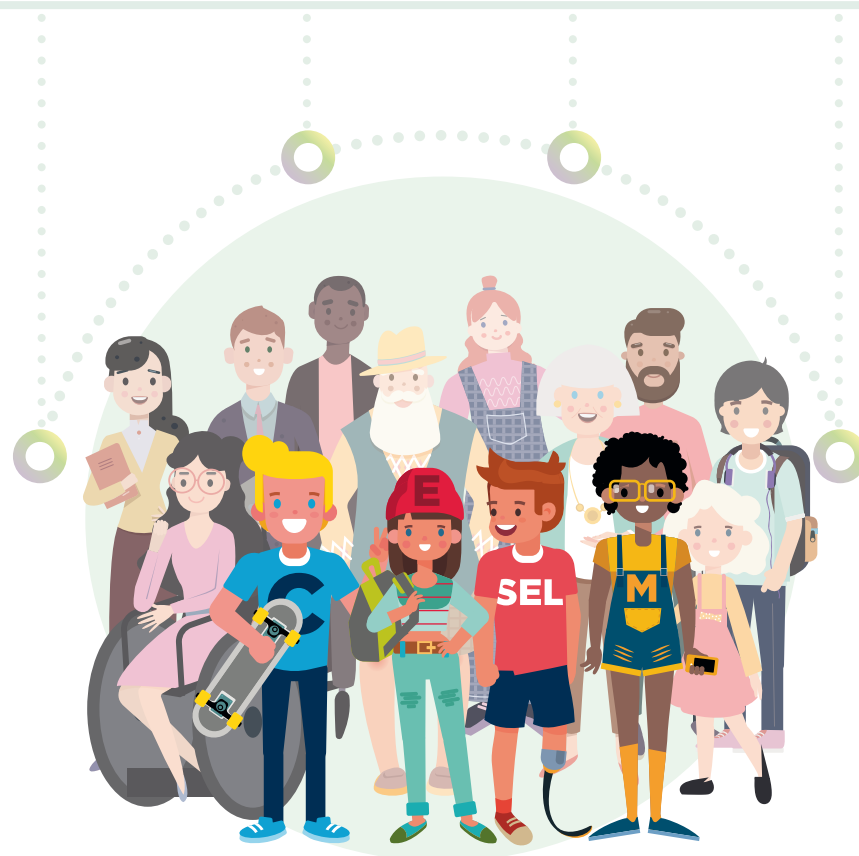


The school staff might consider creating a gallery walk to encourage students to examine the posters of their peers. After such a walk, the students can be encouraged to share their observations among themselves. The students could also give brief lightning-style talks at their poster to describe their work.

### Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ visualising the progress of UPRIGHT learning.
- ▶ introducing UPRIGHT skills to the school community in a simple way.
- ▶ encouraging discussions of the poster presentations between students and school staff.



# UPRIGHT fair

# 02

## Time requirements

TO PREPARE THE ACTIVITY: 1-2 days.  
DURATION OF ACTIVITY: 2-3 hours.



## Resources needed

- ▶ **SCHOOL STAFF INVOLVED:** Teachers associated with UPRIGHT classes.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** None.
- ▶ **MATERIALS NEEDED:** Tables for the booths; materials corresponding to each UPRIGHT competence, e.g., materials for specific activities; PowerPoint printouts or screen images, student assignments, etc.
- ▶ **SUGGESTIONS FOR LOCATION:** A conference hall, a sports hall, a canteen or any large room.



## Audience

All school staff, students and their families.

- ▶ **DISSEMINATION STRATEGIES:** Inviting all staff, students and families to the school for a fun day to boost their well-being and resilience (use letters/emails, announcements at the school Internet portal, in local newspapers and posters at the school.)

Make the event open to all the relevant stakeholders.

## Instructions

### Before:

- Make several groups of students; allow them to choose an UPRIGHT competence that they find interesting, relevant and meaningful.
- Each group is assigned a booth in the UPRIGHT fair corresponding to their chosen competence. They have 10–15 minutes to introduce their selected UPRIGHT competence. The groups can choose whether they want to make an oral presentation, show a video clip (own creation/made by others), create collage/photo exhibitions or organise activities, quizzes, games, etc.
- Give the students enough time to explore the best way to present their chosen competence and conduct the presentation in an entertaining, creative, and interesting way.
- Supply each group with a table/booth and the materials needed to present their chosen competence.

### During:

- Each group of students stays at their booth.
- A few people (students/teachers) hand out small coloured tags at the entrance to the UPRIGHT fair to divide the audience into groups of 4–5 people (e.g., red, blue and yellow group, etc.).
- A teacher/school manager oversees welcoming the audience and explains the rules of the UPRIGHT fair.
- Find the audience members with the same colour tag.
- Each colour-tagged group starts at a different booth, so the people spread out more or less equally.
- Sound a bell/music to start the session.
- Each group finds their UPRIGHT booth, and the students explain/demonstrate their competence.
- Sound a bell/music to stop the session – people move to the next booth.
- Students explain/demonstrate their chosen competence.
- Sound a bell and continue the process (until you run out of booths or allotted time).
- Sound the bell and announce the final booth stop.
- Allow some time for looking at the booths that the groups did not have time to visit during the fair sessions.
- Close the fair (you can prolong the fair by asking people to bring a picnic basket for their family or food to share in a buffet for all).
- Cleaning of the fair area.

# Debriefing

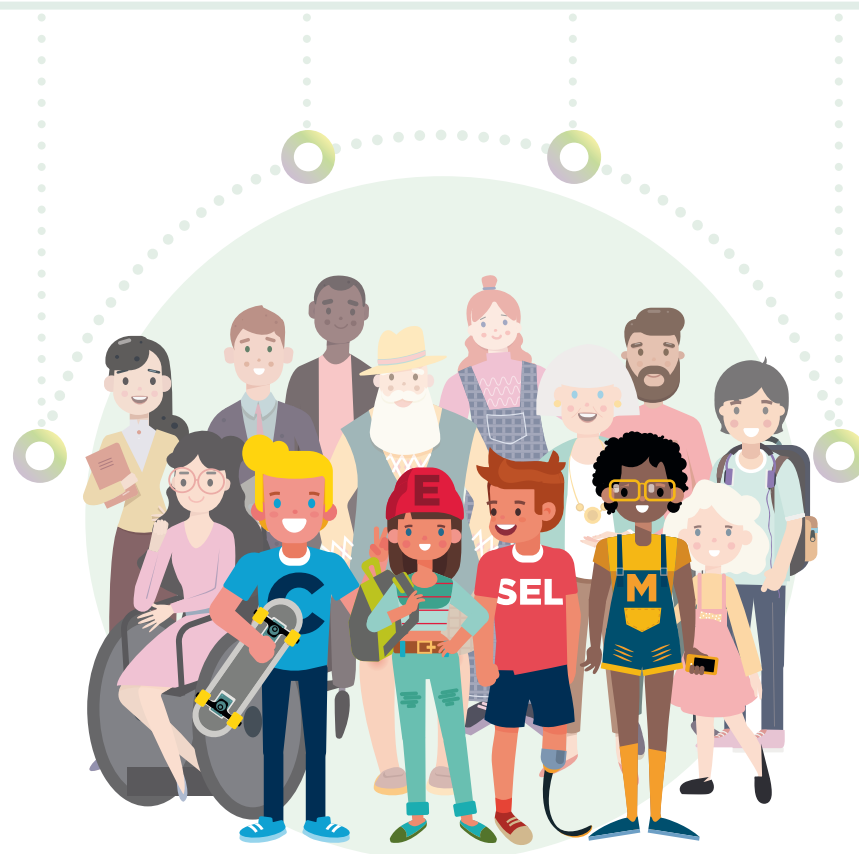


Optional. After the fair, teachers can lead discussion in class about what went well, what the students are proud of, and what they learnt.

## Expected benefits

THIS ACTIVITY IS GOOD FOR

- creating a whole-school culture of well-being and resilience.



# What did we learnt in UPRIGHT? Review of UPRIGHT skills and components

03

## Time requirements

**TO PREPARE THE ACTIVITY:** 2 hours.

**DURATION OF ACTIVITY:** Preparation + Open presentations: 4,5 hours.

**PREPARATION:** 1,5 hours divided into 3 sessions of 30 minutes each.

**OPEN PRESENTATIONS:** 3 hours. Three open presentations of 1 hr each.



## Resources needed



- ▶ **SCHOOL STAFF INVOLVED:** One, two or three trained UPRIGHT teachers or school staff organise the activities during class and the open presentation.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** None.
- ▶ **MATERIALS NEEDED:** Power point slides and a projector.
- ▶ **SUGGESTIONS FOR LOCATION:** This activity can be carried out in any school room or classroom.

## Audience



Students, their families and school staff.

- ▶ **DISSEMINATION STRATEGIES:** Students will be able to give their oral presentations to an open audience in the school. Family members, other students and school staff will be invited to attend.

The presentations of the skills/components can be displayed on the UPRIGHT platform (Community tag) if students give their consent.

## Instructions

- Students participating in the WELL-BEING FOR ALL programme will make a presentation to an open audience (family members, other students, including students participating in the WELL-BEING FOR US programme) on what they have learnt about one specific skill/component. They will try to provide real-life examples illustrating practical applications of that skill.

### Before (school staff):

Teachers that took part in UPRIGHT training will meet to organise the activity; they will:

- Divide the entire population of students into 18 groups.
- Assign one of the 18 UPRIGHT topics to each group.
- Organise 3 sessions of 30 minutes for students preparing the presentations. The first and second sessions will be devoted to making the PowerPoint slides and the third session to rehearsals.
- Set a date and time for 3 open presentations during the academic year, in a suitable location at the school (e.g., in the meeting room). Each event will last 60 minutes (6 UPRIGHT topics per event). After 3 open presentations, all the 18 UPRIGHT topics will have been introduced.
- Inform parents about the presentations to attend.

1. Mindfulness (component)	2. Coping (component)	3. Self-management(skill)
4. Efficacy (component)	5. Cognitive behaviour modification (skill)	6. Social awareness (skill)
7. Self-efficacy (skill)	8. Conflict resolution (skill)	9. Relationship skills (skill)
10. Growth mindset (skill)	11. Assertiveness and communication strategies (skill)	12. Responsible decision making (skill)
13. Emotional resilience (skill)	14. Mental health literacy (skill)	15. Social resilience (skill)
16. Social emotional learning (component)	17. Leadership (skill)	18. Self-awareness (skill)

### Before (students):

- Prepare the PowerPoint slides (3 slides, max. 10-min presentation):
  - First slide: name of the skill/component to be presented, names of the group members, the class they belong to and name of the school. Date.
  - Second slide: Describe, in your own words, the given component or skill. What did you learn from that skill or component?
  - Third slide: Give one or two examples from your daily life when that skill/component was useful.
- Rehearse the presentation in class (30 minutes). Ensure that each group has the slides ready, and there is at least one presenter per group (the presentation can be conducted by more than one person).

### During:

- Perform the presentation on the date and at the location arranged.

## Debriefing



During the preparatory sessions, the teachers can answer the questions asked by students concerning any of the skills or components.

## Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ refreshing the UPRIGHT training.
- ▶ strengthening the ownership of the UPRIGHT programme by the students.
- ▶ training the school community and families in UPRIGHT.
- ▶ bringing families to school and creating a sense of community by participating in the open events.
- ▶ promoting active participation of students in the UPRIGHT programme.
- ▶ promoting the inclusion of all students in the presentation of the UPRIGHT programme.



# UPRIGHT students teach UPRIGHT skills to younger colleagues



## Time requirements

**TO PREPARE THE ACTIVITY:** Approximately 8 hours.  
**DURATION OF ACTIVITY:** 2x45 minutes per one class.

## Resources needed

- ▶ **SCHOOL STAFF INVOLVED:** One teacher and one school pedagogue/psychologist.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** e.g., a psychologist.
- ▶ **MATERIALS NEEDED:** Stationery, glue, tacks, coloured sticky notes, magnets, a computer with access to the Internet, a projector or multimedia board.
- ▶ **SUGGESTIONS FOR LOCATION:** A classrooms or a meeting hall.

## Audience

Students from lower grades, parents and teachers.

