



Schools of Support



Your superpower

A collection of worksheets
for the development of emotional resilience

IMPRESSUM

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Your superpower:

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PREFACE

Since the beginning of the pandemic, and the various crises that followed (wars, climate disasters, violence, economic inequalities), we have been thinking and asking ourselves what children and young people need from us adults. Should we give them a "sense of normality", show them that we can move on, that life goes on, and that we should strive for all those goals that we aspired to in perhaps more peaceful times? Should we encourage dialogue and provide materials dealing with the crises we face? How can we be there for them even when they cannot tell us what they are experiencing? Perhaps even when we ourselves cannot articulate what we might want or need.

The workshop ideas presented in this publication were designed as an attempt to address the emotions, thoughts, and experiences that children and young people encounter while growing up—not only in recent years but also in the past—within the approximately 45 minutes available during a homeroom period or a single class session.

This time, alongside fostering awareness of students' feelings and enhancing their emotional literacy, the focus is on their "superpowers"—everything that contributes to their resilience, strength, and ability to overcome challenges.

Emotional or psychological resilience is the ability to adapt successfully after facing objectively challenging life experiences, i.e., the ability to adjust to a stressful situation or crisis (American Psychological Association, "Dictionary of Psychology," 2015). It often encompasses mental, emotional, and behavioral flexibility, as well as the ability to adapt to both external and internal demands. Many factors influence resilience, including how we perceive the world around us and form relationships, the social support, and opportunities available to us, and the coping strategies we employ. Research has confirmed that certain coping and resilience strategies can be learned and practiced.

Psychologically, i.e., emotionally resilient individuals are better equipped to handle the "blows" life throws at them and can adapt to unpleasant and stressful situations with minimal difficulty.

Avoiding all potentially stressful situations is not possible, as they are an inherent part of life. Moreover, this would mean avoiding opportunities to gain the knowledge, experiences, and skills necessary to overcome challenges. These, in turn, help us face future difficulties with self-confidence and belief in our abilities, which enhances our psychological and emotional resilience. This is why developing emotional resilience is so important.

Use these workshops as an inspiration to ignite your creativity and explore ways to discuss these topics with children and young people. Show them that life can sometimes be messy, but that we are all exceptionally strong internally, enabling us to overcome challenges and feel good again. Through this process, we can discover our superpowers.

Vanja Kožić Komar, Ana Munivrana
Forum for Freedom in Education

Zagreb, 2022

METHODOLOGICAL NOTES: HOW TO USE THIS COLLECTION

To implement the workshops, it is necessary to have basic methodological knowledge of guiding a group and managing the usual parts of a workshop, such as: introduction, giving instructions, group work or working in pairs, tasks, discussion, analysis, and conclusion and, from time to time, theoretical part or teaching.

As always, communication skills of the facilitator are key, with an emphasis on active listening to children and authenticity of the facilitator's expression, as well as inclusion skills that ensure the acceptance and visibility of every child in the group.

The workshops are presented in a format which allows them to be adapted relatively easily, considering your circumstances and how well you know the class, and the stories and poems used as introductions into activities can also be replaced by similar materials you are currently using in your class, and you consider suitable in exploring a certain topic.

The workshops can be held in person or *online* with minor modifications.

The twenty workshops are divided into three larger units:

- I. Class teaching - Workshops for children between 7 and 10 years old
- II. Subject teaching - Workshops for children between 11 and 14 years old
- III. Secondary school - Workshops for children between 15 and 18 years old

You do not need to use the entire collection, i.e., you can choose certain workshops depending on the topic you want to talk about with your students. Depending on the context of your work with students, you can either choose individual topics or go through all the workshops if you want to achieve all educational outcomes. In the right corner of every workshop, there is an indication of the topic it deals with, so you can choose the one that suits your students' current needs. Every workshop contains learning outcomes for each teaching cycle. In addition to conducting them in the classroom, the workshops can also be conducted as an **extracurricular activity** for an interested group of students.

Many of you are already very experienced in organizing workshops and collaborative work, and you will easily adjust the workshop contents to different teaching frameworks (homeroom class, extracurricular activity, cross-curricular topic, the entire class, smaller or larger groups, children of the same or different ages) and even to the time at your disposal (45 minutes, 90 minutes) and forms you use (modules). These skills will be discussed later in the text.

When it comes to children's ages, despite it being indicated, we believe some workshops can be adapted to younger or older children. Your experience in managing a classroom will also be helpful in situations when the capacities of certain children in the group differ or when a certain part of a workshop has to be adjusted to the specific needs of children in the classroom.

To discuss more personal topics, talk about personal experiences, emotions and coping with them, relationships, and responsibilities in the broader context of school and community, it is necessary to **first see if there is a context in which it can be done without fear of consequences**, such as negative assessment, criticism, teasing, judgment and the like. We are certainly aware that creating this kind of supportive environment is a big and long-term task that involves everyone – the headteacher, founder, school council, teacher council, teachers and expert associates, parents, and students. The workshops have been designed to facilitate discussions about personal topics, as the focus is on resilience. Social and emotional learning is grounded in conversations about life decisions, expectations, and emotions. Based on your experience and intuition, try to assess if there is a context where this can be done without fear or shame.

We take this opportunity to emphasize some key principles to keep in mind when conducting the workshops.

There are no wrong or right answers or feelings

Discussion about feelings and life decisions differs significantly from the typical school class, where teaching is often based on the "right and wrong" principle. Since there are no right or wrong answers, we have more freedom and the opportunity to be more creative. Sometimes it can be challenging, as we are accustomed to teaching and assigning grades. Therefore, in this type of work, **it is important to remain open-minded and remember that creating a safe environment and fostering trust should be the main priority**.

To foster a sense of safety and trust among students, divide them into different groups each time (using creative methods, counting, or alphabetical order). This will give students who don't typically interact the opportunity to connect, build bonds, get to know each other better, and work together as a team.

Disclosure is optional: all children feel protected

One of the important lessons of social and emotional learning is the ability to speak openly about oneself, one's feelings, experiences, and needs. However, taking into account the context in which you work, always consider what can be done **to ensure that all children feel protected** and how the class dynamics might unfold. If a topic has the potential to lead to teasing, insulting, or the rejection of certain individuals, make sure to prepare the topic thoroughly and dedicate additional time to minimizing these risks.

It is important to distinguish between workshops within the education system and workshops for personal growth that take place in counseling centers, where children and young people attend willingly, either on their own or accompanied by their parents.

The level of personal disclosure required in these workshops should be

carefully managed by the facilitator: on one hand, allow the child to decide what to share, while on the other hand, consider their age, class dynamics, and the potential consequences of sharing personal information. Try to assess how much the students want to participate, how comfortable they are, if there is any resistance, and what their usual classroom dynamics and relationships are like. While you cannot guarantee a completely trustworthy environment due to the nature of the school setting, it is crucial to respect the boundaries and personal space of the children participating.

Understand the limits of the support that I, as a teacher, can and should provide

This approach and type of workshop can **encourage children to open up and confide** in their teachers, educators, or workshop facilitators, which is desirable. However, it may also lead to certain doubts or concerns for them. For example, when is it enough to listen to the child and offer individual support, and when should other experts, the form teacher, school expert services, parents, or external mental health services be involved? As an addition to this matter, we recommend that each school develop its Protocol on teachers' actions in case of suspected or confirmed student mental health difficulties, which can be referred to in such cases.

Keep in mind how children feel after the workshop – do not leave “things” unfinished

During the workshops, it is essential to "round off" every disclosure and discussion of challenging life circumstances and experiences in a way that **ensures each child feels supported and empowered, both during and—what is especially important—after the workshop**. It is also necessary to ensure that each child feels as relaxed as possible, to highlight that nothing will be graded or assessed, and that they can participate willingly, but also **refuse an activity in which they don't want to participate**. This is why the workshops are designed methodically in a way that doesn't make anyone feel threatened or exposed, and no one is expected to cross their personal boundaries. This is ensured in multiple ways: through anonymous activities, creative and non-verbal methods, group work, and work in small groups, joint theoretical reflection about certain topics, peer experience analysis, and short student presentations for other students. This approach also involves **the appropriate personal disclosure by the workshop facilitator**, where they share some of their own experiences, thereby serving as a role model for the students. If you feel that during the time allocated for the workshop you were unable to "round off" a session for some students, be sure to assess whether they need additional conversation, if a continuation of the workshop should be organized, or if they may require support from an expert service. If you believe it is necessary for the student to speak with an expert, approach the conversation carefully, advising them to contact the expert themselves, so they don't feel their trust has been breached.

Skills required by workshop facilitators

Among other competencies a workshop facilitator should possess before implementation, we would highlight **the ability to moderate a group process and strong communication skills**.

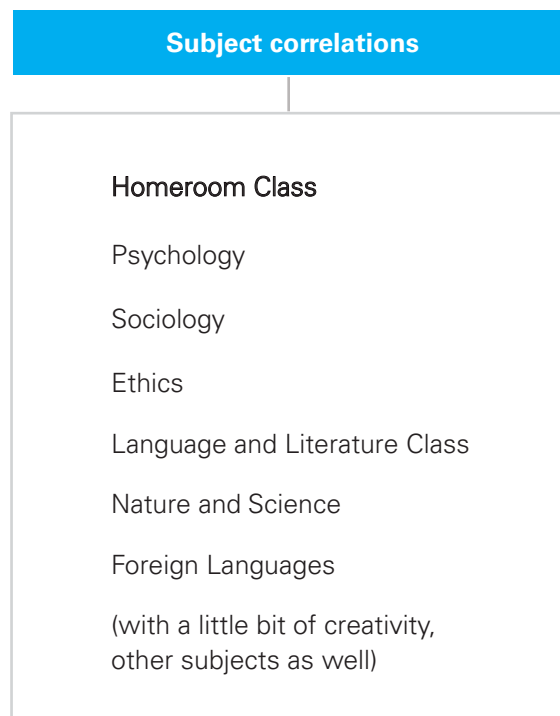
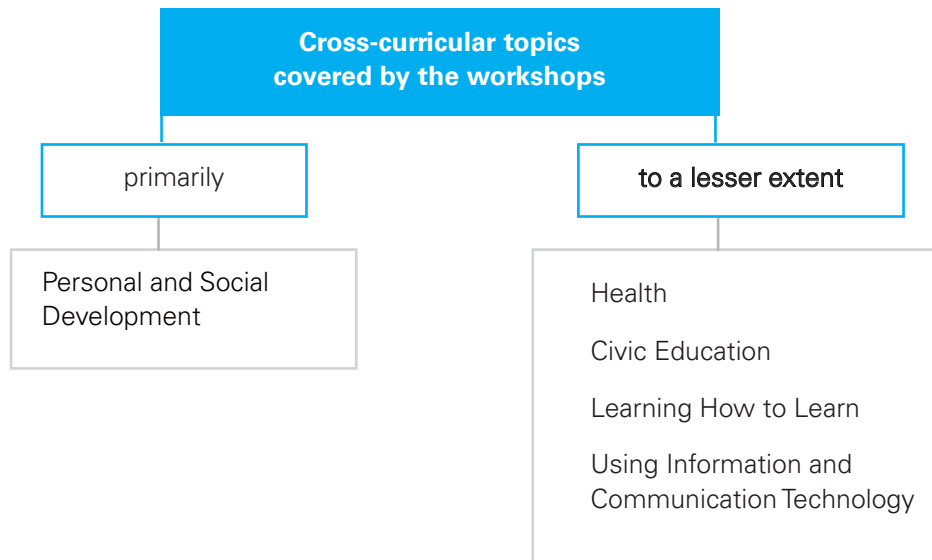
Moderating a group process includes creating a comfortable and safe environment, as well as ensuring the visibility of every group member (according to his or her abilities). This is achieved by allowing enough time for students to get to know each other, providing appropriate personal disclosure, giving equal time to each individual, adjusting methods and techniques to the children's age, and understanding their needs to belong, feel competent, and be free. It also involves a **high level of attention to group dynamics, recognizing emotions, and monitoring the "group process"** without insisting on a specific topic or activity when something important arises that should be discussed or acknowledged.

Some of the **key communication skills for group leadership** include personal language, active listening, and non-violent communication, along with the coordination of verbal and non-verbal aspects, which are deeply interconnected as essential skills.

- When using **personal language**, the facilitator talks about themselves using the so-called "I-messages"; they share their reflections, ideas, feelings, and suggestions as a way of opening the space for students to share more about themselves. They approach students as fellow human beings, fostering dialogue and mutual respect in a friendly manner.
- **By using active listening skills** (asking open-ended questions, paraphrasing what they hear, reflecting the feelings children express, seeking deeper meaning, and recognizing non-verbal cues), the facilitator helps children and young people feel seen and acknowledged, encouraging them to share more about themselves while considering the context and group dynamics.
- By using **the skill of providing feedback** and non-violent communication, the facilitator demonstrates openness to disagreement, fostering empathy and working towards mutual understanding and agreement, even when not everyone agrees or fully understands each other.

Despite being aware that the application of these skills requires more extensive training and years of experience, we tried to highlight in the workshop description itself the examples and ways in which workshop facilitators can use them.

Workshops connections to the curriculum



Age: from the first year of primary school to the last year of secondary school, with certain changes in the implementation.



1. CLASS TEACHING



STUDENTS AT THE AGE OF CLASS TEACHING

At this age, significant leaps in development can be observed year after year. Between the ages of 7 and 10, children become **better at understanding themselves, their feelings, the consequences of their actions, and their relationships**. They become quite independent in playing and taking care of themselves. Their self-control improves steadily, and they become increasingly better at coping with changes and surprises.

They are able to **explain why they feel a certain way and what triggered those feelings**. They can control their emotions in public settings and show **the ability to self-soothe and comfort themselves**. They can express their feelings, help others, show empathy, and avoid hurting others. Their sense of empathy, justice, and morality develops, and they enjoy **showcasing their skills and talents**.

Friendships become increasingly important to them; they desire to belong to a group and be accepted. They grow more independent from their family and enjoy spending time with friends, but also value being alone more. **Their alone time and personal space** become crucial for developing their sense of self and their relationships with others. They care about other people's opinions, though this can lead to heightened sensitivity to peer pressure.

They increasingly enjoy sharing things with others, although rivalry and competitiveness still exist. They become more skilled and independent in resolving conflicts with others. Other adults, aside from their parents, also become important figures in their lives, and they often grow attached to their teacher, uncle, friends' parents, and others in their extended circle...

They are also very **curious and eager to learn**, and they show **excitement about discovering the world around them**. They are natural explorers and analysts, constantly questioning everything (starting with *Why is the sky blue?* and *Where do babies come from?*). They feel a great sense of pride when they can teach someone something, especially someone younger. This helps them develop self-confidence and pride in what they are capable of doing and knowing.

At this age, some children can be very critical of themselves and doubt their abilities, so it is important to encourage and support them, helping to boost their confidence and self-esteem. Their **sense of self-worth** is largely shaped by what they can do, which can lead **to feelings of great pride or self-doubt**. This is why the messages we send them are incredibly important. Some children are more positively self-aware, have a strong image of themselves and their abilities, while others may have a more negative self-image, with little respect for themselves or their abilities.

It is beneficial to use class activities that allow children to show initiative and experience success. Giving them tasks to plan and complete helps develop a sense of competence. In more competitive situations, such as grading, where some may feel inferior to others, it is important to reduce those feelings of

inadequacy. Teach them to cope with these emotions and help them recognize their unique strengths and abilities.

They learn to **distinguish between good and bad**, and at this stage, they need the guidance of adults and ample conversation about the situations they are analyzing. **It is also beneficial to discuss topics such as lying, cheating, unacceptable behavior, apologies, restitution, and similar issues in a way that, while correcting behavior, children also receive compassion and understanding for feelings of guilt and shame. This helps them develop an understanding of how to repair relationships or undo damage caused by their actions.**



1.1. On an emotional carousel



LEARNING OUTCOMES

- Developing self-image
- Managing emotions and behavior
- Recognizing/describing and respecting the needs and feelings of others
- Developing communication competencies

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Become aware of some of the emotions students recognize, distinguish between pleasant and unpleasant emotions, and become aware of the possibility of practicing coping with different emotions.

NECESSARY MATERIALS:

papers, colored pencils, felt-tip pens.

YOUR PREPARATION FOR THIS CLASS:

We suggest you use the collection *Shake it up!: a collection of teaching materials for the development of emotional resilience and coping with crisis* to prepare for the conversation about emotions, and you can find more ideas on how to help students better manage their emotions in the collection of teaching materials *22 ideas for resilience - a collection of teaching materials for the development of emotional resilience and coping with crisis*.

INTRODUCTION:

We suggest you present the title of today's workshop to the students. Encourage them to remember what a carousel looks like, when they last rode one, and how they feel when they do: Are they excited, happy, maybe even scared?

Then talk about emotions: *Do you know what this word means? What emotions do you know? Are there good and bad emotions? Is it possible to be happy, sad, angry, and excited on the same day?*

Adjust this introduction to suit the age and abilities of the students you are working with.

GROUP ACTIVITY:

Announce the poem that follows. Here are some thoughts for inspiration:

To be on an emotional carousel means to be angry, sad, happy, excited, disappointed..., all in a short time: one week, day, hour, and maybe even all at once. All of us, both adults and children, often find ourselves on an emotional carousel, and now we will hear what one ride with unpleasant emotions can look like:

A CAROUSEL INSIDE OF ME

Next to me there sat a Fear.

It made my heart pound,

So, I couldn't see clear.

Then along came a Shame.

It refused to leave,

I knew it by the name.

*Then a Sadness also joined the ride.
It made the carousel go faster,
It either kept me quiet, or I cried.
All people have emotions, that's nothing to regret:
If I'm crying, keeping quiet or if I get upset.
Whatever the emotion, none should be suppressed;
I want to learn about them, not to make a mess.
I would like to learn more about...*

Vanja Kožić Komar

Let the students finish the verse and draw the emotions they would like to learn more about. It should be the one *that bothers* them the most, or any other one they find interesting and want to learn more about. They can draw emotions in any way they imagine them, or they can draw themselves in a situation where they feel one of the emotions.

Use students' responses to guide and dedicate your future classes to working on the topic of emotions.

You can read the poem by pausing after each stanza to ask the students how they would finish each stanza – how they react when they feel Fear, Shame, Anger, Sadness. Make sure that only the students who feel comfortable sharing their feelings with others respond.

WHAT DID WE LEARN?

All of us feel different emotions during the day. It often happens that we feel happy, sad, or loved at the same time. However, some people cope with their emotions easily, while others find it more difficult to manage them. Did you know that coping with emotions can be practiced, just like a sport or math? It is important to understand that we all feel emotions, but we are all different. For example, some people feel happy when surrounded by many friends, while others may feel frightened when they need to speak to others.

There are no bad emotions, only unpleasant ones, such as fear, anger, or sadness. Encourage your students to recognize the next time they feel sad, angry, or scared and say to themselves: **This is not me, it's an emotion** that will pass! Let them think about what caused the emotion, why it was useful, and how it made them act, and let them know that they can ask us adults

for help if they feel something is bothering them a lot. For the final part of the workshop, you can use the following questions, as well as reflections on emotions shown in the box.

What if the fear of danger sometimes makes us wiser?

Does shame sometimes make us more considerate of others?

Does anger sometimes give us strength?

What if sadness makes us better people and acquaints us with ourselves?



Emotions are a wonderful thing!

They make us feel alive and human – they make us suffer often, but they also give us some of the most beautiful life experiences. The feeling of being in love, enthusiasm, happiness, pleasure – it is something we would want to have every day! However, their inevitable companions are also here – fear, shame, anger, hurt, jealousy, disappointment, angst, rage... Those we don't like that much! And they say one does not come without the other...

...emotions are our great driver, the fuel for our engine. (Karlović et al., 2014)



1.2. So little, yet so brave



LEARNING OUTCOMES

- Developing self-image
- Managing emotions and behavior
- Developing communication competencies

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Point out that courage doesn't mean we are not afraid, but rather that we continue moving forward despite the fear. It's important to recognize our own courage in everyday situations.

NECESSARY MATERIALS:

papers, colored pencils, felt-tip pens.

YOUR PREPARATION FOR THIS CLASS:

During the class before this one, ask your students to bring a toy—either an animal or a figure—that represents courage to them, something they believe is very brave. Also, offer them the option to draw, create one out of collage, or make it from plasticine for homework and bring it to school

instead of bringing a toy (such as an animal, cartoon, or movie character).

You also have to prepare your toy, a figure, an object, or something similar that represents courage for you, and you have to bring it to school.

INTRODUCTION:

Ask the students why they chose that specific animal or character. Invite them to share what they chose, if they feel comfortable, and ask them to explain why they believe their chosen figure is brave.

Write their answers on the blackboard or, for younger students, prepare post-its with symbols representing the expected or desired answers, which you can stick on the blackboard (for example, *a smiley face* – it always smiles, *an arm* – they are strong, a heart – they care about others, and so on). Leave some *post-its* empty so you can write or draw symbols for the unexpected answers you will surely get from your students.

GROUP ACTIVITY:

Later, ask your students if they think the animals and characters they chose ever feel scared, angry, ashamed, or sad. Encourage them to think about some situations from the cartoon, movie... If a character has never been portrayed as being afraid, help them understand that everyone, even the bravest individuals, experiences fear at times. **Courage does not mean the absence of fear but rather facing fear.**

Using a projector or prints, show the following works to your students, and ask them to identify what kinds of *courage* are portrayed.

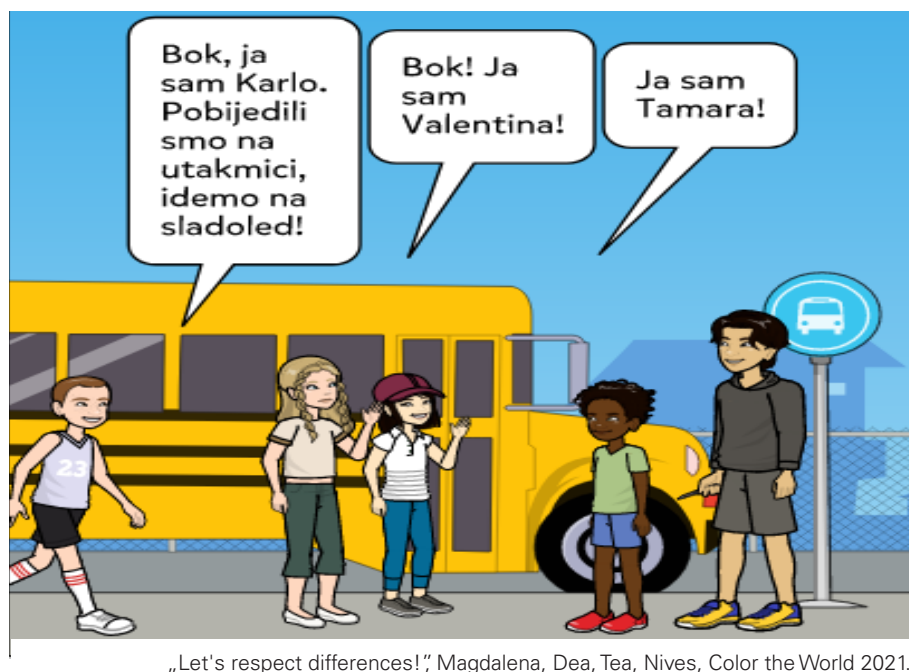
1.