- ▶ **DISSEMINATION STRATEGIES:** Preparation and distribution of posters within the school. Classes for parents and other interested people will be organised, during which the students will demonstrate activities to be conducted in the workshops. The printed posters can be displayed, and those in digital format can be shown on TV screens (if available).

Schools can also display these posters on their websites.

## Instruction

1. The teacher presents the revised skills and components learnt during the previous year.
2. The students are divided into groups of 3–4 persons. Each group will prepare a workshop for younger students (up to 20 minutes), focused on one skill or component.
3. Group members choose a group leader who will be responsible for coordination.
4. A task implementation plan is created, and the necessary materials are selected. The students will choose activities for each skill (from the WELL-BEING FOR US programme) to be presented to their younger colleagues (especially those participating in the WELL-BEING FOR US programme). They will also prepare a short explanation of the benefits of these activities.
5. For the preparation of the workshop:
  - The teachers assess the work of the students and support them in preparation of the workshops, giving them feedback and advice. They will also meet the students once a week to receive a progress report and help in planning the next steps.
  - Families support the adolescents in overcoming the challenges they face in preparing the workshops.
6. Each group prepares a workshop (individual work; consultation with a teacher/pedagogue/psychologist once a week) (3 sessions × 45 min).
7. The teachers agree on dates of workshops for younger students (those that are being trained in WELL-BEING FOR US at the time) in consultation with school management. They inform students about the place and time of the classes. The families and school communities are invited to open classes. The participants provide feedback afterwards.
8. The class prepares the room for the workshop.



# Debriefing



A teacher or psychologist conducts a debriefing class to evaluate workshops carried out by students and the process of their preparation.

## Discussion:

- What was the greatest difficulty in preparing and conducting the workshops?
- Which strategies did you use to overcome these difficulties?
- How did the students manage the stress?
- How did it feel to work in groups? How did you distribute the tasks among group members?
- How did it feel to be the leader? What was the greatest challenge?
- Did they manage to conduct all the planned activities? What has been completed, and what remains to be done?
- What might be other ways to share the competencies acquired during the UPRIGHT project?

In cooperation with a teacher, the students organise a meeting with chosen individuals who participated in the workshops to receive their feedback.

# Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ disseminating the UPRIGHT programme.
- ▶ achieving competencies necessary to acquire useful knowledge.
- ▶ improving cooperation and leadership skills.
- ▶ improving skills to cooperate with other students and with the teacher.
- ▶ building a sense of belonging to the school community.
- ▶ acquiring skills of public performance and stress management.
- ▶ improving skills to obtain help.
- ▶ drawing conclusions from the carried-out activities.
- ▶ integration of the school community on many levels.





# Random act of kindness: pay it forward 05

## Time requirements

**TO PREPARE THE ACTIVITY:** None.

**DURATION OF ACTIVITY:** It can vary from one session to one morning or the time the teachers are willing and able to give.



## Resources needed

- ▶ **SCHOOL STAFF INVOLVED:** It can vary depending on how many students are in the group and the age of the participants.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** None.
- ▶ **MATERIALS NEEDED:** None.
- ▶ **SUGGESTIONS FOR LOCATION:** Inside or outside the school, in a mall, in the neighbourhood or a street nearby.

## Audience

Students, their families (optional) and school staff.

- ▶ **DISSEMINATION STRATEGIES:** School staff can present on social media (and/or on the school website) a short list of the type of acts of kindness to be implemented by students. Teachers can also report whether these acts generate any response from the beneficiary.

## Instructions

Students convey a research/experiment to see whether it is true that "Acts of kindness make you happier".

### Before:

- School staff will introduce the activity to the students. They will talk about the effect of kindness on our happiness and how it can affect the giver even more than the recipient. The aim of the experiment is to test whether this activity meets the expectations.
- Students can work in groups or individually. It is good to have discussions within the group about what could be an act of kindness (a smile, kind words, a helping hand and so on). Have they experienced an act of kindness as a recipient or a giver? Do they remember how they felt?
- As they perform an act of kindness, they connect with people, decrease loneliness and increase positive emotions within themselves and others. An act of kindness can also cause a ripple effect: the more we do of it, the better we feel. As a result, we are more likely to make it a habit, and the people around us are also more likely to be kind. Thus, we can create a wave of kindness that can start in our neighbourhood and travel around the world.
- It is good to brainstorm the act-of-kindness ideas and keep in mind that even small acts of kindness can be wonderful and have a positive effect.
- After brainstorming, the students will try to perform some acts of kindness at school or home. During school hours, the students work in groups: they go around the school or neighbourhood and find opportunities for random acts of kindness. At home, they can work with their families and look for such opportunities in their daily life. Since this experiment is trying to establish whether the acts of kindness make you happier, they should pay special attention to their feelings, thoughts or sensations in their body.
- Students write down their ideas of acts of kindness.

### During:

- If the act-of-kindness experiment is conducted during school hours, school staff will escort students to the area where the activity will take place and stay with them.
- Students will perform random acts of kindness and pay special attention to how others react and how they feel themselves during the process. Preferably, they should write down what they do and what they notice about their feelings.
- This activity can be performed at home; the family would help to incorporate the random acts of kindness into their daily life.

## Debriefing



When the students are back in class, they can write a short essay about this experiment and see if they have any answers to the posed question ("Do acts of kindness increase your happiness?").

Then, they can share their observations with the class.

## Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ happiness.
- ▶ positive emotions.
- ▶ connectedness.
- ▶ atmosphere in the classroom.



# Film screening: for example, "Pay it forward" 06

## Time requirements

**TO PREPARE THE ACTIVITY:** Show the students the film Life Vest Inside to inspire them and discuss the power of kindness. [LifeVestInside]. (2011, Aug 29). Life Vest Inside - Kindness Boomerang - "One Day"

[Video File]. Retrieved from <https://www.youtube.com/watch?v=nwAYpLVyeFU>

**DURATION OF ACTIVITY:** It can vary from one hour to one morning or the time teachers are willing and able to spend on it.



## Resources needed



- ▶ **SCHOOL STAFF INVOLVED:** Can vary depending on the number of students in the group.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** None.
- ▶ **MATERIALS NEEDED:** A tablet or smartphone to record, applications to process the film
- ▶ **SUGGESTIONS FOR LOCATION:** It can be done in any suitable location, at school, in a mall, in the neighbourhood or the street nearby.

## Audience



Students, their parents and school staff.

- ▶ **DISSEMINATION STRATEGIES:** Invite parents to participate in the "harvest fest", put the films on YouTube, and show them to others at the school or in the nearby community. For example, they could be shown to the residents of a nursery home.

## Instructions

- Students make a short film about the ripple effects of acts of kindness. Preferably, the students would have already performed random acts of kindness to be aware of the possible effects. Students work in groups of 3–4.

### Before:

- School staff will introduce the activity to the students and discuss what might be shown in the film.
- Students will write a script and make sure they have all the equipment needed. The roles and the manner of participation of the group members need to be clear. It is a good idea to discuss different strengths and weaknesses; it is important to give everybody an opportunity to shine and take responsibility in the group. The participants can act on their own or get some help from others.

### During:

- School staff will help the students if necessary, but, preferably, the students should work independently.
- Students will go to the scene and work with the script. They will record and make the film.

## Debriefing



The students write a short report about the making of the film. They will describe what went well, what obstacles they had to face and how they overcame them.

Have a harvest fest where all the films will be shown and to which the parents will be invited.

## Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ collaboration.
- ▶ creative thinking.
- ▶ problem-solving.
- ▶ seeing different strengths of different students—an opportunity for everyone to shine.



# Gratitude letters

# 07

## Time requirements

**TO PREPARE THE ACTIVITY:** 10 minutes to give instructions and prepare the setting.

**DURATION OF ACTIVITY:** 15 minutes per week, for 3 weeks.  
Total: 45 minutes.



## Resources needed

- ▶ **SCHOOL STAFF INVOLVED:** One school member.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** None.
- ▶ **MATERIALS NEEDED:** Paper or a notebook, a pen. If students prefer to write the letter using a wordprocessor, they will need a computer.
- ▶ **SUGGESTIONS FOR LOCATION:** This activity can be conducted indoors, for instance, in the classroom.

## Audience

- ▶ **DISSEMINATION STRATEGIES:** Ask the students for their consent to disseminate their letters by placing them on the wall or school website (optional). The letters can be anonymised (this is also optional); that means that the name of the student and the recipient will be left blank (for dissemination purposes only).

Students are offered the opportunity to send letters to the recipients. The letters should be sent by the teacher, not by the student.

## Instructions

- Students must write three gratitude letters over three weeks to different recipients, either by hand or using a word processor.

### Before:

- Students should reflect before they write the letter. The letters should not be trivial; they should be written expressively, with feeling, to show the author's appreciation (for a favour or kindness they have received from that individual). Gratitude letters are not "thank you notes" for material gifts.

### During:

- Instructions for writing the letter (maximum length: one page ):
  - o Please take a few minutes to remember a moment in your life when someone (e.g., a relative, a friend, a teacher or someone special) did something for which you are thankful. It can be a recent memory or a memory from a long time ago. Take this opportunity to write them a letter expressing your gratitude for what they did for you.
  - o Now, spend the next 15 minutes writing a letter to this person.
  - o Start the letter addressing them by their name, as follows: "Dear NAME,"
  - o Do not worry about perfect grammar and spelling.
  - o Describe in specific terms why you are grateful to this individual and how their behaviour has affected your life.
  - o Mention that you often remember their efforts..
  - o End the letter, for instance, with "Sincerely yours, your NAME".
- If the students agree, the letters can be sent by the teacher to the recipient. In such cases, students should provide the address of the recipient (either email or post mail addresses).

# Debriefing



It is recommended that the letters be sent to the recipient because it increases the psychological realism and the ownership of the activity.

## Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ increasing happiness and life satisfaction of students and recipients.
- ▶ decreasing depressive symptoms.
- ▶ generating positive relationships with meaningful persons.





# Group game: Happiness Spin

# 08

## Time requirements

**TO PREPARE THE ACTIVITY:** 10 minutes for arranging the tables, making groups of four and explaining the game.

**DURATION OF ACTIVITY:** 15-20 minutes.



## Resources needed

- ▶ **SCHOOL STAFF INVOLVED:** A teacher.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** None.
- ▶ **MATERIALS NEEDED:** A laminated copy of the Happiness Spin, dice and four tokens for each group.
- ▶ **SUGGESTIONS FOR LOCATION:** A room with tables for groups of 4 people.

## Audience

- ▶ **DISSEMINATION STRATEGIES:** The audience could be just one class playing the Happiness Spin in a classroom, but it could also be a larger group of students or a parent-meeting event. The audience is divided into groups of 4 people, sitting at separate table.

## Instructions

- The objective is to identify and enhance well-being skills and strategies.
- The aim of the game is to be the first person to reach the flag at the centre of the Happiness Spin and to have fun together.

### Rules:

- You roll the dice. You move your token forward according to the number displayed on the dice and find the correct coloured square. You then need to carry out the action described on the square you landed on.
- Each person has one wildcard that can be used instead of performing an unwanted action.
- If you get a six after rolling the dice, you may share the action marked on the square with a person of your choice, e.g., if you are to share an event you are looking forward to, you can ask another person to do the same.
- If a player lands on an already occupied square, the player found on this square must move back to the original square of the new arrival.
- The winner is the first player to land on the last square (with the flag). If you throw a number higher than required to reach the last square, you must move backwards after reaching the end, e.g., if you need to move 2 squares to reach the flag and you roll 4, you must move two squares forward and two squares back.



## Debriefing

Optional. Teachers can lead discussions on how the game went and what the participants liked or disliked about it.

## Expected benefits

THIS ACTIVITY IS GOOD FOR

- creating positive emotions.
- enhancing relations.
- creating awareness of well-being skills and strategies.



## The Happiness Spin



SCHOLAVIE 

Outil proposé par Scholavie ©

Tous droits réservés

Ed. 2021

[www.scholavie.fr](http://www.scholavie.fr)

# Talks by invited speakers: invite an athlete

# 09

## Time requirements

TO PREPARE THE ACTIVITY: 2-3 hours.

DURATION OF ACTIVITY: 1 hour.