"Different friends", Katarina, grade 2nd E, Creative competition for primary and secondary school students in Croatia "Color the World" (2010 - 2024), FFE



From the "Tolerance" coloring book, Ivan and Tea, grade 3rd B, Creative competition for primary and secondary school students in Croatia "Color the World" (2010- 2024), FFE



„Let's respect differences!“, Magdalena, Dea, Tea, Nives, Color the World 2021.

Illustrations from: Creative competition for primary and secondary school students in Croatia "Color the World" (2010- 2024), FFE

1. *Seeking help, showing feelings, helping someone, comforting someone.*
2. *Raising your voice against injustice and violence we see around us.*
3. *Approaching someone and starting a conversation.*

Remind the students of other examples of courage:

Continuing to go to school, study, play, and the like after you experienced something very scary is very courageous.

Raising your hand and voicing your opinion, even though you are afraid of public speaking, is very courageous.

Let the students continue the series of examples.

Now, the students will recognize the situations in which they were brave: they did something despite being afraid. They should draw these situations, and you should hang them on **the Small Wall of Great Courage** – a pinboard you will prepare in advance. Help the students think of examples, especially if you notice that someone is having difficulty recognizing their own courage in a situation.

WHAT HAVE WE LEARNED?

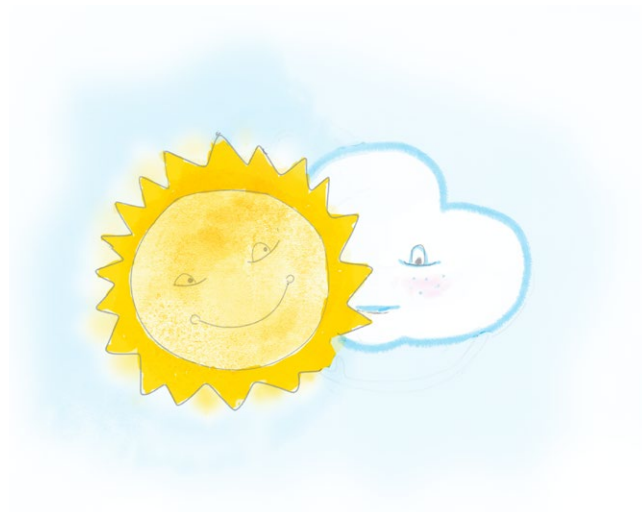
Conclude by emphasizing that it is okay to be afraid because all of us are afraid of something. It is also okay not to always feel brave, as we are not always ready to face fear. However, it is important to become aware of our strength and courage because we are very brave every day in many situations, even if we don't always recognize it.

Also, talk to your students about whom they can contact if they are particularly concerned about something or if there are situations in which they just can't be brave.

*You can do some additional work on the topic of fear and superpowers of each of us with your students using the workshop FUSS IS ALSO A PART OF LIFE from the collection: **Shake it up!: a collection of teaching materials for the development of emotional resilience and coping with crisis.**



1.3. A Shy Cloud



LEARNING OUTCOMES

- Developing a self-image
- Managing emotions and behavior
- Recognizing/describing and respecting the needs and feelings of others
- Developing communication competencies
- Collaborative learning and teamwork

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Recognize that shame is a part of our everyday lives and that we shouldn't be ashamed of it, emphasize the ways in which we can help ourselves or someone else when we are ashamed and uncomfortable.

NECESSARY MATERIALS:

papers, colored pencils, felt-tip pens; a sky full of *Cumulus* clouds 😊

YOUR PREPARATION FOR THIS CLASS:

The preparation for this class includes research on the topic of shyness and shame, and we provide some useful information at the end of this preparation section.

We suggest you plan this activity for a day when there are many clouds in the sky (otherwise, we recommend drawing or painting them somewhere).

INTRODUCTION:

Announce to your students that today you will be talking about a very common feeling that doesn't care about the class we are in, our jobs, or whether we are boys or girls, and that feeling is shame¹.

At the beginning of the class, ask the students, those who want to share, in which situations they feel ashamed. As encouragement, share some of your own examples.

Go out to the school yard or come closer to the classroom windows with your students (pick a day when there are a lot of Cumulus clouds in the sky).

GROUP ACTIVITY:

Later, read the poem *A Shy Cloud*.

After reading the poem, have the students look at the sky and point to the cloud they think is our shy Cloud from the poem.

Ask them why. *Because it is the smallest, because it is alone in that part of the sky, because it is hiding, because it is red...* Match their answers to some characteristics we consider typical of feeling shame.

Talk about the advice we can give to the Cloud to help it feel more comfortable in situations where it feels shame. Together, come up with some suggestions on how to cope with shame more easily. Draw inspiration from the advice below to encourage students.

The students should create drawings of the Cloud from the poem, focusing on the part they remember the most, or draw an encouraging message to offer support to the Cloud (and each other). These works should be displayed on a pinboard so the Cloud can see through the window that it is not alone and that we all feel ashamed at times.

¹ Even though there is a difference between shyness and shame (explained in the *Did you know?* box), these two notions will be used interchangeably here and treated as synonyms. After some time, and depending on your students' age, you can work on distinguishing these two notions and feelings.



A SHY CLOUD

*A little Cloud roamed the sky,
everyone knew where and why.
His suit was gray, he was alone,
Going to school when the Sun shone.
When he saw his friend Rainbow, he loved to drop by,
But in class, he would suddenly become shy.
He was ashamed when Raindrops came in a horde;
Or if he didn't get what was written on the board.
He was ashamed to sing and take a stand,
Ashamed to play in the sky brass band.
The shame sometimes made him feel so down,
He would hide behind a mountain or in a tree crown.
Stork, the worried teacher, came to ask him why
He went on hiding at the edge of the sky.
The little Cloud finally gathered courage,
He said that shame made him feel discouraged.
Stork, the teacher, hugged him gently and then said:
"You're not alone; I, too, can feel shaken in my head.
Everyone can get shy, don't think that's bad;
Some simply get on, while some get sad."
So, let's put our heads together,
Let all in class look at each other,
And help the Cloud feel better...*

Vanja Kožić Komar



WHAT HAVE WE LEARNED?

Even though we often say that someone is shy, it only increases the feeling of unease for that person. Conclude with your students that all of us can feel shame, fear or bravery and the like in a certain situation. When they feel ashamed because of a situation, they shouldn't think of it as being wrong. We are all sometimes ashamed, even the clouds in the sky. What we can do is say we don't want to do something (spend our time with someone, sing in front of others, play with someone we don't know) because we don't feel good while doing it. Over time, we can try to expose ourselves to these situations if they are important to us or if we "have to handle them," such as, for example, an oral exam in front of the class. However, make sure the students are not too hard on themselves if they need more time to overcome shame and unease in certain situations. Furthermore, if we don't enjoy playing with other children because we feel ashamed, that's okay – we are all different. However, if this really bothers us, there is always someone we can ask for help. **There is no shame in admitting that we are ashamed; in fact, it is a sign of great courage.**



Teachers, did you know?

"Scientists distinguish between social unease due to the mere presence of other people (when they are the center of attention) and social unease due to fear of being judged by other people (due to criticizing parenting practices)." (Đorđević, 2014)

"Every sentence describing a child's personality (instead of their actions) in a negative way is one of the bricks in the construction of shame. These are sentences such as "You are bad!"; "You are stupid!"; "You weren't good!" and the like. This also includes shaming comments about the child's physical appearance. When the child hears them enough times, they start believing they are a stupid, bad, and wrong person, who, on top of everything else, doesn't even look good." (Medak, 2020)

There is a difference between shame and shyness. Even though you don't need to explain the difference to the students due to their age, it is important to be aware that this difference exists: shame is an internal critic that tells us we are not good enough and hinders our growth and development, while shyness is more related to a situation – it is the feeling of not being ready enough or not being in a safe environment.

APPENDIX: HOW I, AS A TEACHER/PARENT/ADULT, CAN HELP A SHY CHILD:

1. Strengthen their self-esteem: point out their qualities, nice gestures, prosocial behaviors, talents, and achievements.
2. Do not call a child shy – doing so sends the message that the child has characteristics that need to be "fixed," and others receive the message that the child does not function well, which leads to the child being judged even more.
3. Do not throw the child in at the deep end, e.g., forcing them to play with others if they are not ready or making them perform in front of others if it makes them feel uncomfortable.
4. Listen to the child's needs and wishes and gradually include them in activities accordingly to reduce their sensitivity (do not criticize, do not compare them to other children; highlight their progress over time).
5. Talk and listen actively – show interest in what the child says and does, use nonverbal communication to show everyone they are worthy, and remind them that a mistake is a chance to learn, not a reason to feel bad.

Adapted from: Mirna Đorđević, Psych. (full article available at: <https://www.istrazime.com/razvojna-psihologija/sto-je-sramezljivost-i-kako-je-ne-potaknuti-kod-djece/>)



"Dijete ima pravo na svoje mišljenje" ("A child has the right to their own opinion"), Lucija, 4th grade, Creative competition for primary and secondary school students in Croatia "Color the World" (2010- 2024), FFE

MENTAL HEALTH FOLLOWING CRISIS SITUATIONS: SEEKING HELP



1.4. Socksy



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development:

- Developing self-image
- Managing emotions and behavior
- Recognizing/describing and respecting the needs and feelings of others
- Developing communication competencies
- Collaborative learning and teamwork
- Contributing to the group/class and school

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Share common experiences of fear and anxiety, learn new ways of facing these emotions, and develop teamwork and cooperation.

NECESSARY MATERIALS:

old socks, threads, needles, buttons, glue, pieces of old cloth/clothes.

YOUR PREPARATION FOR THIS CLASS:

For this class, make a doll using an old sock to encourage the students to create their own after hearing his story. You can put the Socksy you made on your hand, and it can "help" you read a story about "himself."

INTRODUCTION:

At the beginning of the class, tell your students that they will meet a sock today, but not just any sock. Introduce them to your Socksy (sock doll), they can touch him, shake his hand, study him closely...

GROUP ACTIVITY:

During the next part of the session, read a short story about today's class main character.



At the bottom of an old, dusty drawer lay Socksy. At first glance, he seemed like any other sock without its pair. But a long time ago, he was a special sock. He used to have eyes – shiny buttons of different colors and shapes. His mouth was sewn from colorful threads, and his red cheeks were made of red cloth. He used to be a very happy sock. He enjoyed spending his time with everyone, and sometimes he would laugh so loudly that he would rip from laughter. One day, the news came that it was not safe to go out. There was a strong wind that blew away many socks around the village and city. Socksy got scared, locked himself in a drawer, and waited patiently for the danger to pass. But when the wind finally ceased, Socksy was no longer who he used to be. He hid his button eyes from others. His colorful mouth made of threads forgot to laugh and talk to others. He would pass by other socks, rarely saying hello, and he could only think about getting back to his dusty drawer as soon as possible. One day, all his friends gathered and took Socksy out of the drawer. "Hey, we can tell you are having a hard time, but so are we. We have also spent too much time in the drawer. But we miss playing, laughing with you, talking, and hanging out. Let's figure out together how to get our button eyes to shine again, how to talk, laugh, and if things get hard, cry together as well."

Socksy felt relieved. He thought he was the only one who felt that way and that there was no hope for him, but at that moment, he realized that there were other socks who also forgot how to laugh while waiting for the danger to pass.

Even to this day, sometimes, when he is scared or feels uncomfortable, he feels the need to be alone in his drawer, and that is normal. But he knows he can always ask for help and encouragement if he needs it, because even though their buttons are not the same color and shape, every sock sometimes needs the help of others to make their button eyes shine again and their mouth to stretch into a colorful smile.



Vanja Kožić Komar

Talk about the following:

If Socksy were in your class, how would you make him feel better?

Do you sometimes feel the same as Socksy, that you just want to hide? What do you do to feel better?

Who can Socksy talk to in your school when he is sad, scared, or someone hurt him in any other way?