## Resources needed



- ▶ **SCHOOL STAFF INVOLVED:** One or two members of the school staff or teachers.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** One guest speaker (a local sportsman/athlete).
- ▶ **MATERIALS NEEDED:** The location selected must be suited for giving talks. Optional: video projector (if there are video recordings to be shown).
- ▶ **SUGGESTIONS FOR LOCATION:** School gym or stadium.

## Audience



All school staff, all students.

- ▶ **DISSEMINATION STRATEGIES:** The talk can be organised during or after school hours, choosing the time when most students can join.

## Instructions

### Before:

- Present the initiative to the students and involve them in selecting and/or inviting an athlete. Consider the questions: "Why choose an athlete? What characterises the competitive sports? What can we learn from experiences of sportsmen that might help in our resilience studies?"
- Identify together local athletes that might be invited to give a brief talk at the school.
- Organise a small group of students that will prepare some basic questions for the speaker. The questions might try to find some common points in the experiences of the athlete and the resilience training.
- Invite the athlete and confirm his/her participation.
- Plan and implement the invitations of the students and school staff. Remember that this is an activity to learn and foster our resilience skills.

### During:

- School staff organises and leads the session.
- Students actively participate in the session. Spontaneous questions and dialogue are encouraged.
- Students who have prepared questions or reflections on the relevance of described experiences to fostering resilience may present them and start a dialogue with the guest speaker.

# Debriefing



During the meeting or as closing remarks, school members may summarise and relate the experiences of the speaker and students to improving resilience and other aspects of young people's lives (finishing high school, life plans, future education, etc.).

## Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ learning from positive experiences of perseverance, efficacy and trust. By sharing the story and experiences of a successful athlete, the students will learn how to achieve their dreams through passionate, hard work.
- ▶ learning how to put in motion specific strategies that an athlete might use, such as self-management, discipline, planning, goal setting, mindfulness, etc.



# Key opinion leader-teachers make a presentation on UPRIGHT

## Time requirements

**TO PREPARE THE ACTIVITY:** Approximately 2 hours for the school to organise the talk and invite participants. Key opinion leader-teachers will need approximately 6–8 hours to prepare the talk content and slides.

**DURATION OF ACTIVITY:** 2–3 hours, depending on the aims of the presentation.



## Resources needed



- ▶ **SCHOOL STAFF INVOLVED:** One or two school staff will organise the talk; one or two key opinion leader-teachers can be involved in the talk or the discussions.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** Key opinion leader-teachers.
- ▶ **MATERIALS NEEDED:** Slides, laptop, projector, relevant printed materials on the UPRIGHT intervention (all the materials for the talk will be prepared by the key opinion leader-teachers).
- ▶ **SUGGESTIONS FOR LOCATION:** A large room or outdoor space at the school. The activity could also be organised in a public space (e.g., public library) to involve the community.

## Audience



School staff, students, families and the people from the surrounding area. A talk can be dedicated only to students/teachers/parents or involving all these groups at the same time.

- ▶ **DISSEMINATION STRATEGIES:** This talk can be promoted through the school website and via email invitations. Based on the identified audience, the municipality or other local organisations could be contacted to help in promoting the event.

## Instructions

### A talk by key opinion leader-teachers:

- School staff selects the target audience, the location and duration and schedule the talk.
- School staff sends the invitations some weeks ahead and reminders a few days before the event, taking care of all the logistics.
- The talk will describe the UPRIGHT components and skills.
- The key opinion leader-teachers will present the theoretical and practical activities to maximise the public engagement and interaction with the participants.
- The content and the language should be suited to the target audience (i.e., students, teachers, parents or all these groups together).

## Debriefing



The key opinion leader-teachers could start a discussion on the skills and components of UPRIGHT and clarify any doubts of the participants.

### Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ continuing the training and learning of UPRIGHT skills and components, have another opportunity to ask questions and resolve doubts.
- ▶ bringing more people into the UPRIGHT programme, e.g., the parents and teachers from other schools, not involved in the project.
- ▶ disseminating the UPRIGHT programme outside the classroom, at a community level.





# Key opinion leader-teachers conduct a workshop on UPRIGHT

## Time requirements

**TO PREPARE THE ACTIVITY:** Approximately 2 hours for school staff to organise the workshop and invite participants. Key opinion leader-teachers will need approximately 6–8 hours to prepare the content, activities and materials.

**DURATION OF ACTIVITY:** Around 4 hours. It will depend on the exact aims and content of the workshop.



## Resources needed



- ▶ **SCHOOL STAFF INVOLVED:** One or two school staff will organise the workshop; one or two key opinion leader-teachers can be involved in the workshop.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** Key opinion leader-teachers if they are not from the same educational centre.
- ▶ **MATERIALS NEEDED:** Slides, laptop, projector, other relevant printed or pre-prepared materials for the workshop (prepared by the key opinion leader-teachers).
- ▶ **SUGGESTIONS FOR LOCATION:** A large room or an outdoor space at the school. It is also possible to organise this activity in a public space (e.g., public library) to involve the outside community.

## Audience



School staff, students, families and people in the community. A workshop can be dedicated only to students, teachers or families or involve them all together.

- ▶ **DISSEMINATION STRATEGIES:** This workshop can be promoted through the school website and via email invitations. Based on the audience, the municipality or other local organisations could be contacted to promote the event.

## Instructions

### Workshop by key opinion leader-teachers:

- The school staff select the target audience, decide on the location, duration and schedule the talk.
- The school staff sends the invitation some weeks ahead and a reminder a few days before the event, taking care of all the logistic aspects.
- The workshop will deal with UPRIGHT components and skills.
- Key opinion leader-teachers will manage the workshop, conducting the theoretical and practical activities to maximise the public engagement and interaction with the participants.
- The content and language should be suited to the target audience (i.e., students, teachers, families or all of these at the same time).

## Debriefing

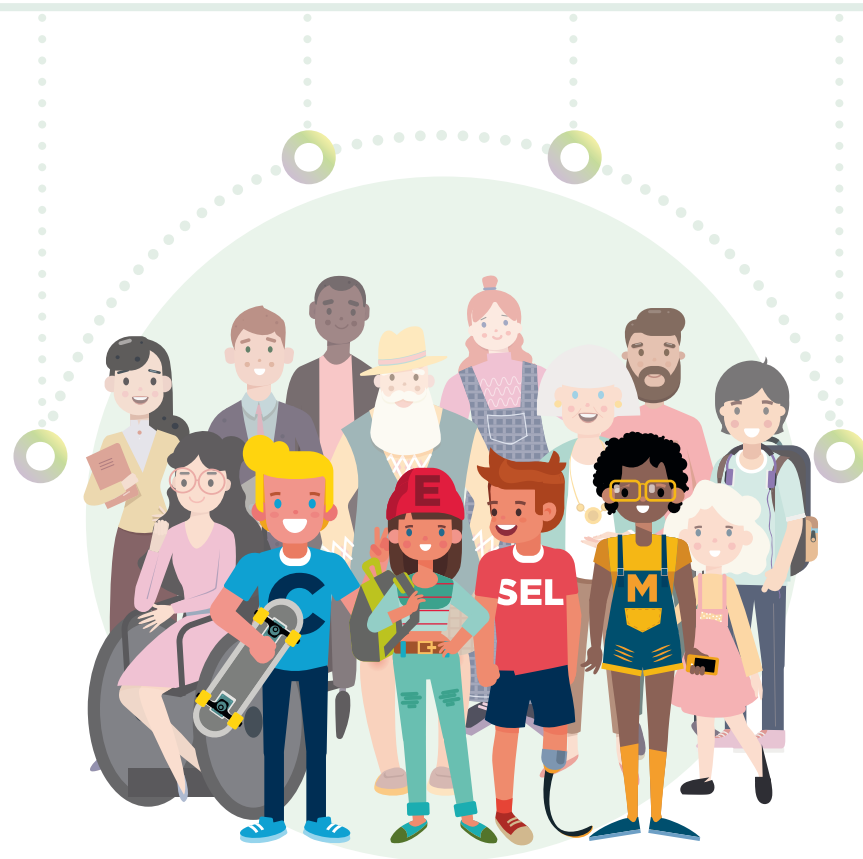


The key opinion leader-teachers can start a discussion on the skills and components of UPRIGHT and clarify any doubts of the audience.

### Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ continuing the training and learning the UPRIGHT skills and components, offering an opportunity to ask further questions and resolve any doubts.
- ▶ bringing the UPRIGHT programme to the families and teachers from other schools, not involved in the project.
- ▶ disseminating the UPRIGHT programme outside the classroom and in the neighbourhood.





# Visit a non-governmental organisation (NGO) 12

## Time requirements

**TO PREPARE THE ACTIVITY:** 3–5 hours.

**DURATION OF ACTIVITY:** 3–4 hours. Visit to local NGO: 2–3 hours; presentation: 45 minutes.



## Resources needed

- ▶ **SCHOOL STAFF INVOLVED:** One or two teachers, who will prepare the students and accompany them during a visit to a local NGO.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** One NGO representative who will present NGO goals, activities and projects.
- ▶ **MATERIALS NEEDED:** Coloured pens, markers, etc. (to prepare a poster), and a computer with Internet access.
- ▶ **SUGGESTIONS FOR LOCATION:** The students and the teacher will choose together the NGO to be visited.

## Audience



Other students and school visitors (e.g., families).

- ▶ **DISSEMINATION STRATEGIES:** Students will prepare posters to share the information about the NGOs gained during the classes and their visit to the local NGO. The posters should include some pictures taken during the visit. The posters will be hung in the school hall, so all visitors and other students can see them.

During the visit, the students will take pictures and afterwards, they will prepare the report to be published on social media (also on school social media) and the school website.

## Instructions

### Before:

- The teacher conducts a class on non-governmental organisations (45 minutes), covering several relevant topics, such as
  - o What types of NGOs there are in your country?
  - o How are they managed?
  - o How do the NGOs finance their activities?
  - o What are the goals of NGOs?
- Group activity: Students are divided into groups of 3–4 persons. Each group is to prepare a list of local NGOs, focusing on:
  - o Improving living conditions of excluded social groups (e.g., disabled people, persons discriminated against because of their ethnicity, gender, religion, sexual orientation, etc.).
  - o Non-formal education of young people.
  - o Ecology/promoting ecological lifestyle and environment protection.
  - o Culture.
- The lists should include the local NGOs, their names and goals. Students present their lists and vote for one organisation to be visited (45 min).
- Students prepare a list of questions for the NGO representative, e.g.:
  - o How does the organisation choose their activities?
  - o What is the role of volunteers, and how to become a volunteer?
  - o What are the currently implemented projects?
  - o What is the cycle of project implementation?
- When choosing a date for a visit to the chosen NGO, the students request consent from their parents/legal guardians.
- During the visit, the students collect information about the NGO activities using the prepared list of questions. They also make notes and take pictures (one student takes photos, and another takes notes).
- Students are divided into groups of 3–4 persons. They prepare presentations on the information obtained during the visit and present them to their classmates.

### What will the school staff do?

The teacher is expected to:

1. conduct a lesson about NGOs.
2. make an appointment to visit a local NGO.
3. collect consent forms from parents/legal guardians.
4. take care of students during the visit.
5. after the visit, they will help the students to prepare the presentations and evaluate their work.

### What will the students do?

1. Before the visit, groups of 3–4 students will prepare lists of local NGOs, with a description of the goals of these organisations. To make the visits affordable, the chosen NGOs should be located in the neighbourhood. The lists can be prepared in the form of maps to be distributed at school.
2. Afterwards, the students will vote on the NGO to visit.
3. Next, they will prepare a list of questions for the NGO to collect the necessary information about the activities of the chosen organisation.

Sample questions:

- ◇ How do the NGOs decide on their activities?
- ◇ What is the role of volunteers (how to get involved in volunteering)?
- ◇ What are the currently implemented projects?
- ◇ What is the cycle of project implementation?

4. After the visit, the groups create presentations (multimedia/posters) to share information about the activities of the NGO. The presentations will be exhibited in class during the summary session.

### What will the family do?

Parents should get involved by helping their children to create a list of local NGOs.

### What will the community do?

The representatives of local NGOs will be involved in the activity, and they will share information about the activities of their organisation.

## Debriefing



After the visit to the local NGO, the teacher conducts a debriefing class, during which the groups of students share their presentations. After presentations and evaluation, the teacher leads a debriefing discussion:

- Why do we need non-governmental organisations (what is their purpose)?
- What are the social and global challenges which they try to address?
- Why is it worth it to become a volunteer?
- How can I contribute to positive changes in my local environment?
- What are the steps needed to establish an NGO in my country?

The students can prepare a presentation/class during which they will share their observations with younger students. They will explain what the NGOs are and what these organisations can offer young people (the activities and their benefits).

## Expected benefits

THIS ACTIVITY IS GOOD FOR

- continuing the training and learning UPRIGHT skills and components.
- encouraging cooperation between the students and the school staff.
- building awareness of possible involvement in organisations that address the needs of certain target groups.
- encouraging making decisions together.
- enhancing a sense of belonging to the community and active participation.



# Social media: the creation of a video: "What is UPRIGHT?"

# 13

## Time requirements

TO PREPARE THE ACTIVITY: 1 day.  
DURATION OF ACTIVITY: 1 day.



## Resources needed



- ▶ **SCHOOL STAFF INVOLVED:** Teachers involved in UPRIGHT classes.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** None.
- ▶ **MATERIALS NEEDED:** Video cameras or phones, a programme to edit the video and a computer. Additional material related to the making of the video.
- ▶ **SUGGESTIONS FOR LOCATION:** The school, classrooms, schoolyard and the school surroundings.

## Audience



- ▶ **DISSEMINATION STRATEGIES:** The video is created by students participating in the UPRIGHT programme and is disseminated using the school Internet portal, a school event, on school-tube, YouTube, school social media etc.

## Instructions

- Decide whether each participating class should make their own UPRIGHT video or whether all the participating classes organise a competition to create the best possible video featuring UPRIGHT, well-being and resilience training at the school.

o Brainstorm "What is UPRIGHT in our school?", "How do we work to improve well-being and resilience at our school?".

A teacher or a student takes notes.

o Brainstorm the ideas on how to present UPRIGHT, well-being and resilience learning in a video.

- » The video could show some school events or activities and describe the UPRIGHT programme in a serious oral presentation.
- » It could demonstrate how to improve competencies and increase well-being and resilience using activities, quizzes and games.
- » It could use some made-up cases to illustrate the competencies, well-being, and resilience.
- » It could present a song or a play illustrating the competencies, well-being, and resilience.

A teacher or a student takes notes.

- o Decide on the best idea for the UPRIGHT video to be made at your school.
- o Write a screenplay for the video, decide who is doing what and gather the necessary materials.
- o Film the video.
- o Edit the video, e.g., add music, subtitles, etc.
- o Present the video at a school event, on social media or use another chosen event/media.

# Debriefing



This activity encourages the students to collaborate and play an active role in the dissemination of resilience skills.

## Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ creating awareness of the UPRIGHT programme at school.
- ▶ creating awareness of well-being and resilience.
- ▶ supporting a whole-school approach.
- ▶ integrating the UPRIGHT components and competencies into the school culture.



# Resilience in photos or a video

# 14

## Time requirements

**TO PREPARE THE ACTIVITY:** Approximately 2–4 hours for school staff to organise.

**DURATION OF ACTIVITY:** Depends on implementation.



## Resources needed

- ▶ **SCHOOL STAFF INVOLVED:** One or two members of the school staff.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** None.
- ▶ **MATERIALS NEEDED:** Mobile phone or camera/video camera, resources to print the pictures or laptop and projector to show them.
- ▶ **SUGGESTIONS FOR LOCATION:** An exhibition of the photo/video contest can be arranged at the school entrance. It is also possible to organise the activity in a public space (e.g., public library) to involve the community.



## Audience

Teachers, students and their families and people in the local community.

The photo/video context can involve only students, teachers or parents or all of them. To foster intragroup and intergroup relationships, a contest among the students might be conducted. Alternatively, a competition involving all the 3 groups might be organised.

- ▶ **DISSEMINATION STRATEGIES:** This photo/video contest can be promoted via the school website and email invitations or might be just an activity organised in a classroom. Based on the audience, the municipality or other local organisations can be contacted to promote the event.

## Instructions

- School staff selects the target audience and the appropriate location and schedules the photo/video contest.
- A registration form could be used to invite participants from the school and/or the community.
- During a dedicated session, the authors can present the photos/videos, and a definitive date can be set for the exhibition.
- Each participant should make a photo/video on resilience (depending on resources, the competition can be organised digitally or using printed copies of the photos).
- The best work will be selected by a volunteer jury (3 members required, one from each group), and one winner will be appointed.
- If feasible, a small reward can be given to the school on behalf of the winner or to an organisation working on resilience aspects in the community (selected by the winner).

## Debriefing



UPRIGHT teachers can start a discussion on resilience during the exhibition.  
If the activity is carried out in the classrooms, the teachers can use this activity to discuss resilience relevance with students and clarify any doubts of the participants.

### Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ disseminating the UPRIGHT programme to the families and teachers at the schools not involved in the project.
- ▶ emphasising the relevance of resilience and reflecting on its effect on daily life.
- ▶ disseminating the UPRIGHT programme outside the classroom and in the school surroundings.
- ▶ fostering cohesion and dialogue between teachers, families and adolescent.





# Cyberpraising event

# 15

## Time requirements

**TO PREPARE THE ACTIVITY:** 1 hour.

**DURATION OF ACTIVITY:** 1 day. However, the product created may be displayed on social media for as long as desired.



## Resources needed

- ▶ **SCHOOL STAFF INVOLVED:** One teacher.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** None.
- ▶ **MATERIALS NEEDED:** Cell phones (camera) or laptops.
- ▶ **SUGGESTIONS FOR LOCATION:** School and surrounding areas.



## Audience

- All school staff, all students from the school and families.
- ▶ **DISSEMINATION STRATEGIES:** The created album of photos can be shared via the student or school social networks: Facebook, Snapchat, Instagram, WhatsApp, Twitter, etc.



## Instructions

### Before:

- School staff will present the cyberpraising event to the students: for one day, each student will (1) choose a person from the school community to praise and honour publicly in the "Cyberpraising event"; (2) take a picture of the person; (3) add a sentence of praise; (4) send it to the chosen platform.
- Search and choose applications to add text to a picture (e.g., Snapchat).
- Decide, together with the students, which media platform will be used to share, distribute, or hold the praising images (e.g., you could create a Facebook event, a WhatsApp group, etc.).

### During:

- Students will ask their colleagues, school staff members, teachers or family members for permission to take their pictures for the cyberpraising event.
- They will create text to add to the picture (see examples below) to praise the effort, character, friendliness, kindness or achievement of the chosen person. Examples: "Good work!", "Congratulations!", "You are learning fast", "I am very proud of you".
- Students will take the picture, get permission to share it, and then add the text.
- They will use the chosen platform to send, share or upload the picture.



## Debriefing



Explain that the media can be used to praise instead of bullying. Remind the students that praising the strengths of others contributes to their positive appraisal, group cohesion and friendship. Praising is an act of kindness, honesty, and generosity.

### Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ creating cohesion in the school community.
- ▶ demonstrating how to use social media in a positive and powerful way.



# Help others using social media

# 16

## Time requirements

TO PREPARE THE ACTIVITY: 3–4 hours.  
DURATION OF ACTIVITY: 2–3 hours.



## Resources needed

- ▶ **SCHOOL STAFF INVOLVED:** One teacher who will help the students create an UPRIGHT group on a social networking site and will oversee and monitor the safety of the published content.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** None.
- ▶ **MATERIALS NEEDED:** Laptop/PC with Internet access.
- ▶ **SUGGESTIONS FOR LOCATION:** At school, at home or elsewhere.

## Audience



People from outside the project who will become members of that social networking site (e.g., for a Facebook group, the audience might be other pupils from the school).

- ▶ **DISSEMINATION STRATEGIES:** The ideas for problem solutions can be implemented by choosing one of the proposed strategies and testing it in the school environment.

## Instructions

### Before:

- Teacher conducts a lesson on Internet safety and cyberbullying.
- Students create an UPRIGHT group in a social networking site of choice. The conditions of joining the group shall be considered before its creation (the detailed conditions and the type of group: closed, limited-access or open). The students prepare the group description, rules for joining the group and its goals. One person will be responsible for group creation; he/she will be supported by other students who will cooperate in preparing the content.
- Invitations to join the group will be sent. Students involved in the UPRIGHT intervention in other schools, both in the same country and overseas, shall be invited. The group should be shared so the participants from other countries can join.
- Preparation of problem inquiry. Students are divided into groups of 3–4 persons to discuss and develop the inquiry. The task of each group will be to discuss difficult situations encountered in their school life, form a question and publish it on the group site.

### During:

- Publishing questions about problematic situations on the social networking site.
- Students from all countries involved in UPRIGHT intervention prepare answers for the inquiry using their skills and competencies acquired in UPRIGHT. They publish the answers on the social networking site.
- Discussion about proposed solutions and possibilities of their implementation.
- School staff coordinates and evaluates content published on the UPRIGHT networking site, taking care of online security. If inappropriate content is published, a teacher will intervene and discuss it with the students.
- Students create a group profile at the social networking site and prepare the questions about a problem or conflict situation in their school life to be published. Then, students from other schools involved in the UPRIGHT intervention in various countries answer the questions.
- Parents shall monitor the content published online and ensure that the children do not publish any sensitive data or pictures without obtaining appropriate consent.

## Debriefing



Discussing solution proposals published in the group during the lesson.

Discussion:

- Which skills and competencies are used in proposed problem solutions?
- Which solutions fit best our circumstances and the culture of our school?
- How can they be implemented in our everyday life? Suggestions on what to do after the activity.

## Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ continuing the training and learning the UPRIGHT skills and components.
- ▶ encouraging cooperation between students and school staff.
- ▶ enhancing cooperation between students.
- ▶ widening the scope of problem management skills.
- ▶ building a sense of belonging to the European community.



# Create a social video story

# 17

## Time requirements

**TO PREPARE THE ACTIVITY:** 2 hours.

**DURATION OF ACTIVITY:** 1 day. However, the resulting product may remain displayed on social media as long as desired.



## Resources needed



- ▶ **SCHOOL STAFF INVOLVED:** One teacher.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** UPRIGHT participants from different schools and regions.
- ▶ **MATERIALS NEEDED:** Cell phones (camera) or laptops.
- ▶ **SUGGESTIONS FOR LOCATION:** School and surrounding areas.

## Audience



School staff, students and families.

- ▶ **DISSEMINATION STRATEGIES:** The created video, platform event, or PPT presentation can be shared on the student or school social networks such as Facebook, Snapchat, Instagram, WhatsApp, Twitter, etc.

## Instructions

### Before:

- Teachers present the activity to their students: creating a collective video with UPRIGHT participants from different schools and/or regions.
- Schools implementing UPRIGHT will contact other schools actively involved in the programme (via, for example, social media). The schools will agree to record short videos (15 to 30 seconds) that refer to the UPRIGHT story "Bucket and dipper". One school will collect all these videos and integrate them into a full single-piece video.

### A story for discussion: Bucket and dipper

"Everyone can contribute to positive emotions and positive communication in their class and the entire school.

Imagine that we all have an invisible bucket. When your bucket is full, you feel happy, connected and full of energy. When your bucket is empty, you feel poorly and exhausted.

Imagine also that we all have an invisible dipper, which we can use to refill or empty the buckets of others. What fills a bucket is a positive communication, such as positive comments, active listening, paying attention, strength spotting.

What takes away from the content of buckets is negative communication, such as bad comments, negative criticism and lack of attention.

When you fill the buckets, you and the others find out how to communicate to create good days, good experiences and good relations".

### During:

- You will create a first video (1 minute) to explain the story and how the different styles of communication may affect the feelings of an adolescent. Then, we will share (add) the videos of the different things that "fill the bucket" (positive communication) and the things that "empty the bucket" (bad comments, negative criticism).
- The first video (where you are presenting the story) and the other short messages (in local languages or in English) can be uploaded to a social networking site to invite all the participants in this activity (or to the pilot sites).
- Ask the participants of other regions to upload the videos with POSITIVE MESSAGES to other students and videos that exemplify NEGATIVE MESSAGES separately.
- The shared or collective video, in the format of a social networking site event, can be shared with the school staff, the families or outside the school community.