Encourage students' answers and suggestions using **UNICEF advice for teachers**, or find inspiration in the publication **22 ideas for resilience, especially in the worksheet *When it gets stressful...***

1. Students can talk to each other or you when they see someone having a hard time, they can listen to each other, and show empathy.
2. Students can help each other when studying, but also think about what they can change in their studying process. Did they notice, e.g., during the challenging periods of the pandemic, that a different way of studying or doing homework suits them better? They can share their experiences with you.
3. Let them decorate the classroom together in the way they like best. Allow them to choose the colors, motifs, and similar elements so their classroom becomes a comfortable space where everyone feels good. They will be especially pleased with the fact that they contributed to its decoration.

...

Moreover, provide your students with clear information about whom they can talk to at school when they are having a hard time, if someone hurts them in any way, if they need help, or if they simply want someone to talk to or listen to them.

Later in the lesson, students should draw Socksy, or you can make him yourself. Students can bring an old sock to school, while you provide colorful buttons, a needle, thread, and fabric scraps. Instruct them to draw the part of the story they remember best or depict what their Socksy is scared of. You can also prepare a puppet show using the socks: act out part of the story, create an alternative ending, and perform it. Additionally, present some ideas on how unusual socks (everyone should name their sock) could help Socksy.

Put away your sock puppets and use them to discuss or present a challenge your class may face in the future. We suggest using Socksy in various situations when addressing sensitive topics with your students, such as physical or emotional abuse, sexual abuse, neglect, and similar issues. In

these instances, also talk to your students about whom “Socksy” can confide in if someone hurt him in a similar way.



Teachers, did you know?

- A doll can represent a sort of shelter for a child: it can help the child express their emotions, a shy child to start speaking, to be more spontaneous and avoid certain stressful relationships, especially with adults. (Frković, 2017, as stated in Kužat-Špaić, 1975)
- A doll can also help with the development of social skills considering that creative puppetry is usually a group activity that encourages children to listen actively, respect all ideas, and other skills necessary for group work. It is precisely with the help of a doll that they can participate in an activity or talk to others more easily.
- A child can often be afraid to speak about something in front of an adult, so a doll can certainly help with that kind of communication.
- Dolls can also help a child develop a positive image of themselves: “A child that has the possibility to play with a doll quickly learns to see themselves as a unique creature, and it is the doll that helps them to see themselves in such a world and to feel good about their ideas and what they do. It also enables them to develop the feeling of self-confidence and importance.” (Frković, 2017)



1.5.A balloon tower



LEARNING OUTCOMES

- Developing a self-image
- Managing emotions and behavior
- Recognizing/describing and respecting the needs and feelings of others
- Developing communication competencies work
- Contributing to the group/class and school

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Learn to cooperate and work in a team, how to communicate in a group, how to handle working under pressure and in a competitive situation; understand one's way of reacting when under pressure; relaxing and having fun in class/group.

NECESSARY MATERIALS²:

balloons in different colors (at least 20, but the more you have, the better 😊), paper straws, glue paste (*Patafix*, plasticine or modeling clay), small symbolic gifts (4–5 chocolates or a bag of candy, one being slightly bigger).

² If you don't have straws and Patafix, they can be replaced by adhesive tape to glue the balloons together. If you don't have balloons, but you do have straws and Patafix (plasticine), instead of building a balloon tower, you can build different high structures and the like.

YOUR PREPARATION FOR THIS CLASS:

This workshop has several aims, one of which is simply to play and have fun. Bringing balloons to class will help the children feel relaxed and remind them of spending time together, birthdays, and carefree moments. They will also have the opportunity to cooperate, engage in a bit of friendly competition, and reflect on how they feel when they excel at something or struggle with it.

This workshop may seem very simple, but in addition to the materials, it also requires the **facilitator's skills** to guide and lead the conversation **after the main activity**.

INTRODUCTION:

The students will first divide themselves into groups and blow up the balloons (you can use colored balloons, allowing the students to form their groups based on the color of their balloons).

After inflating the balloons, they may want to play with them for a while, so give them a few minutes to "get it out of their system." Ensure that, in the end, each group has the same number of balloons to work with.

GROUP ACTIVITY:

Their main task will be to construct "balloon towers" in small groups (each group builds one tower) using balloons, straws, and glue paste (such as *Patafix* or plasticine).

One group will "win" by building the tallest tower. The students will have 15 minutes to blow up the balloons and construct their towers.

Prepare a small symbolic gift for the winning group and, if possible, small gifts for the groups that didn't win.

WHAT HAVE WE LEARNED?

After declaring the winners, dedicate some time to a discussion about their feelings. Ask each group about the process—how it went, how they cooperated, who took the role of the leader, who had good ideas, who got annoyed, and who withdrew. Emphasize that in groups, especially when we are under pressure or stressed, we all tend to act "in a certain way," perhaps a little differently than usual or sometimes exactly as usual. Were there conflicts? How were they resolved?

If the students are older, you can seize the opportunity and have a meaningful conversation about feelings of competition, pressure, stress, and coping with failure.



1.6. Relaxed cats



LEARNING OUTCOMES

- Developing a self-image
- Managing emotions and behavior
- Recognizing/describing and respecting the needs and feelings of others
- Developing communication competencies
- Collaborative learning and teamwork

EXPECTED DURATION:

45 minutes + 45 minutes (there should be a few days in between for the students to complete the task)

OBJECTIVES:

Recognize the ways we can relax and why it is important, and learn to cope with tension and stress.

NECESSARY MATERIALS:

the Internet, a computer, and a projector.

YOUR PREPARATION FOR THIS CLASS:

The aim of this workshop is to learn how to relax. If you have space to do it, use a part of the room for movement or, even better, foams/mats on which you can lie down.

INTRODUCTION:

Talk to your students using the following or similar questions:

- *Do any of you have a cat at home? What did you notice about cats? What are they good at?*

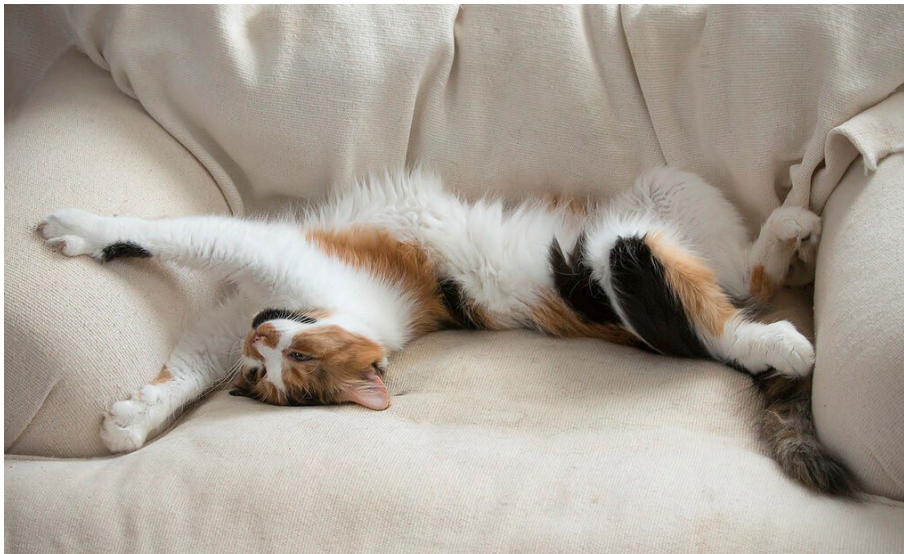
Listen to their answers (cuddling, purring, catching mice, sleeping...) until someone remembers that cats are very relaxed most of the time.

- *Cats are very good at relaxing and resting. What do you think, why is that important for cats? Is it important to you? Why?*
- *How do you relax?*
- *What do you consider the opposite of "relaxed"?*

Wait for their answers (tense, nervous, rushed, stiff).

- *When do you feel like that? Are you more relaxed in school or not really? Why?*

As an inspiration, you can show the following or a similar photo of a relaxed cat using the projector.



Source: "very relaxed cat" by Muffet is licensed under CC BY 2.0.

GROUP ACTIVITY:

Later, ask your students to do an exercise using the following instructions:

- *Let's do some exercise. While sitting, show me how you sit in a relaxed way.*
- *Great, now stand up and show me how you can walk in a relaxed way.*

→ *Think of one thing you usually do which makes you feel very relaxed and prepare a short “mime” to show us what you do, and the rest of us have to try to guess what it is.*

(Give the students some time to come up with their activity and prepare for it, and then walk from one group to another and guess together what they are doing.)

WHAT HAVE WE LEARNED?

Thank the students for cooperating and for giving each other, as well as you, many ideas for relaxation.

It is very important that we know how to relax every day, like cats, to “recharge our batteries”, “empty our head”, and in this way, prepare for everything ahead of us.

Also, we can relax in someone’s company, which makes it even more fun. Being relaxed is important for studying as well, which is why together we will try to relax as often as possible!



2. SUBJECT TEACHING



STUDENTS AT THE AGE OF SUBJECT TEACHING

With the onset of teenage years, children face an important developmental task – **finding themselves as an independent and unique person**. Numerous changes and transitions get intertwined: the child becomes increasingly aware of things and understands more and more, and it is socially expected for a young person to become increasingly independent.

The main task is to develop a feeling of one's **own identity and autonomy**. Teenagers get chances to explore their independence outside of their family and home, and not be supervised. In this way, they become more confident, independent, and self-assured. However, support is still very important to them, as well as guidance from key adults.

Around the ages of nine and ten, they are still “children,” but they are slowly on their way to adolescence. They become more responsible and require less and less guidance from adults.

They get better at handling conflicts and solving them. They want to be a part of a group and progressively spend their time “outside of the house.”

Despite their growing self-control, their moods can still be volatile. They become more and more aware of the dangers in the world around them and begin to feel a greater and more specific sense of anxiety. When things don't work out the way they planned, they can become very upset and rude, but later they understand what they did wrong and apologize. They can insist on being right, but also look at the situation rationally. They seek their peers' support, but they also trust their own abilities.

They usually have **a best friend**, and they miss them very much when he or she is not around.

They learn how to express their needs in a socially acceptable way. They can cooperate with others to achieve their goals and understand the other person's point of view.

Some girls begin their puberty, developing physically faster and expressing their emotions more intensely. Ten-year-old girls form smaller groups, or “cliques,” and distinguish between those who belong with them to a greater or lesser extent. They can become possessive and jealous.

Boys have an easier time with friendships and tend to form them based on shared interests.

Most children at this age **like to fit in** by wearing the “right” clothes, listening to the “right” music, and liking or not liking the same things as their peers. They are very attached to their parents, brothers and sisters, friends, and relatives.

The following workshops will interactively address the mentioned topics, creating a safe space where students can explore, exchange experiences, and support each other.



2.1. Stand up for yourself



LEARNING OUTCOMES

- Developing self-image
- Managing emotions and behavior
- Explaining and respecting the needs and feelings of others
- Developing communication competencies
- Collaborative learning and teamwork
- Contributing to the school and local community

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Recognize different ways of communicating in conflict situations, and point out the advantages of using *I-statements*.

NECESSARY MATERIALS:

a blackboard and chalk, or a flipchart and markers.

YOUR PREPARATION FOR THIS CLASS:

Your preparation should include reminding them of *I-statements* and *you-statements*: what they are, the differences between them, and what conversations based on each look like. A reminder of the *I-* and *you-statements* is at the end of this preparation.

INTRODUCTION:

Start this class by reading a story written by a girl who found herself in a scary situation and the way she coped with it. It entered the creative contest "Color the World"³.

IT IS IMPORTANT TO SAY WHAT YOU THINK

I have been practicing volleyball for two years. Everyone on our team got along well and everything was fine until two sisters came along. I made friends with one of them quickly, but I couldn't do it with the other one. Nobody could. She was always complaining and arguing. She was well-behaved in front of the coach, but not with us. She would get angry if someone made a mistake or played badly. She always had to be right.