# Debriefing

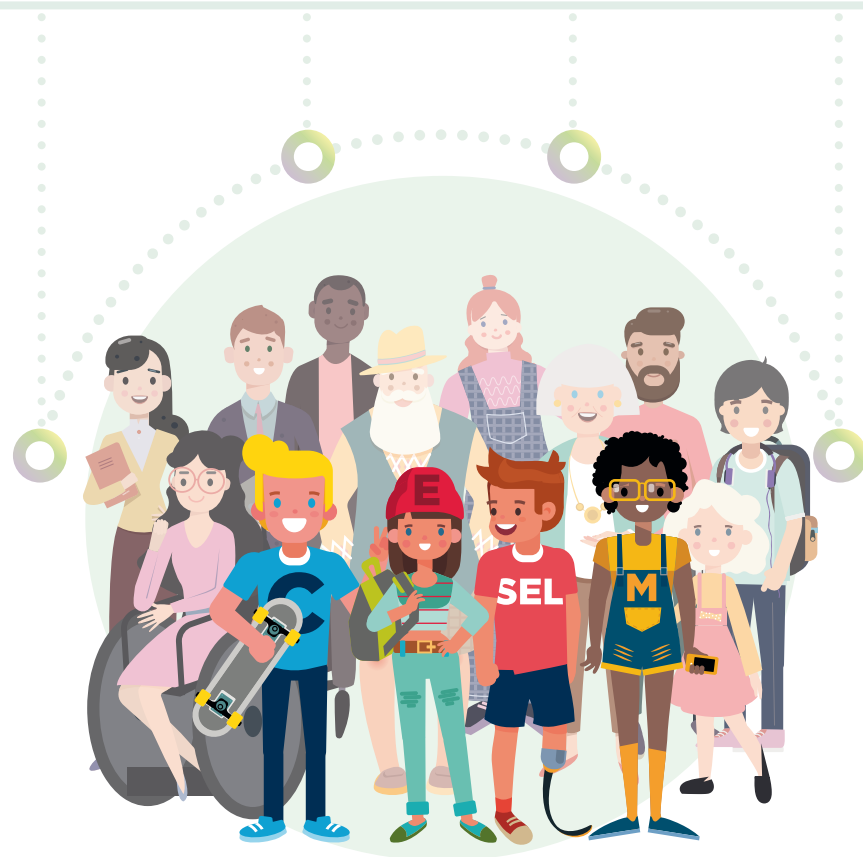


In this activity, the students can create an international or inter-regional network or community of adolescents involved in UPRIGHT. They can develop contacts and build relationships with adolescents from different cultural contexts, speaking different languages. The students can practice communication in English. They can share the positive knowledge acquired by participating in UPRIGHT.

## Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ reflecting and presenting examples of negative and positive communication and their effect on the life of adolescents.
- ▶ enhancing cooperation between students.



# Catalogue of WELL-BEING FOR ALL Activities

The activities of the WELL-BEING FOR ALL programme are listed in separate catalogues, depending on the type of activity:

- A. Catalogue of collective activities
- B. Catalogue of mindfulness sessions**
- C. Catalogue of posters
- D. Catalogue of short digital messages

Here, you will find a description of each activity with instructions on how to carry it out.



## Catalogue of Mindfulness Sessions

School staff is free to design their ways of implementing the mindfulness sessions. For example, one option may be finding a volunteer, a teacher, a family member or a student to become a "mindfulness leader". This person will take the lead in the mindfulness sessions for the school community. As resources, the UPRIGHT programme offers two mindfulness activities and 7 different audios.

**To create your WELL-BEING FOR ALL plan, please choose at least four mindfulness sessions from this list.**



# Mindfulness session outdoors

# 01

## Time requirements

**TO PREPARE THE ACTIVITY:** No preparation is needed; just go to where the activity is taking place.

**DURATION OF ACTIVITY:** 5–30 minutes.



## Resources needed

- ▶ **SCHOOL STAFF INVOLVED:** It depends on how many students are in the group (preferably, not more than 25 or one class at a time). If there are more than 25 participants, it is a good idea to divide them into smaller group.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** None.
- ▶ **MATERIALS NEEDED:** Mindfulness bell (optional).
- ▶ **SUGGESTIONS FOR LOCATION:** Somewhere outdoors, in a garden, a forest or even in the middle of the city.

## Audience

Students, teachers and parents.

- ▶ **DISSEMINATION STRATEGIES:** Teachers introduce the activity to the students. It is a good opportunity to invite the families to join in, if possible.

## Instructions

- Walking mindfully with a stop for meditation where participants listen to their senses. A possibility to add the mirror game.

### Before:

- School staff will find an appropriate place where the group can be safe outside. It can be on the school grounds, in the woods or the middle of the city. The students can sit down on the ground around the teacher, but they can also stand if that is not possible.
- It is a good idea (but not necessary) to guide the students through the mindful walking activity (shift gears–mindful walking) indoors several times before they go out.
- Students will dress appropriately for the weather and wear comfortable shoes if they have to walk some distance.
- If the families are invited to join the group, they should follow the same instructions as the students.

### During:

- One of the school staff (or more if there is more than one group) will guide the practice; others spread around the group to ensure that everyone is safe.
- Guide mindful walking from slow to normal pace before the group leaves the school (begin in the classroom or just outside the school if possible). The following instructions are given when the group reaches the chosen site).

"Start by standing strong and still like a mountain. I invite you to imagine that you all are in your own bubble. That means not paying attention to the persons around you. Just give yourself space and give others space too. Bring your awareness to your breath as it flows naturally in and out of your body. Notice how it feels just to stand here. How your feet are touching the ground and how the muscles in your body are working to hold you up and keep your balance.

As you stand here, you can move the torchlight of attention from your feet up through your body and to your head. Notice your knees, your hips, your belly, your back and hands and your head.

Now we are going to walk in slow motion. Just start by lifting one foot off the ground and moving it forward with full awareness. Maybe you notice how the weight goes over to the other foot and how it returns to this foot as soon as you put it down. Notice how it feels to be in touch with the floor. Slowly start to move the other foot in front and keep full attention on your body.

Walk slowly, step by step; stop and stand still when you have taken five to ten steps or so. Notice how your body and mind are now. What is the climate inside you now? How are you? Is it calm, or is it stormy or somewhere in between?

Slowly turn around and walk back in slow motion. Then stop, notice your breath, stand still like a mountain".

- **Then walk in silence to a place where the students can stop, stand still or sit and stay to play with the senses.**

"Start by finding a comfortable posture, sitting or standing. Then, start watching what is around you. Can you see something far, far away? Is there something that you can see? Something that is still or moving? Can you see any colours or shapes? Just notice what your eyes see. Now slowly start moving your eyes to what is closer to you until you look at what is around your body. Are there small things or objects, big ones? People, nature or something else? Just keep looking around you.

Now bring the focus of your attention to hearing. You can keep your eyes open or close them. Open up to sounds from far away, sounds near you, and sounds close to your body. Notice if you can hear the sounds just as they are. You might even imagine that you are a recorder and just really hear the raw sensation of sounds, a pitch, loudness and rhythm. Just as if you heard for the first time, be curious about what you notice.

Maybe you notice how easily distractions can come, how easily the sounds can create a story. If you notice this, try to step out of it again and just hear them as they come and go. Other more prominent sounds easily hide some sounds; notice if there is a quieter space between sounds.

Being aware of how the sounds just come, stay with it for a while and then let go.

Now try letting the sounds fade into the background and bring your awareness to smell. Is there any smell in the air? Is it constant, or does it change? Do you notice any thoughts around the smell? Any judgement, is it good or bad or just neutral? Can you let go of the judgement and just notice the smell?.

Do you notice any taste in your mouth? Maybe something from what you drank or ate earlier?

Or do you notice some water in your mouth, on your tongue or teeth?

Now feel your bodily sensations. Do you notice how the wind is touching your skin? Does it change from moment to moment? Do you notice how your clothes touch your body? How is your weight as you stand or sit here? How does gravity pull it down? Just feel your body as it is right now. Now, this part of the practice is about to end, and you expand your attention to the people and nature around you. See if you can keep on being open and curious about your experiences from moment to moment".

Share in pairs what you have noticed, for five minutes, with an emphasis on the experience of walking and using your senses (it is also possible to practice Hear It All—mindful listening—if the students have already tried that out, see the script in the WELL-BEING FOR US manual, in the core mindfulness practices). After sharing in pairs, share with the whole group.

You might want to play the mirror game after the mindfulness-of-nature practice. First, the students pair up and remain silent. Then, student A makes some movements without touching the other in the pair (B). Next, student B mirrors the movements as best he/she can. They should do it for 2 min and then swap the roles.

Ask the participants how it felt to play the game; how it felt to lead and follow. What did they notice in this mirror game?

- **There are many ways to conduct this practice; it is important that the mindfulness leaders feel comfortable doing it and can ensure the safety of the participants. One way to do this practice is to start by walking in a normal way to the place chosen for the meditation and then walk mindfully back to school. The students would be instructed to walk back to school, using as many senses as possible, in silence. This would allow them to experience the same walk in a different way. Debriefing would try to reveal what they experienced differently, walking in a normal way and walking mindfully in silence.**
- **Students will follow the guidance as best they can and focus on direct experiences.**

## Debriefing



Students should split up into small groups (pairs or 3–4 people) and discuss what they noticed during the practice, focusing on experiencing through the senses (thoughts, feelings and bodily sensations).

In the classroom, the participants could draw a picture illustrating the experience, write a story or a poem.

## Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ training direct experience through the senses.
- ▶ training being here and now.
- ▶ experience being outside with other people and not saying anything, just noticing.



# Mindfulness: popcorn session

# 02

## Time requirements

**TO PREPARE THE ACTIVITY:** 15 minutes.

**DURATION OF ACTIVITY:** Activity, 5 minutes  
and debriefing, 10 minutes.



## Resources needed

- ▶ **SCHOOL STAFF INVOLVED:** One mindfulness leader per 25 students. If they are more than 25 participants, they should be divided into smaller groups.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** None.
- ▶ **MATERIALS NEEDED:** A chair, table, some popcorn wrapped in aluminium foil (one packet per student).
- ▶ **SUGGESTIONS FOR LOCATION:** Any quiet space that allows participants to be seated peacefully.



## Audience

Students, teachers and parents.

- ▶ **DISSEMINATION STRATEGIES:** Mindfulness leaders introduce the activity to the students; it is a good opportunity to invite the parents to join in, if possible.

## Instructions

Activate the five senses to experience popcorn in a new way by eating it mindfully.

- **The mindfulness leader gives the following instructions for the mindfulness practice:**

"Now, we are going to play a bit with our senses. I invite you to imagine that you are in your own bubble; that means you don't pay attention to the people around you. Just give yourself space to experiment and give the others some space too. Close your eyes. Do not say anything; just follow my instructions as best you can.

Now I am going to let something fall into your hand and you are going to imagine that you have never seen this strange thing before".

- **Distribute packaged popcorn to the students. Once they are all distributed, ask them to open their eyes and look at the aluminium packages in front of them.**

"Imagine that you are a small child seeing it for the first time. You are curious about this new thing that you have never seen before, and you want to explore it in detail and get to know it.

Remember, this is just an experiment, so it is okay if it feels a bit silly.

Before you do anything, pay full attention to this small item in front of you. Begin by just looking at it. What is it that you see (don't say anything aloud, just in your head and in your own bubble)?

When you are ready, open this item and look at what is inside. Remember, this is the first time you see it, just be curious and let go of any expectations if you can.

Now take one item up between your thumb and index finger and look closely at it; what is it that you see? What colour is it? Are there any shadows or holes in it? What is its texture? Does it look different depending on the angle or light? Take a good look at this thing; there is no need to rush.

How does it feel to touch it? Roll it between your fingers and see if there is anything else that you can feel. Can you rub it slowly or squeeze it? How does that feel? What is its temperature? Anything else that you notice?

Can you hear anything if you lift this thing to your ear? You can try to roll it between your fingers and maybe squeeze it a bit. Anything that you can hear?

If you move it to your nose, can you smell it? Is it a strong smell or maybe just a gentle smell? Is it sweet or salty? Do you find any reactions in your mouth while you smell it?

If you touch your lips with it, can you feel anything? Maybe texture or bodily sensations? Now you can put it into your mouth and let it sit on your tongue. How

does that feel? Can you notice any taste or texture? Try not to bite it yet; just let it lay there on your tongue if you can and explore whatever arises within you.

Now gently bite it and chew it very slowly, paying close attention to everything that you notice. Take your time and just slowly chew this thing. What is the taste? When you are ready to swallow it, notice how it feels as it goes down your throat and toward your stomach".

- End of the activity.

## Debriefing



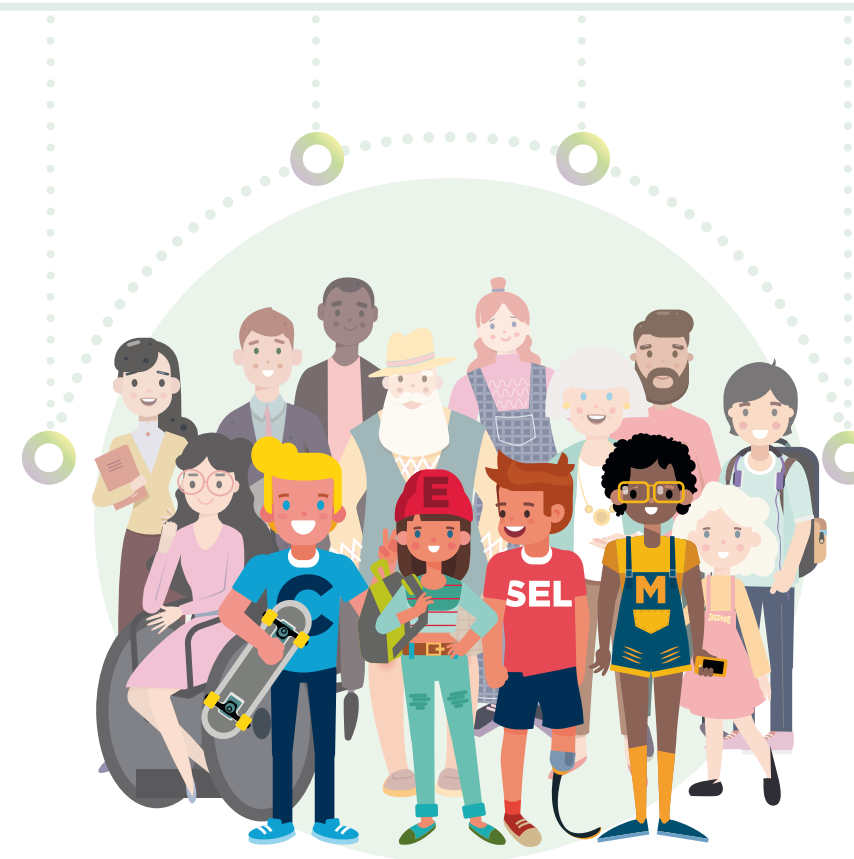
The teacher can launch the following messages to students:

"Are there any thoughts that you notice? Any feelings? Any bodily sensations?" "Take a moment to pause; just notice how it felt to eat popcorn mindfully!"

## Expected benefits

THIS ACTIVITY IS GOOD FOR

- training awareness, attention, self-regulation and curiosity.





# Mindfulness audio sessions

# 03

UPRIGHT offers a selection of 7 audios in which a voice-guided mindfulness session takes place. The same material is available as text in the WELL-BEING FOR US manual if the mindfulness leader wants to lead the session by reading the material. During

the WELL-BEING FOR ALL programme, implementing one of these audios is equivalent to practising one mindfulness session. Therefore, we offer you a list of 7 possible mindfulness sessions to be carried out during the school year.

## Time requirements

TO PREPARE THE ACTIVITY: 5 minutes.

DURATION OF ACTIVITY: Audios range from 3 to 5 minutes.



## Resources needed

- **SCHOOL STAFF INVOLVED:** One mindfulness leader per 25 participants. If there are more than 25 participants, they should be divided into smaller groups.
- **EXTERNAL GUEST/PERSON REQUIRED:** None.
- **MATERIALS NEEDED:** Good speakers, a chair. The WELL-BEING FOR US manual, if mindfulness leaders prefer to lead the session themselves (instead of using the recording). The mindfulness audios can be downloaded from the UPRIGHT website. The following recordings are available: (1) The anchor, (2) Shake it up—calm it down, body and breathing, (3) Sounds and thoughts, (4) Body scan, (5) Heartfulness, (6) Shift gears—mindful walking and (7) Hear it all—mindful listening.
- **SUGGESTIONS FOR LOCATION:** Any quiet space that allows participants to be seated peacefully.

## Audience

Students, teachers and parents. Mindfulness leaders are free to invite any participants to the mindfulness session.

- **DISSEMINATION STRATEGIES:** Mindfulness leaders introduce the activity to the participants; this is a good opportunity to invite the families to join in.

## Instructions

Mindfulness leaders gather all participants in a room. They need to be seated comfortably and pay attention to the guided mindfulness sessions.

The mindfulness leader can take part in the guided session or be just an observer.

The available audios are:

(1) The anchor		(5) Heartfulness	
(2) Shake it up—calm it down, body and breathing		(6) Shift gears - mindful walking	
(3) Sounds and thoughts		(7) Hear it all - mindful listening	
(4) Body scan			



# Debriefing



The teacher can launch the following questions:

What did you notice? What was it that you experienced? Did you notice anything in your body: lightness, heaviness, tingling, cold, warmth or anything else? Do you remember any thoughts or feelings? Did you notice that your mind wandered?

## Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ training attention.
- ▶ being more aware of yourself, increase self-awareness.
- ▶ cultivate compassion and curiosity.
- ▶ reduce impulsiveness.



# Catalogue of WELL-BEING FOR ALL Activities

The activities of the WELL-BEING FOR ALL programme are listed in separate catalogues, depending on the type of activity:

**A. Catalogue of collective activities**

**B. Catalogue of mindfulness sessions**

**C. Catalogue of posters**

**D. Catalogue of short digital messages**

Here, you will find a description of each activity with instructions on how to carry it out.



## Catalogue of Posters

The WELL-BEING FOR ALL programme provides schools with posters that convey key messages to create a school culture of well-being. These posters can be displayed in a paper or digital format (web platforms) in schools and their surroundings (if possible). The posters can be displayed all at once or presented piece by piece throughout the school year (this last option is recommended to foster curiosity). The educational centres with TV information panels may also display UPRIGHT posters in rotation to give them more exposure. The posters can be downloaded from the UPRIGHT website and printed by the school.

**To implement your WELL-BEING FOR ALL programme, please display all the posters by the end of the school year.**

# Poster display

## Time requirements

**TO PREPARE THE ACTIVITY:** Approximately. 30 minutes.

**DURATION OF ACTIVITY:** The posters will be displayed during the full academic course, either at once or piece by piece throughout the school year. More than one copy of each poster can be printed to display in different areas of the school.



## Resources needed



- ▶ **SCHOOL STAFF INVOLVED:** One or two school members will place the posters in different areas of the school and school surroundings, where allowed.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** None.
- ▶ **MATERIALS NEEDED:** Posters in paper format and/or as digital files to upload to the school web platforms, tacks to attach the posters to the walls, TV screens if available.
- ▶ **SUGGESTIONS FOR LOCATION:** The school and, if possible, surrounding areas.

## Audience



All school staff, students from the school, families and people from the neighbourhood.

- ▶ **DISSEMINATION STRATEGIES:** Posters can be displayed printed and (those in digital format) on TV screens if available. Schools can also exhibit these posters on their webpages or social networks).

## Instructions

- Select the locations to display the posters in print and digital format. Download the posters from the UPRIGHT web to be shown on the TV screens. You can also print them out (46 × 61 cm) in colour. Each poster will convey key messages about the UPRIGHT programme. All posters should be displayed at the school by the end of the school year.
- It is recommended that the adolescents take part in placing the posters in different parts of the school.
- Display the posters in different areas of the school so that the whole school community can see them.

# Debriefing



Schools are free to decide on the order in which they display the posters. The only condition is that all posters must be displayed by the end of the course. They can present all the posters simultaneously or progressively, according to their preference.

School members can start conversations with students about the content of the posters and respond to any doubts that students might have. For instance: "What is the main message of this poster?", "How could we explain the message in this poster to our friends or our parents?"

Students can be from any grade.

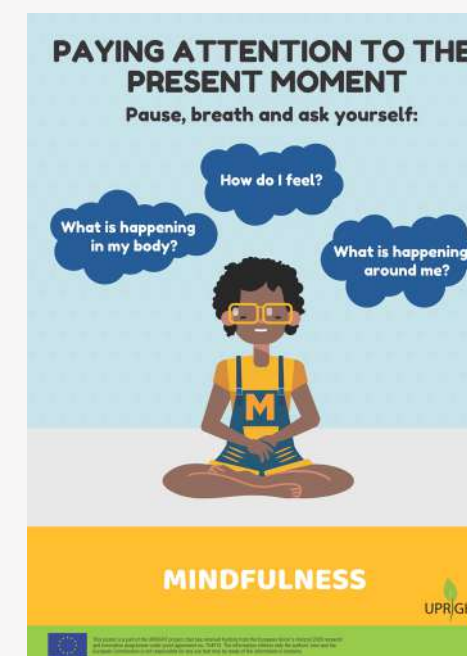
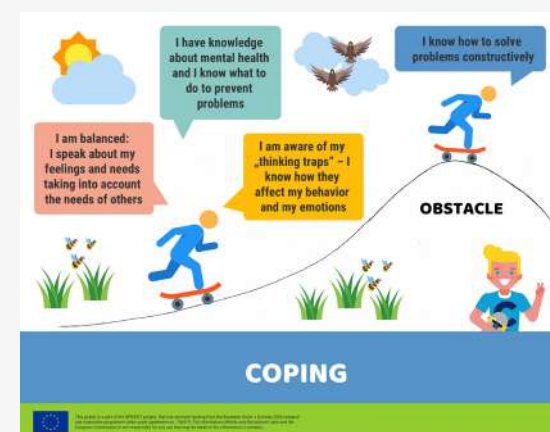
## Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ continuing the training and learning UPRIGHT skills and components.
- ▶ starting conversations among school members about the content of the posters.
- ▶ disseminating the UPRIGHT programme outside the classroom and in the school surroundings.



## Gallery of posters



# Catalogue of WELL-BEING FOR ALL Activities

The activities of the WELL-BEING FOR ALL programme are listed in separate catalogues, depending on the type of activity:

**A. Catalogue of collective activities**

**B. Catalogue of mindfulness sessions**

**C. Catalogue of posters**

**D. Catalogue of short digital messages**

Here, you will find a description of each activity with instructions on how to carry it out.

## D Catalogue of short digital messages

The school social media and website are the communication channels open to all participants. Throughout the school year, they will display short informative messages related to the skills of each component (mindfulness, coping, efficacy and social emotional learning).

**To implement your WELL-BEING FOR ALL programme, please regularly visit the school web pages to read the short informative digital messages.**

# Short digital messages

## Time requirements

**TO PREPARE THE ACTIVITY:** The time required for uploading each message to the school web pages: 10 minutes.

**DURATION OF ACTIVITY:** 5 min per message. Read and reflect on the message.



## Resources needed



- ▶ **SCHOOL STAFF INVOLVED:** An IT support person is needed to upload the messages to the appropriate platform.
- ▶ **EXTERNAL GUEST/PERSON REQUIRED:** None.
- ▶ **MATERIALS NEEDED:** The digital file to upload to the school's web platforms, TV screens if available.
- ▶ **SUGGESTIONS FOR LOCATION:** School webpage, various social digital channels (Facebook, Twitter, LinkedIn).

## Audience



All school staff, all students from the school, families and people in the surrounding areas.

- ▶ **DISSEMINATION STRATEGIES:** Short messages in digital format to be displayed on TV screens (if available) and in digital channels. Schools can also place these short informative digital messages on their webpage.

## Instructions

Short informative messages will help the reader take in the main idea of the UPRIGHT skills as quickly as possible.