Others would just watch and stay quiet because she was popular. Everyone was afraid she would make fun of them or embarrass them.

I couldn't stay quiet and tolerate such behavior from her. Sometimes I would tell her it wasn't okay, and that's why she didn't like me. She thought she was the best and that no one could complain about her.

During a match, I didn't manage to pass the ball over the net because she threw it too far away. It was the last point for the opposing team, and we lost. She started yelling and arguing with me. When the coach saw this, she called the entire team to the bench and told us we had to encourage and support one another. The girl apologized to me the next day, but the bullying didn't stop.

I wasn't as happy as I used to be when going to practice. I even thought about giving up. Luckily, one day the coach put me on the team where my friends and sister played. Now, I once again go to volleyball practice with a big smile on my face.

If you notice someone bullying another person in any way, stand up to them and help others or seek help. If you love something, do not give it up because one day, maybe not right away, but soon, everything will "fall into its place".

GROUP ACTIVITY:

Ask them if they like this story. Did the girl stand up for herself? What else could she have done? What would they do?

Later, announce to the students that you will be playing a role-playing game. They will learn to act a little, but also to express themselves when they want to say something:

You are working in groups of four. One person will be the girl telling this story,

³ The creative student works used in these materials were sent to the creative contest "Color the World" of the Forum for Freedom in Education (find out more at: <https://fso.hr/oboji-svijet/>)

another person will be the girl who is angry all the time, and the third person will be the coach. The fourth person is watching you, keeping track of time, and helping if you get stuck. Boys, if you want to, you can be the boys in the same story. Act out (keeping the story in mind) what you would say to each other and how.

After they practice the situation on their own, ask one or two groups to act out their conversation in front of everyone. Write down a few sentences you hear on the blackboard or the flipchart to use them later to practice switching *you-statements* into *I-statements*.

WHAT HAVE WE LEARNED?

For the students to improve their way of expressing themselves, explain that it is important to use *I-statements* when discussing something with someone. They should recognize the difference between *I-statements* and *you-statements* in the following examples. To help them understand this concept, use explanations based on two animals – a giraffe and a snake (see the box at the end of the preparation). Later, rewrite some of the sentences you wrote down, ask them what the difference is between *giraffe language* and *snake language*, and conclude how the conversation progresses when you use one language or the other.

The following brief reminder on *I-* and *you-statements* may be helpful:



Marshal Rosenberg, clinical psychologist, founder, and director of the Center for Nonviolent Communication, called *I-statements* the giraffe language, the giraffe is the animal with the biggest heart, and *you-statements* the snake language (a snake can suddenly bite us and hurt us, just like *you-statements*). The snake language evaluates, criticizes, insults, belittles, mocks, humiliates, and demands – i.e., the other side (YOU) is always guilty of everything, we accuse them and force them to change. The giraffe language states facts, and expresses how we feel, what we need, and want – we are focused on ourselves (I). (Munivrana et al., 2017)

I-statement: **What happened (description of the event) + how I feel + I would like (expressing needs and wishes).**

(Example- instead of: ***You are always late***, try saying: ***You didn't come when we agreed, and this is why I am sad and angry. I would like you to let me know next time if something is preventing you from coming.***)

Do you notice the difference?

Additional exercise: snake language and giraffe language

Comparison of *I-statements* and *you-statements*

<i>I-statements</i> (giraffe language)	<i>You-statements</i> (snake language)
I don't feel good in our team when we argue.	You are argumentative and annoying.
Every time you yell, I feel bad.	No one wants to hang out with you.
I want us to get along better in the team.	You always yell for no reason.
I came here to play volleyball, not argue.	You never act normally.
I am angry because I don't like to be called out about every minor thing.	You are making me nervous.
I am sorry that the atmosphere in the team is not what it used to be.	You are overreacting!
Making fun of me really bothers me.	You make a scene every time!
I want you to stop complaining.	You pretend to be nice, but you are actually rude.



2.2. A stuck-up giraffe



LEARNING OUTCOMES

- Developing self-image
- Managing emotions and behavior
- Explaining and respecting the needs and feelings of others
- Developing communication competencies
- Collaborative learning and teamwork

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Develop self-confidence and self-respect, cope with feelings of inferiority and low self-esteem, and learn to deal with differences.

NECESSARY MATERIALS:

a blackboard and chalk, or a flipchart and a marker.

YOUR PREPARATION FOR THIS CLASS:

We suggest you do this workshop after the previous one – *Stand up for yourself* – in which the giraffe was mentioned alongside I-statements, a big heart, and desirable communication.

INTRODUCTION:

Remind the students of the previous activity on *I-* and *you-statements*, where you have already mentioned the giraffe. You can use the following or a similar introduction for the activity:

Even though the giraffe is the animal with the biggest heart, sometimes even the giraffe can hurt someone. This happens to all of us – we sometimes hurt someone without even realizing it or without meaning to. We are all different, and something we find amusing or funny can be a sensitive topic or a "sore spot" for someone else, making them feel bad. This often occurs when we are good at something and want to share it with others, but we might do so in a way that ends up hurting another person. This is exactly what we are going to discuss today – what happens when we think we are better than everyone else. 😊

GROUP ACTIVITY:

Pair up and find one thing at which one of you is better and another at which the other person in the pair is better. Draw two clouds on one piece of paper and write in the cloud the thing that the first, i.e., the second person, is better at.

Talk about the following:

Sometimes we are happy when someone is better than us at something, and sometimes we are not. What do you think, when does it bother us?

Sometimes, someone may act as if they are a better person than others, simply because they have some kind of advantage, can do something easily, possess something others don't, or look a certain way. Then, they may believe they are more worthy, smarter, or better just because of that. What do you think about this?

What is the difference between being happy with ourselves and knowing we are good at something and being "stuck up"?

After a short discussion, read the story about **A Stuck-up Giraffe**, created by second-grade students from the Fažana Primary School, who sent it to the creative contest "Color the World".

A STUCK-UP GIRAFFE

The stuck-up giraffe was walking around the savanna. The other animals admired her long neck. And long legs. Over time, their desire to be like the giraffe grew more and more. Since this couldn't come true, the animals were becoming sadder and sadder. They stopped rejoicing and only watched the giraffe in silence.

The giraffe got bored, no one praised her out loud anymore. Suddenly, she realized how sad all the animals were because of her vanity. She realized that everything would stay sad forever if she didn't do something.

She gathered all the animals next to her, knelt on her front legs, and lowered her long neck.

Then she explained to everyone slowly and clearly that every animal was special and that no one can become someone else. She explained that if they weren't there, she would be bored, and that each of them had their place in the savanna. She promised that she would no longer brag about her appearance. The animals lit up and started to cheerfully lick her in gratitude. From that day on, the savanna became a happy and playful place that no animal wanted to leave.

And the giraffe?

The giraffe became the happiest and richest giraffe in the world.

No other giraffe had as many different friends as this once very conceited giraffe.

Talk about the following:

Did you like the story about the giraffe?

What really happened, why were the animals sad?

Why did the giraffe get sad?

What did the giraffe do?

Later, during the class, do another joint activity following the instructions:

We are going to make 2 lists.

What should I do when others think I am conceited?	What should I do when I think someone else is conceited?
1.....	1.....
2.....	2.....
3.....	3.....
4.....	4.....
5.....	5.....

Help me come up with 5 ideas for the first list and 5 for the second one.

Make these two lists together with your students (on the blackboard, smartboard, or somewhere else, depending on what you consider appropriate) and then discuss them together.

WHAT HAVE WE LEARNED?

Sometimes we are great at something, and someone else is great at something else. That is completely normal.

It is important to be happy and proud if we are good at something or if something is important to us, but it is also important not to hurt others who might not be good at those things or who do not have them. Now, even the giraffe from our story knows that in the end, the greatest happiness is having someone to share our joy with and being able to be happy about other people’s joy.



2.3. You can improve (it)



LEARNING OUTCOMES

- Developing a self-image
- Managing emotions and behavior
- Explaining and respecting the needs and feelings of others
- Developing communication competencies
- Collaborative learning and teamwork

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Recognize unpleasant feelings after saying or doing something “wrong”, “bad”, or after hurting someone; recognize the ways we can deal with the feelings.

NECESSARY MATERIALS:

papers and pencils; the Internet, a computer, and a projector (for additional activity).

YOUR PREPARATION FOR THIS CLASS:

Considering that children at this age are especially sensitive to criticism and punishment, make sure to create a safe and non-judgmental environment for discussing this topic. Emphasize multiple times that every behavior is human behavior, that we can understand it, and that it’s important to learn from

these situations without thinking badly of ourselves or others. It will also be helpful if you prepare one of your life situations where you realized you could have treated someone better.

INTRODUCTION:

Introduce the students to today's activity with the following or a similar introduction:

Today, I have prepared a topic for you that all of us know something about, and which is not the most pleasant one. Shall we talk today about how, sometimes, we end up treating someone badly, unpleasantly, or being a bit mean to them...? Has something like this ever happened to you?

Whom do you sometimes treat rudely, badly, or carelessly?

Wait for their answers (their brother, sister, mom, dad, friend...).

It always seems easier to remember when someone treated us badly, but when we do it ourselves, we like to forget it, of course, because we don't like it.

(If you have a good example of how you found yourself in a less-than-pleasant situation or treated someone in a bad way and later wondered whether you could have reacted better, share it with your students.)

GROUP ACTIVITY:

Later, during the class, share with students the story of Anica from the book "Zlatni danci" by Jagoda Truhelka:



One day, Anica noticed that her mom had a lot of work to do around the house, so she wanted to help. However, according to her mom and dad, she did everything wrong. She was in everyone's way. The worst happened when she tried to take the scissors from her brother Dragoš, who wanted to use them to cut up her ball. While trying to take the scissors from him, she accidentally stabbed Dragoš in the palm of his hand. Her parents were very angry, and Anica felt miserable and desperate, so she ran away from home, thinking nobody loved her because she was evil.

After mindlessly running through the village, she finally stopped and thought about everything. Now she was sorry for leaving her home, which had made her family even sadder. She decided to return home and ask her parents for forgiveness. All the misunderstandings were resolved after Anica returned, and the boys especially showed her how much they loved her. This is how Anica's worries ended.



After reading the story, discuss it with the students in plenary.

What do you think, who should apologize? (Help them realize that, besides Anica, her brother Dragoš, and even her mom and dad could apologize for their behavior).

After this, instruct the students to work in pairs and prepare and write one or two situations, in one sentence, that describe something they did that wasn't "very nice" (they don't have to write their names). Then, they should comment on what they could do or what they have already done to improve the situation.

Depending on the time you have available, a few pairs should present what they came up with, and then you can start a discussion about it. You can help them by providing additional ideas on what we can do in such situations (for example, fix an object if we damaged it, buy a new one, apologize for bad words we used, do something nice for the person we hurt, talk to them to understand how they feel or decide to act differently next time).

Additional activity: video (19 min)

If you can, watch the video **"Medijacija" (Mediation)** with your students. The video is about two best friends who had a big fight after one of them made a fake Facebook account and wrote something bad about the other friend. Then they resolved the situation with the help of the school mediator. You can also use this video when talking to the students about resolving conflict and mediation.

It is especially interesting to comment on the behavior of the girl who thought her behavior was "just fun" and ask your students why it is important to learn the difference between having fun and hurting others.

WHAT HAVE WE LEARNED?

Conclude by saying that any one of us could hurt someone. Sometimes we might be aware of it, and other times we may have no idea what we did to make someone angry with us.

It is important to take responsibility and ask the other person what we did, whether we can fix it somehow, or at least learn something for next time. By simply thinking about your behavior, your own and other people's feelings, and what you maybe shouldn't say or do next time... you are already on the right track. There are no good or bad children, only good or bad behavior – and we can choose (or avoid) them every time.

If someone thinks they cannot help themselves and avoid bad behaviors, dedicate additional time to that topic and work with that student individually.



2.4. Brave in front of the blackboard



LEARNING OUTCOMES

- Developing a self-image
- Managing emotions and behavior
- Explaining and respecting the needs and feelings of others
- Developing communication competencies
- Collaborative learning and teamwork
- Contributing to the school and local community

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Learn how to face stage fright, increase self-confidence during public speaking.

NECESSARY MATERIALS:

the Internet, a computer and a projector, a worksheet, and pencils.

YOUR PREPARATION FOR THIS CLASS:

Before this activity, it would be good to remember some useful information about fear from the publication *Shake it up!: a collection of teaching materials for the development of emotional resilience and coping with crisis - for primary and secondary schools (the workshop Fuss is also a part of life)*.

INTRODUCTION:

Tell your students all of us have fears, but we also go through situations where we are brave – and we may not even be aware of them. But what about fears that prevent us from participating in activities that are a part of our everyday lives (e.g., stage fright, the fear of talking to others, the fear of other people's opinions, and so on)?

Share your fear with the students, if you are comfortable talking about it – how it used to be difficult for you to talk in front of a class, but now it is easier (or maybe you are still dealing with that fear).

GROUP ACTIVITY:

Later, during the class, watch, think about, and comment on the short, animated film "Fears" by Nata Metlukh:

<https://www.youtube.com/watch?v=w1sHAGAUceE>.

What fears have we seen in the film?

What is the difference between the fears shown in the film?

Encourage the students to recognize that the first fear shown is stage fright, the fear of speaking in front of others. Unlike other fears we cope with more easily every day (for example, we can use the stairs instead of the elevator, avoid mice, or be more careful in traffic), communicating with and in front of others is something we cannot avoid. The following conversation requires good facilitation skills, but it is also an excellent opportunity to practice them.

Talk about the following:

How many of you are often afraid to raise your hand and say something when a teacher asks a question, even though you know the answer?

How can we overcome the fear that often makes it difficult for us to say everything we want, show everything we know, or approach a person we would like to talk to?

Think of an example when you were very scared of speaking. What is the worst thing that could have happened?

What happened?

Use the worksheet below (part 1) to help the students recall a situation when they had to speak in public and found it difficult. They can draw their answers as well. If a student wants to, they can share their experience with others.

WHAT HAVE WE LEARNED?

Remind the students that we tend to exaggerate the situation when we

have to talk in front of others – thinking that everyone will be looking at us, noticing our mistakes, and laughing at us, or that we are the only ones afraid while others are not... Use the second part of the worksheet to conclude this lesson.

You can use the second part of the worksheet as a poster to display in the classroom. The students can write their advice on a large piece of paper that they will decorate together and add other advice they identify with.



"Through play and love to making friends," students, grade 3rd
OOS A-4, Creative competition for primary and secondary school
students in Croatia "Color the World" (2010- 2024), FFE

WORKSHEET, PART 1

SITUATION – recall when you found it hard to speak in front of others	
What bad things did you imagine that could happen?	
How did it end?	

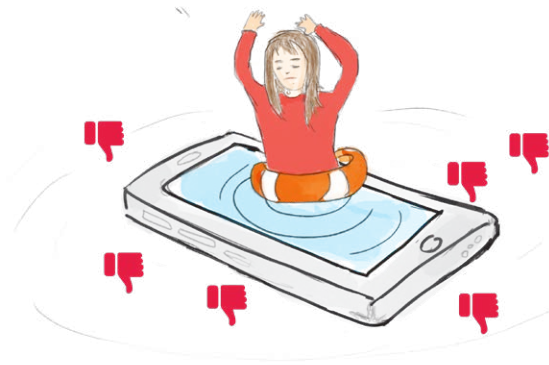
WORKSHEET, PART 2

WHAT I CAN DO:

1. **Pay attention to your breathing** (practice belly breathing – while breathing in, imagine a big balloon growing in your belly) and stand on your entire foot (“ground yourself”)
2. **Prepare well** – think of exactly what you want to say, write it down and practice your speech in front of your parents, friends or audience consisting of your pets, stuffed animals or action figures
3. **The power of first impressions** – memorize the first few sentences because the beginning is the hardest; you are usually the most nervous then
4. **Positive thoughts** – remind yourself that everything will turn out okay because it will (each time, it will get a little bit easier)
5. **It is okay to make a mistake** – because you are human, because when we learn, we make mistakes, and you learn your whole life how to speak in front of and to others
6. **Praise yourself** – if you tend to tell yourself that you are not good enough, that you can’t do something..., then you should praise yourself from time to time: *You raised your hand even though you were scared – well done! At least you’ve tried, you did your best today...*
7. **Laugh, especially if you get stuck**, and let others laugh with you – the audience appreciates it when you are honest and can laugh at yourself, showing that it's okay to make mistakes.



2.5. So virtual, yet really dangerous



LEARNING OUTCOMES

- Developing a self-image
- Managing emotions and behavior
- Explaining and respecting the needs and feelings of others
- Developing communication competencies
- Collaborative learning and teamwork
- Contributing to the school and local community

EXPECTED DURATION: 45 minutes + 45 minutes (there should be a few days in between for the students to prepare the second part of the activity)

OBJECTIVES:

Point out the various dangers of using the internet, especially social media; explore the options for safer use of social media; and raise awareness of who can access our data on social media and how it can be misused.

NECESSARY MATERIALS:

the Internet, a computer and a projector, papers, felt-tip pens, and other materials needed to make student posters.

YOUR PREPARATION FOR THIS CLASS:

For this class, be prepared for the students to teach you about the Internet and social media. We can browse the sources with useful information about threats on social media and the Internet and point out their dangers, but only children and young people are the ones who know how much time they spend on the Internet, their favorite social media platform, what makes TikTok or

another social media platform so appealing, how many followers/friends they have and who those people are; if someone can find out where they live or when they are alone based on their posts... Also, look up TikTok challenges, especially the ones inviting students to record themselves while performing some activities that can be life-threatening.

Furthermore, research the MTV show **Catfish**, which is dedicated to exposing people who misrepresent themselves on social media, season after season. You can prepare a part of one of the available episodes and remind the students of the dangers of misrepresentation and creating false identities by people they might be talking to, or even developing friendships or romantic (!) relationships with (without ever having met them in person).

INTRODUCTION:

Tell your students that today they will be the teachers. You can mention that you are aware that you may not be up to date with the trends among children and young people when it comes to the Internet and social media, and that they should teach you a bit about what goes on there. Use the questions from the previous paragraph as inspiration for this introduction and conversation.

Assuming that the students will single out TikTok, they should also explain why they find this social media platform so appealing, as well as identify some of the potential dangers it presents.

GROUP ACTIVITY:

Later, during the class, read the poem on the following page to introduce the students to the group assignment.

Divide the students into smaller groups and let every group come up with one or more verses to complete this poem (the shorter the sentences, if they manage to make them rhyme – the better!). Make one song out of all the verses and perform it as a rap song or in another genre that your students choose.

If you want to go the extra mile, make a video and share your hit song with their peers. Every group has to further research the dangers/problems they identified, as well as provide advice on how to help themselves. To inspire them, you can provide the students with a worksheet containing useful information sources that can assist them in their research.

Plan the continuation of this activity for your next class so that the students have time to prepare. In the next class, they will act as the teachers and present to the rest of the class, as well as to you, what they have researched. We suggest that you have the students create posters to hang on the walls, which will contain creative reminders of the dangers of using the Internet, as well as their suggestions on how to protect oneself.



MY VIRTUAL WORLD

*With my phone, I'm not alone,
I enter a world of dreams,
I like, I share, I swipe by all means.
A video clip
Is like a trip,
I'm playing games and I feel hip.
But in my head a thought is planted:
Don't take virtual world for granted.
Why? I'll tell you now: ...*

Vanja Kožić Komar



"Who cares?," Franka, 2nd grade, Creative competition for primary and secondary school students in Croatia "Color the World" (2010- 2024), FFE

WORKSHEET

Students, did you know?

Excessive passive social media use – just scrolling – can be unhealthy, and it is associated with feelings of envy, inadequacy, and reduced life satisfaction. Studies even suggest that it can lead to symptoms of ADHD, depression, anxiety, and sleep deprivation. (Source: <https://www.medijskapismenost.hr/stete-li-drustvene-mreze-mentalnom-zdravlju-tinejdzera/>)

In the last year, more than half of the children aged 9 to 17 **received a hurtful or inappropriate message**.

Almost 2/3 of the children aged 9 to 17 have seen **sexually explicit photographs or a film of a naked person, without intending to see them**, in the past year.

More than 1/10 of the children aged 9 to 17 **have met in person with someone they met online in the past year**.

In the past year (since the research was conducted), almost every third child aged 9 to 17 **has communicated online with people they had never met in person**.

Every tenth child aged 15 to 17 accepts all friend requests coming from other people on social media. At the same time, almost every fourth child of that age **looks for new friends or contacts online every week**.

Every fifth child aged 9 to 17 **does not fully or mostly know how to change their privacy settings, e.g., on social media**. (Source: <http://hrkids.online/prez/EUKidsOnlineHRfinal.pdf>)

0800 0800

If someone is threatening you with messages or sending content that makes you feel uncomfortable, talk to an adult you trust or call 0800 0800 to speak with the organization Hrabri telefon (Brave Phone helpline for children in Croatia).

HOW TO DEAL WITH THE PEER AND MEDIA PRESSURE ABOUT “ORDINARY” NOT BEING DESIRABLE



2.6. “A YouTuber”



LEARNING OUTCOMES

- Developing a self-image
- Managing emotions and behavior
- Explaining and respecting the needs and feelings of others
- Developing communication competencies
- Collaborative learning and teamwork

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Fight off the pressure of exposing and comparing oneself to others, deal with being average and ordinary, as well as choosing more consciously the ways of sharing one's skills and talents with others.

NECESSARY MATERIALS:

papers and felt-tip pens, song lyrics (printed out for 6 groups or projected).

YOUR PREPARATION FOR THIS CLASS:

For this class, find out which *YouTubers*, *TikTokers*, or other *influencers*

children follow today, what messages they send to children and young people, and watch some of their videos... When you start asking students about the people, videos, or topics they find important, they will become more open to sharing their thoughts with you, explaining what they like and why they think someone is "cool." This will make it easier for you to engage in meaningful conversations with them. Additionally, by observing the people and content your students follow, you will gain insight into the topics that require further work with them. This allows you to empower them without directly pointing out that a particular influencer may not be the best role model for them.

INTRODUCTION:

Introduce today's topic using the following introduction or a similar one:

Today we will talk about what it's like to be "ordinary," which means we don't stand out and we are not "famous online".

Today, when you open the Internet, TikTok, or Instagram, it may seem like everyone is talented at something, doing something extraordinary, or has a unique appearance. But is this really the case, and is it truly important in life?

GROUP ACTIVITY:

A boy, a fifth-grade student from the Kozala Primary School, wrote a poem about this and called it "Današnji svijet" ("The World Today")



THE WORLD TODAY

*I came home,
turned on my computer,
I watched a clip
By my favorite YouTuber.*

*It's interesting and fun,
unpredictable a bit,
It's clear to anyone
Whose mind is fit.*

*People today love to fight,
They make a fuss
If you're black or white.*

*Many people
Today are stranded:*

***They only care
If their clothes are branded.***

***They teach their kids,
I think that's scary,
That one should not Be ordinary.***

***I've got to wonder
Where things are going
If human values
Are not worth showing.***

***It doesn't matter
If you're poor or a millionaire.
The only thing that matters
Is that you love and care.***

***Respecting differences
Is no reason for shame.
Do not judge others,
We are all the same.***

Talk about the following:

Do you have a favorite YouTuber? A TikToker? What does he or she do? What would you like to be the best at?