- Visit the different digital platforms to read the short informative messages about each of the UPRIGHT skills.
- It is recommended that adolescents, families and school staff all visit the social media platforms.



# Debriefing



School members can start conversations with students about the content of the short informative messages and respond to any doubts. For instance: "What are the keywords that would summarise this message? What are the first words that come to your mind after reading this message? How could you explain the message to your friends or parents?"

Students can be from any grade in the school.

## Expected benefits

THIS ACTIVITY IS GOOD FOR

- ▶ promoting understanding, encouraging action, stimulating thinking about UPRIGHT skills and components.
- ▶ starting conversations among school members about the content of the short messages.
- ▶ disseminating the UPRIGHT programme outside the classroom and in the school surroundings.



# Gallery of short digital messages

### COPING

#### COMMUNICATION STRATEGIES

**SAUCY**

I talk about how you are

I say what is in my interest without considering reasons nor needs of others

I judge you

**ASSERTIVE**

I talk about my feelings and needs

I feel... I need... What can we do together?

I take into account needs of others

I tell what I think openly and frankly

UPRIGHT

### COPING

#### Kamil prepared for a long time for the test

He thinks... I am useless I don't know anything

He feels... stressed

He behaves... I don't write anything and make a lot of mistakes

Test results... [X]

The same knowledge, two different thoughts. Two different results.

He thinks... I will do it I know I can

He feels... Calmness

He behaves... I stay focused and write the answers

Test results... [✓]

Changing your thoughts is the first step to succeed. THINK POSITIVE! GET OUT OF "THINKING TRAPS"

UPRIGHT

### Mental health

There are many myths and stereotypes regarding anxiety and depression, which are not true.

#### Did you know that:

Depression and sadness are **NOT** the same thing. Sadness is an emotion - a temporary feeling, while depression is like despair that lasts more than 2 weeks.

Depression is a medical illness that affects people of all ages (including children and adolescents) and conditions.

Depression is **NOT** a sickness of the weak.

Depression and anxiety **CAN** be cured.

Real men **DO** cry. All people can express their feelings and get sad.

It is **NOT** enough to pull yourself together to get out of depression. If you are depressed, you need a professional help from psychiatrist and psychologist.

DEPRESSION AND ANXIETY ARE HEALTH PROBLEMS NOT A PERSONAL WEAKNESS! THEY MUST BE TAKEN SERIOUSLY AND TREATED BY A SPECIALISTS - PSYCHOLOGIST OR A DOCTOR. **PEOPLE CAN AND DO RECOVER.**

UPRIGHT

### COPING

THAT'S MINE!

NO, I WANT THIS!

GIVE IT TO ME!

I need it also! I don't have anything else to write with and I have a test now

LET'S FIND OUT WHAT ARE OUR NEEDS!

GRRR...

It will bring us nowhere... We are just about to start fighting

I forgot my pen and I need it now on the lesson

LET'S FIND A COMMON SOLUTION!

That is right, test is a very serious thing!

Maybe we can ask our teacher if she can borrow a pen?

What if she doesn't have? Maybe we can ask our classmate, Frank?

Hmm... without a pen he will not be able to make notes

GREAT WE HAVE A PLAN!

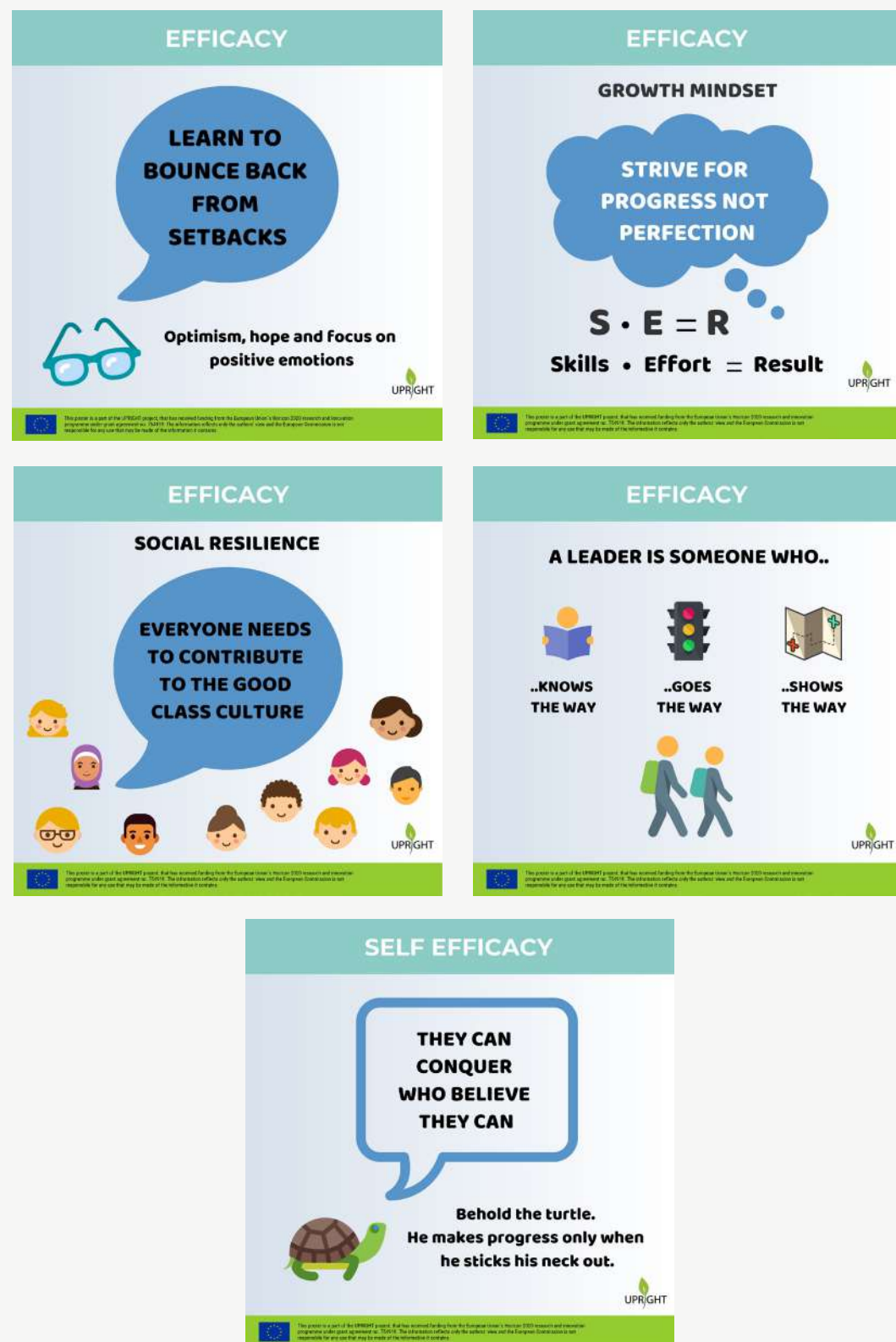
SUCCESS!

WE MADE IT!

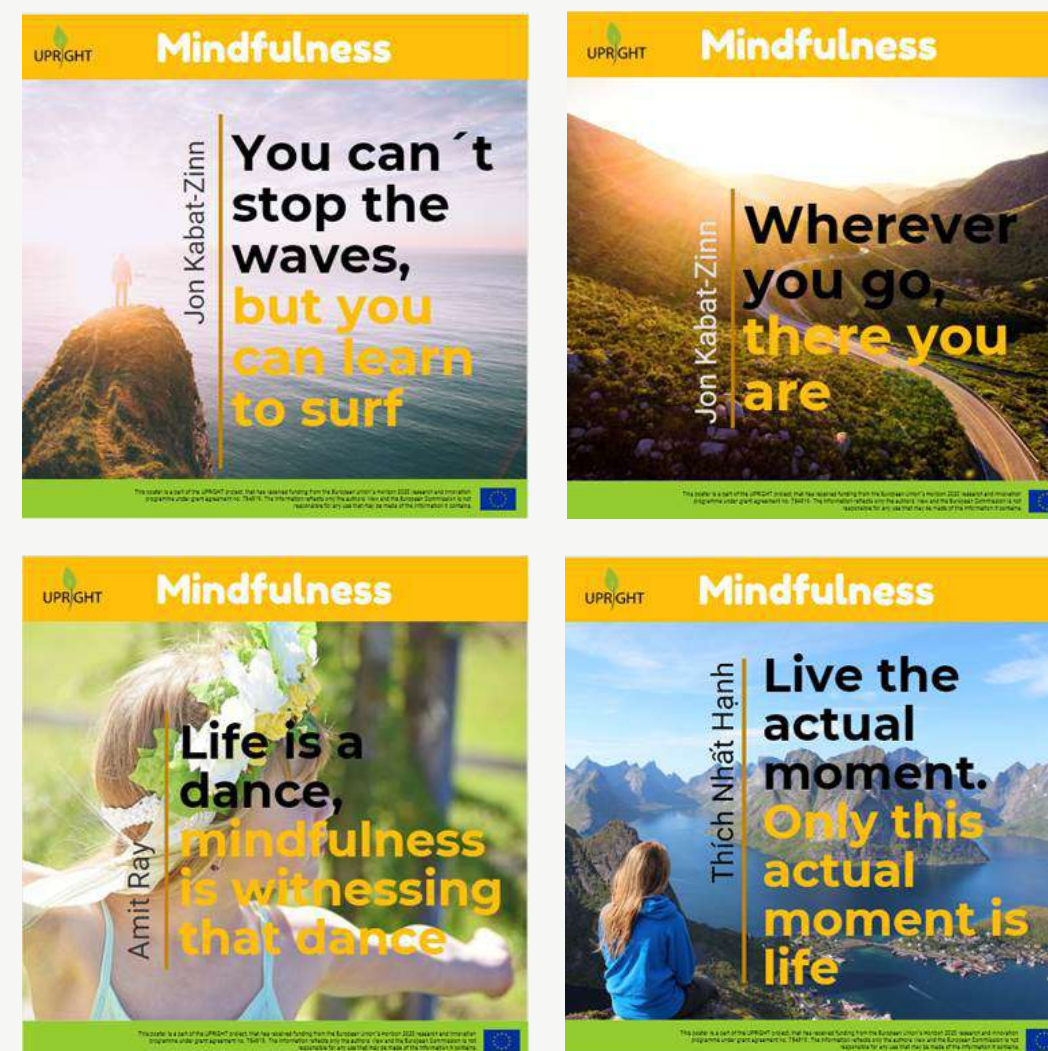
YAY!