It is nice when you discover a talent of yours or something you want to share with everyone. But it is also completely fine if you still haven't discovered it, or you don't want to share it.

This boy says we have somehow forgotten a bit about "human qualities" – what does this mean to you?

Later, during the class, the students will analyze the poem you read previously.

Give them the following instructions:

The poem consists of 8 stanzas, we will choose 6 of them, starting from the third (People today love to fight...) until the eighth (Many people today are stranded...), and you will split into 6 groups. Each group will choose one stanza and talk about it for around 10 minutes, to find out what it's about. Then, each group will tell us briefly what they concluded, and you can also draw your conclusions.

Follow their stream of thoughts and explore what they found the most interesting.

WHAT HAVE WE LEARNED?

You can end the workshop with a short conclusion; this is just a suggestion.

These are the years of your life when you will discover your talents and skills, or perhaps you already have, but now is the time to further develop them—and that's wonderful. However, remember that it's even more important to know and accept yourselves, to recognize your abilities, and to embrace the areas where you may not excel. Never compare yourselves to others. Always prioritize your human qualities over your skills or accomplishments. This also applies to how you treat others—approach them as whole individuals and strive to understand them, rather than forming opinions based on a single characteristic or talent.



From the video "Color the World!"; Lucija, Jurica, Dominik, Lana, Vanja, grade 1st C, Creative competition for primary and secondary school students in Croatia "Color the World" (2010- 2024), FFE



2.7. A dream come true



LEARNING OUTCOMES

- Developing a self-image
- Managing emotions and behavior
- Explaining and respecting the needs and feelings of others
- Developing communication competencies
- Collaborative learning and teamwork

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Learn about the importance of asking for support when we want to accomplish a goal, and learn about resilience in situations when we cannot do something on the first attempt.

NECESSARY MATERIALS:

a blackboard / large paper, an empty sheet of paper, felt-tip pens, and a box.

YOUR PREPARATION FOR THIS CLASS:

For this class, take some time to reflect on your dreams—what were your dreams when you were the same age as your students? Which of those have you accomplished, and which ones are still unfulfilled? What advice would you give to your younger self in primary school, and to your students who are still facing big decisions? Feel free to share the answers you're comfortable discussing.

INTRODUCTION:

Introduce the students to today's activity with the following introduction or a similar one:

Today, we will talk about "dreams," but not the kind you have while sleeping, like "What did you dream about last night?" Instead, we'll focus on the dreams you have for your future—things you want to accomplish that would make you very happy. For example, you might want to learn how to do something well, become better at something, or see a change in your life.

Maybe this dream of yours is "within your power," and you can take steps to make it a reality, or perhaps you desire something that feels out of reach, as if there's nothing you can do to achieve it.

After this, ask your students to share a few examples of **dreams that can be turned into reality through effort and hard work**, as opposed to those that are somehow **"in someone else's power."**

Listen to their ideas and write them on the blackboard or a large paper. Look at the two lists and help your students estimate whether they recognize dreams and aims that can be made reality through work, and the ones that cannot.

GROUP ACTIVITY:

Later, during the class, read to your students the story on the following page about a boy named Lovro and his dream, written by a third-grade student from Donja Stubica Primary School and submitted to the creative contest "Color the World".

Ask the students if they liked the story about Lovro. Is there anything they would like to accomplish, but it is not that easy?

What do you think about what Lovro's friends did?

Also, ask them what they think: is there anything Lovro himself could have done to turn his dream into a reality? What should we do when we don't have the support from those around us, like the support Lovro received?

Tell them that now they will be the helpers and come up **with five pieces of advice for making a dream come true.**

Everyone will receive an **empty piece of paper**. Without signing it, they should write down one “dream” or goal, whether big or small, something they would like to make a reality. They will then fold the paper and place it in the box. Afterward, each person should pick one paper from the box, read what is written, and come up with five pieces of advice on how to make that dream come true. What should the boy or girl who made that wish do to turn their dream into reality?

If you see one of the children having a hard time, approach them and offer your help, or they can ask the person they are sitting next to them for assistance.

Then they put the papers back in the box.



A DREAM COME TRUE

Lovro was a ten-year-old boy. He was very tall and slim. He had brown hair and green eyes. A skinny face and narrow shoulders. He loved wearing tracksuits and jogging shoes. He was very nice and liked to help everyone. This is why everyone loved him. He had many friends, but he wasn't very talkative, he was shy. He loved football, but because of his height, he couldn't play very well. He ran clumsily, and everyone easily took the ball from him. He still put in a lot of effort during every practice. He had a big dream. He wanted to score! He knew he had to try harder, but he did not have the strength anymore. He stopped believing in himself and he became sad. Nobody knew what was wrong. Everyone asked him what was wrong, but he just kept quiet.

Five days later, Lovro told his friends Marko and Ivan everything. They listened to him, but they didn't know how to help him. After a few days, his friends had an idea: tell the coach everything.

Coach Davor told them he knew exactly what he had to do. Lovro's birthday was coming up. They decided to throw him a surprise party at the football club.

The day finally arrived—Lovro's birthday. It was also the day of an important match. Lovro finally showed up. He didn't know there was a surprise waiting for him. The coach put him in the game right away. Lovro was surprised because he usually played very little, but he was thrilled. He said he would try to score. “Yes, that's the spirit, Lovro!” “Thank you, guys!” Everyone passed him the ball, aaand—he managed to score, not once, but twice. “Yes, Lovro, you're the best!” everyone shouted. They won the match and headed to the locker room. The coach signaled for everyone to get ready for the surprise party. When we came out, they all shouted, “Happy Birthday, Lovro!” Lovro was overwhelmed with joy. He began crying tears of happiness.

Lovro showed everyone that if you really want something and try hard, you can make it happen. But even Lovro would have hardly succeeded if he hadn't had the help and support of his good friends.

Friends are the greatest treasure there is!



WHAT HAVE WE LEARNED?

Considering the time you have left, choose 3 or 4 papers, and read them aloud, or ask someone to read them aloud. Discuss what you've heard. Is the advice helpful? Did they hear anything interesting that they wouldn't have thought of themselves?

Let them know that at the beginning or end of each following class, you will take 3 papers (or as many as you prefer) from the box and read them together, to gather inspiration for making dreams come true.

You can also guide the discussion towards helping each other make our wishes and dreams come true or solving our problems together. After all, together, we are stronger!



Love, tolerance, friendship," Nicol, 8th grade, Creative competition for primary and secondary school students in Croatia "Color the World" (2010- 2024), FFE



3. SECONDARY SCHOOL



STUDENTS AT THE AGE OF SECONDARY TEACHING

In this period of **transition from childhood to “adulthood”**, most teenagers go through numerous challenges and new situations, but they mostly cope with them well. Significant changes in their behavior, as well as in their inner world, are common.

These changes can sometimes worry adults, as they may manifest as feelings of not belonging, discouragement, or self-doubt—a “whirlwind of emotions.” However, there is usually no need to worry, as these are common experiences during adolescence (unless you notice signs like withdrawal from friends, isolation, or a strong sense of shame and guilt, which could indicate a need for professional help). Every teenager is unique.

It is key for them **to gain more independence and, of course, to discover their own identity.**

Usually, teenagers:

- struggle for a while with the feeling of not knowing who they are;
- feel strange about their bodies and the changes they are experiencing;
- ask themselves whether the things happening to them or the way they are feeling is “normal”;
- are often very focused on themselves, torn between high expectations and low self-esteem;
- are under the influence of their peers regarding their interests and clothes;
- have mood swings;
- begin to understand that their parents are not perfect, recognizing their flaws, they may show less attachment to their parents, and sometimes even act insolently, complaining about the limits of their independence;
- get better at expressing themselves;
- have increasingly strong feelings in relationships, fall in love;
- revert to their earlier, childlike behavior when stressed;
- test boundaries and experiment with risky behaviors;
- shape their values, goals, and what they aspire to and find important.

During pedagogical work with them, it is beneficial to **use activities that allow them to**: demonstrate their independence, express themselves, reflect on their inner experiences, explore new ideas, solve problems and conflicts, show concern for others, reason morally, set goals, cooperate with others, spend time with friends, and **learn and practice specific skills.**

When working on resilience with secondary school students, you will encounter a significantly more complex emotional expression. They are more aware of the different nuances of their emotional life and can explore certain issues more deeply. Therefore, we have provided possible workshop continuations for secondary school students, depending on what you believe would be most beneficial.

HOW TO IMPROVE EMOTIONAL LITERACY AND THE DICTIONARY OF EMOTIONS



3.1. Having a coffee with “a feeling”



LEARNING OUTCOMES

- Developing a self-image
- Managing emotions and behavior
- Managing one's own educational and professional path
- Realizing the consequences of one's own and others' attitudes/ actions/choices
- Collaborative learning and teamwork
- Taking responsibility for one's behavior
- Social responsibility

EXPECTED DURATION:

45 minutes + 45 minutes (there should be a few days in-between for the students to prepare the second part of the activity)

OBJECTIVES:

Learn to identify different feelings, improve the emotions vocabulary, connect common slang terms for emotional states to actual emotions, and build group connection and empathy.

NECESSARY MATERIALS:

post-its in five colors, a flipchart, felt-tip pens, materials students list as

necessary to prepare “their desks,” tea and coffee (if possible).

YOUR PREPARATION FOR THIS CLASS:

Think of as many expressions as you can that you’ve heard (from your grandmothers, grandfathers, parents, friends, students) that describe emotional states indirectly. Try to recall what your usual response is when someone asks, *How are you?* Which words do you use to describe your emotions? Do you ever find yourself lacking the right words to express how you’re feeling?

For this class, prepare 25–30 post-its, corresponding to the number of students in the class. Each post-it will represent one of five emotions: **fear, sadness, shame, anger, or happiness**. It would be helpful if the post-its were in different colors (one color for each emotion). However, the words written on the post-its should not be the names of the emotions themselves, but rather various colloquial terms used to describe each emotion.

You can add other emotions to these five, such as **being in love or confused**.

Below are our suggestions, but we welcome any of your expressions or ones you have heard.

Happiness	Fear	Sadness	Shame	Anger
Awesome	Frozen	Awkward	Epic fail	Go bananas
Dope	Scared stiff	This sucks	Disgrace	Flip out
Cool	Petrified	Pathetic	Mortified	Lose it
High	Creepy	Low	I wanted the floor to open	See red
Sweet	Heebie-jeebies	Down	Cringe	Blow up
Lit	Terror	Despair	Blunder	Rant and rave
Badass	Dread	Down in the dumps		Go ballistic
Sick	Freaked out			Be ticked off

In love	Confused
Head over heels	Out of touch
Have the hots for someone	Lost
Fancy someone	Clueless
Lovestruck	Lost in space
Smitten	Baffled
On cloud nine	

Place the post-its on the underside of the chairs so that the students cannot see them right away (or display them in an accessible location from which the students can take them)..

INTRODUCTION:

Tell the students that today they will be playing a word game, but all the words will be related to one topic. This topic is something we all have in common, yet it also makes us unique. **They should take the papers (from the underside of their chairs or from the place where you've placed them),** but remind them to keep them hidden—do not show them to the other students.

GROUP ACTIVITY:

To continue this activity, give the students the following instructions:

- ***Try to figure out the emotion, then find other students with the same emotion, and form groups.***
- ***Each group has to come up with a short story about the main hero who felt this emotion and use all the words they “got”. If the emotions are unpleasant, they should add a “solution to the problem” in their stories.***

They have approximately 20 minutes for this activity.

DISCUSSION:

Was it easy to recognize the emotions you got?

Can we always recognize how a person feels? What about how we feel?

Introduce the students to the fact that non-verbal displays of the way we feel are universal for some emotions: according to the research conducted by

Paula Ekman, PhD, people around the world, regardless of culture, have the same facial expression for seven emotions.

Ask them what emotions they think these are and then guide them towards the correct answer: fear, disgust, anger, happiness, sadness, surprise, and contempt.