UPRIGHT

## Gallery of short digital messages

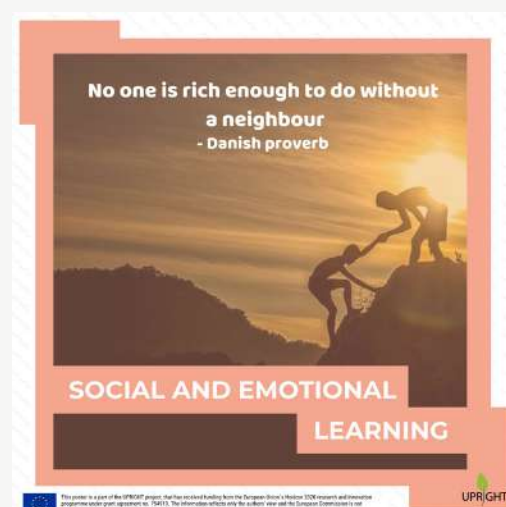
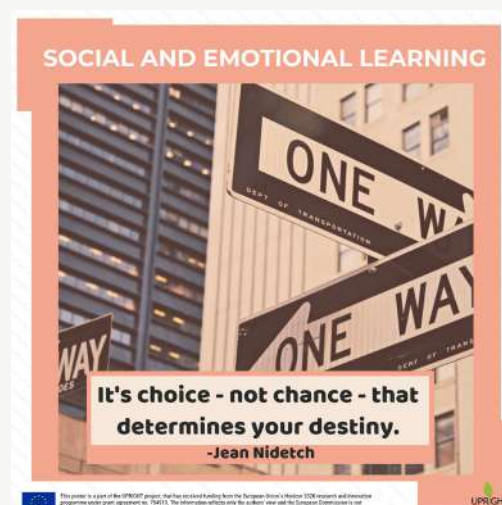
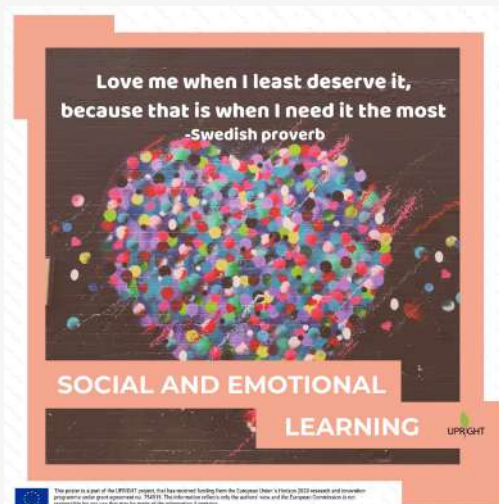


## Gallery of short digital messages





# Gallery of short digital messages

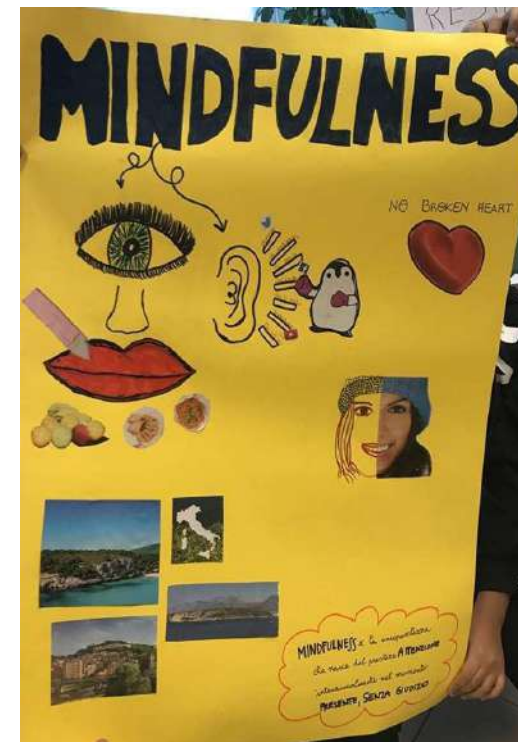


# Appendix

Real-life examples of activities

## Do it yourself: posters on UPRIGHT skills

► Three schools used cardboards, pencils, newspapers for images to make the posters.



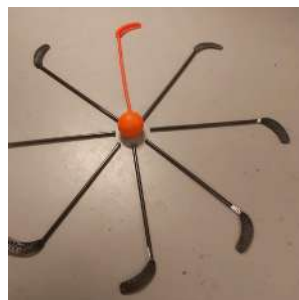
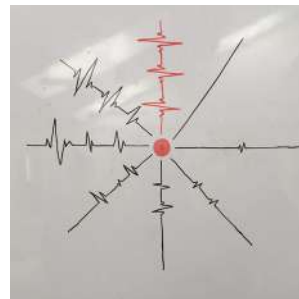


## UPRIGHT fair

- ▶ The organisers of UPRIGHT at school are going to integrate the UPRIGHT Fair into an annual emotions fair. They will include a stand on UPRIGHT skills where a group of students have to explain UPRIGHT skills to the attendees.

## Random act of kindness

- ▶ All year 9 students participated in a national photo contest creating cancer flowers in order to raise money for the Cancer Foundation.



## Random act of kindness

- ▶ All students year 8 + 9 were assigned a task to do 5 Random Acts of Kindness for a week and report them at school. They started in the local shopping mall and finalized the good deeds at home in the family.

Another school had all the students and parents in grade 8.-10. to pearl bracelets with the slogan "life is now" and they sold them and gave the profit to Kraftur – which is a support for young cancer patients and their families.

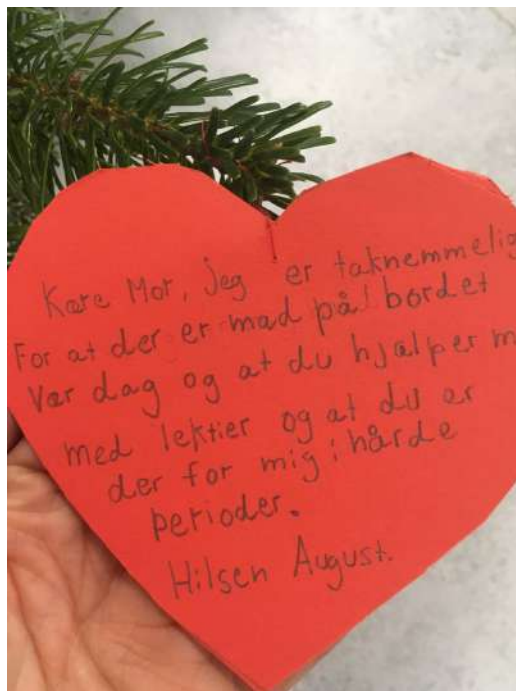
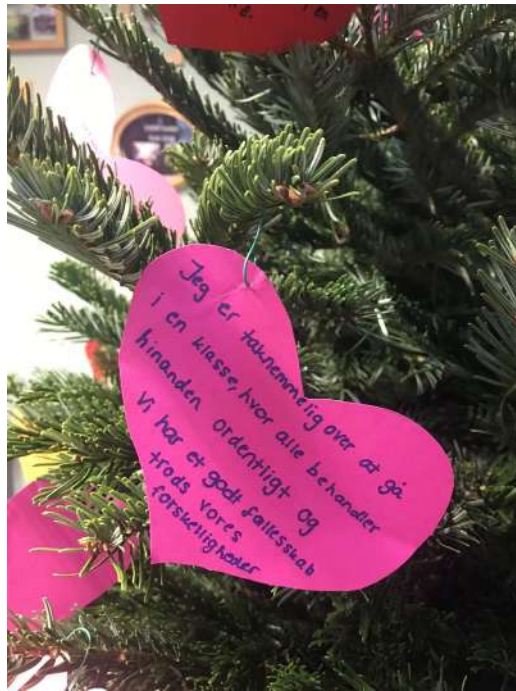
They spent one morning pearling the bracelets and had hot chocolate and cookies together. It was a very nice morning for students, families and teachers where everybody contributed to doing something good for others.





# Gratitude letters

- The students year 8 + 9 created gratitude letters in the shape of red hearts and hanged them on the Christmas Tree in the entrance hall to the school.



# Happiness spin

- Story during COVID-19: Icelandic students came to school either every other day for four hours or everyday for about 2 hours. One of our UPRIGHT teachers used the happiness spin a lot during that time with their students. She copied one sheet per student and each of them had their own dice and they played it together – with proper distance. This worked out really great.
- UPRIGHT local team provided the schools with materials (A laminated copy of the happiness spin, dice, jolly cards...). The activity was carried out according to the instructions included in the Manual and the debriefing was done at the end of the experience.





# Talks by invited speakers

- Talk by a taekwondo athlete in January 2020 and a sokatira athlete in February 2020. They talked about being women in sport, and its associated difficulties.

Another invited speaker was a mountaineer who suffered a heart attack while on a mountain with his partner, also a mountaineer. The teacher told the students that the talk was going to be about resilience and that they should think of questions about resilience.

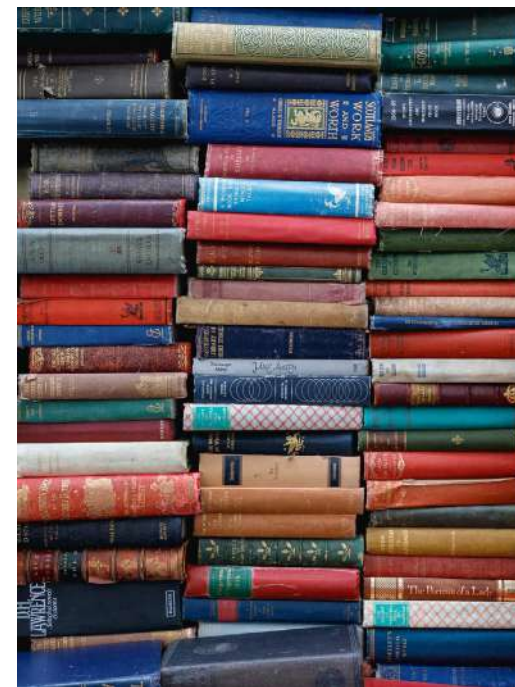


# Talks by invited speakers

- A fighter pilot was invited to talk about the struggles of becoming a pilot, the challenges in his job and how to overcome them.



- A dyslexic writer was invited to talk about the struggles of overcoming a disability and progressing to become a well-known Danish writer.





## Visit a Non-Governmental Organisation – NGO

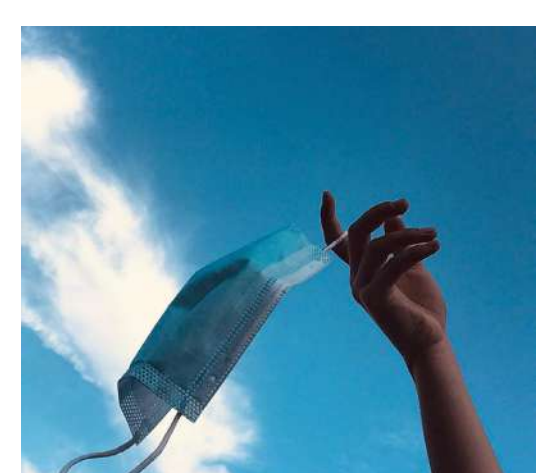
- An NGO with which the school collaborates regularly will come to the school to give a talk. The protocol was as described in the manual. The pupils asked the NGO a series of questions. This activity involves, for example, the Association against Anorexia and Bulimia or the Food Bank.



## Resilience in photos or a video

- This activity was done under the especial circumstances generated by the COVID-19 confinement measures. Schools were closed and students had to attend school from home.

In order to contribute to the creation of a culture of positive relationships, the UPRIGHT programme was implemented using the online school platforms. Students carried out the following activity: 1- "Get a mobile phone so you can take a picture or make a short video (max 1 minute) 2- " Take a photo/video alone or with friends/family (ask for their consent before taking the photo) that illustrates the meaning of resilience". The photos were then posted on a website for all to see.





# Resilience in photos or a video

- All Year 8 students from 3 classes and one Year 9 class did a photo competition and exhibition on resilience.

The teachers had chosen 4 main categories; responsibility (Responsible decision making), communication (assertive communication strategies), Relations (relationship skills) and Conflicts (conflict resolution).

Each class was assigned one of these main categories and within each class each student had to take a picture of their interpretation of, for example, resilience and responsibility or resilience and relationships.



# Resilience in photos or a video

- This activity was conducted entirely online, due to home confinement during the COVID-19 pandemic.

The organisers of the activity posted a call for "resilience photos" on the school's facebook page. An online volunteer jury (including a professional photographer) was set up to select the best photos. According to the social resilience perspective, winning the competition was a reward for the whole class. Three photos were selected as the most representative of the concept of resilience in the context of the Europe-wide restrictions that we were ALL experiencing due to the COVID-19 pandemic. The announcement of the winners was made through the facebook page and the online platform. In 2 schools this activity was part of the distance learning classes of the arts subject.

To increase participation in the activity, a specific email was sent to all families and teachers in the intervention schools, and promotional campaigns were organised through the local facebook page. Successful suggestions to make the activity more attractive: involve teachers to inform and motivate pupils to do the activity; create UPRIGHT gadgets as competition prizes.



# Cyber-praising event (online version)

► This activity took place under the special circumstances generated by the COVID-19 confinement measures. Schools were closed and students had to attend school from home.

To contribute to the creation of a culture of positive relationships, the organisers of the UPRIGHT programme asked students, through their online school platforms, to do the following:

1. Choose a person at school (friend or teacher) or at home to publicly say something nice to in the "cyber-praise event".
2. Take a photo of that person (with their consent).
3. Add a complimentary phrase (something good about the person).
4. Send a copy of the photo to the teacher's email and the teacher will share it on school networks.





## UPRIGHT Partners

# kron+kgune

institute for health services research



HÁSKÓLI ÍSLANDS



This document is part of a project that has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 754919. The information reflects only the authors' view and the European Commission is not responsible for any use that may be made of the information it contains