But what happens when someone successfully hides that they are experiencing an unpleasant emotion: fear, shame, anger, sadness?

What happens when someone is coping with unpleasant emotions, and nobody notices? Sometimes, even the person themselves doesn't understand what is happening or how to help themselves.



We need to talk about emotions, work on becoming aware of them, and learn to recognize them because "the better we understand our own emotions, the greater the possibility of identifying and accepting them, which in turn helps us find productive ways to express and manage them."

(Munivrana i Perak, 2021)

U SVIJETU PUNOM KOPIJA



BUDI

ORIGINAL

"Dare to be yourself"; Paula, Gabrijel, Jure, Ana, grade 3rd E, Creative competition for primary and secondary school students in Croatia "Color the World" (2010- 2024), FFE

IDEAS TO CONTINUE in the next lesson:

What better way to get to know our own emotions than having a cup of coffee/tea with them...

(Organize the space so that each group, representing a different emotion, has its own desk and prepares a "tea party" or a "coffee shop" with emotions.)

→ ***Each group's task for the next lesson is to research the emotion they've been assigned, as they will become "experts on that emotion." If someone really wants to switch groups, allow the students to change, and feel free to add more desks for any additional emotions the students want to explore.***

→ ***For the next lesson, each group should prepare a poster or a digital map about the emotion they are presenting. They should aim to know as much as possible about it, including when and why it manifests, how to recognize it, advice on how to cope with it, and how it affects our mental and physical health, etc.***

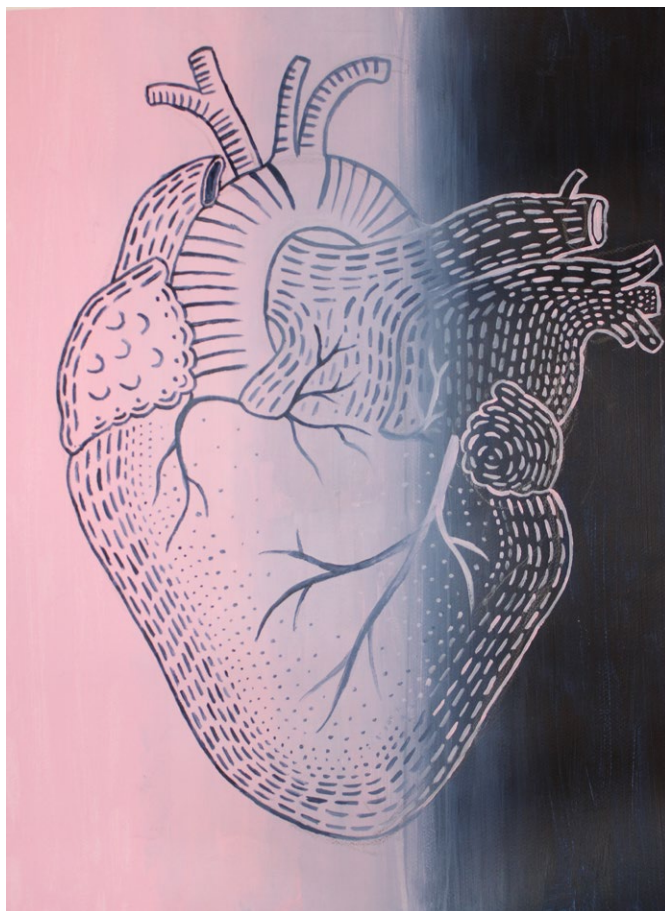
- **While walking around the desks with emotions, the students should ask the representatives of each emotion questions, offer activity suggestions, and explore new questions, challenges, or ideas with them. They can then forward these to the professional services or the headteacher.**
- **At the beginning, establish some ground rules together for the "coffee drinking" session: no interrupting, speaking with respect and consideration for opposing opinions, etc. Hang the rules on the wall and remind the students of them as needed.**

Considering that all students represent some emotion, they should organize themselves so that at least two representatives are always at their desk, while the rest walk around and 'drink coffee' with the emotion they are interested in, concerned about, or find disturbing... This way, everyone will have the opportunity to be both a representative and a visitor.

- **If the students agree with this suggestion and if it's possible, they can choose a shirt color for their group so it's clear who represents which emotion. If they want, they can also create their own logo, hashtag, motto, or flag – you'll surely be surprised by their creative ideas.**

* For a more comfortable atmosphere and the feeling of having coffee with emotions, if it is possible, prepare coffee and tea for the desks.

When researching emotions and how to cope with them, the students can use the materials in the collection *Shake it up!: a collection of teaching materials for the development of emotional resilience and coping with crisis* or *"22 IDEAS FOR RESILIENCE," a collection of teaching materials for the development of emotional resilience and coping with crisis, as well as other resources.*



"Color your bloodstream with the colors of tolerance," Petra, 3rd grade, Creative competition for primary and secondary school students in Croatia "Color the World" (2010- 2024), FFE

TALKING ABOUT EMOTIONS USING METAPHORS (PRIMARILY FOR THE CROATIAN LANGUAGE CLASS)



3.2. "In my element"



LEARNING OUTCOMES

- Developing a self-image
- Managing emotions and behavior
- Managing one's own educational and professional path
- Collaborative learning and teamwork

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Learn to name complex emotions through figurative speech and metaphor, improve the emotions vocabulary, learn to express complex emotional states, practice coping with emotions by expressing and sharing, and build group connection and empathy.

NECESSARY MATERIALS:

felt-tip pens, smaller papers for a group activity; larger papers (if you will make posters).

YOUR PREPARATION FOR THIS CLASS:

It will be useful to prepare the definitions of figurative speech and metaphor for this class, and you can also use the following short text about figurative speech and metaphors:



Figurative speech is a way of speaking that stimulates the imagination, adding life, color, or humor to a fact to make it more interesting.

A metaphor (Greek: “transference”) is a form of expression by which we transfer the meaning using unexpected words. Based on the principle of similarity, the terms from one area are transferred into other areas. Metaphor connects what is seemingly unrelated. We add parallels, comparisons, and combinations of words that seemingly have nothing to do with the topic, but everyone understands what we wanted to say. Instead of saying “He withdrew,” for example, we say “He tucked his tail between his legs.” Instead of saying “This could end well,” we say “I see the light at the end of the tunnel.”



More creative people can combine different types of metaphors, resulting in phrases like “I see the carrot at the end of the tunnel.” 😊

Besides, Aristotle once said: “To be a master of metaphor is a sign of genius.”

For the first time you do this, it will be useful to prepare around 10 examples of metaphors and metaphorical use of language related to emotions and emotional states. Prepare a few of your favorite metaphors, that you sometimes use or that you found in literature, which seem appropriate for this class. They should be about emotions and emotional states.

Examples:

I am in my element.
My blood was boiling.
You shouldn't have a heart of stone.
We've gone through the mill.
I am ice-cold.

INTRODUCTION:

Tell the students that today, you will play a game where they will learn to express themselves in a slightly different way, while also having fun.

Read aloud the definition of a metaphor and a few famous examples of metaphors from literature, such as the following:

*I'm a merganser in the ocean of the sky;
Like fish I catch the Sun, the Moon, the Milky Ways.
A Galactic Being, if you ask "Who am I?"
The stars shall always watch over me with their gaze.*

*(Excerpt from the poem: "A Galactic Being" by Tin Ujević
(iz pjesme: „Vasionac“, Tin Ujević)*

Other picturesque metaphors from Tin Ujević's poetry

- *thorn twigs to pierce his heart – And fire blazing from his palms.*
(“Daily Lament”, 1: 28)
- *sadness of damp mounds – madness of dizzy roads*
(“Misao na nju I” (A Thought of Her I), 1: 35)
- *airy pedestals – kiss of dawn*
(“Želja” (A Wish), 1: 57)
- *a fiery whirlwind of blazing beginnings*
(“Bdjenje II” (Vigil II), 1: 85)
- *the dusty nape of dreams* (“Čin sputanih ruku”
(The Act of Bound Hands), 1: 171)
- *the dark life of ores* (“Traženja na miljokazu”
(Quests at the Milepost), 1: 178)
- *the sound side of the drop – the green fall of branches*
(“Nagovještaj zime” (Omen of Winter), 1: 285).

GROUP ACTIVITY:

The students will do the group activity in teams, i.e., in small groups. **Each group will create one original metaphor using two parameters: a given word and a feeling.** This metaphor must refer to a specific experience or emotional state, and the other students must guess what it represents. The group that guesses the most metaphors correctly wins.

Each group will receive one emotional state, which they must keep secret from the other groups (happiness, being in love, sadness, shame, anger, fear, confusion, etc.). However, all groups will receive the same keyword, which they must incorporate into their metaphor.

Example: if one of the groups gets “sadness”, and the word given is “candy”, they might come up with something like: “like I’ve dropped all my candy”, “the

candy no longer had flavor”, “it’s like when you do not get even one candy you wanted”, “he didn’t even want candy anymore” ... The group that got “anger” might come up with something like: “I’d throw all the candy on the floor”, “I’d crush the candy in my fist”, “I’d throw hard candy at them”.

We are sure the students will be much more creative.

You can come up with the given word on your own, and here are just some ideas: a pot, the sun, a cat, a ball, a window... The given word can be anything, as the rest is up to the creative process. Once the students get the hang of it, they can suggest words themselves.

- Once each group comes up with their metaphor and everyone guesses its meaning, the workshop can continue in several directions:
 - each group can get a new emotion and practice creating metaphors with the new word;
 - on the other hand, you can keep on working with the existing metaphors
 - “from the first round”; and talk to the students about what they have expressed, whether they feel that way sometimes, and why.

WHAT HAVE WE LEARNED?

After working with unpleasant emotions, it’s helpful to close the workshop by discussing coping methods, i.e., the question: *What would you say to your friend who feels like this?*

Suggest to the entire class to come up with a “consolation metaphor” together, i.e., a metaphorical sentence they would use to try to help a person who feels that way.

Example: “I’ll help you pick up your candy”; “I am sure you will find the candy you like again”; “Turn that candy into words you want to say”. Help them if they get stuck but be patient if they can’t get it right the first time. This exercise requires some time.

You can write emotion metaphors, as well as “consolation metaphors,” on posters and display them in a visible place in the classroom as a reminder of the workshop and maybe as an inspiration to think about a certain emotion.

Another direction they might find interesting is selecting lyrics from one of their favorite popular songs and identifying the metaphors for emotional states within them. The most creative examples of metaphors can be found in hip hop music (and, of course, in folk music 😊).



Don’t be a hard rock, when really, you’re a gem.

Lauryn Hill



BECOMING AWARE OF YOUR OWN COMFORT ZONE AND THE BENEFITS OF STEPPING OUTSIDE OF IT



3.3. Daily dose of courage



LEARNING OUTCOMES

- Developing a self-image
- Managing emotions and behavior
- Realizing the consequences of one's own and others' attitudes/ actions/choices
- Taking responsibility for one's behavior

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Realizing that courage does not mean the absence of fear, but rather facing it. Recognize one's comfort zone and how it affects our actions and decision-making.

NECESSARY MATERIALS:

smaller papers, pencils, and inscription on an A4 paper: **Comfort Zone.**

YOUR PREPARATION FOR THIS CLASS:

For this class, research the topic of comfort zone and reflect on what your comfort zone was when you were in secondary school, as well as the situations you tended to avoid. How did this affect the decisions you made back then, and how does it impact your life today? Is there anything you would change?

Think of and prepare a motivational story where you gathered some courage and, despite feeling fear, tried something new. This experience helped you fulfill your dreams, change something in your life, learn something valuable, or achieve another meaningful goal.

INTRODUCTION:

Read the following quote to your students or choose a different one related to fear and comfort zone and then discuss it together.



It is not fear that stops you from doing the brave and true thing in your daily life. Rather, the problem is avoidance. You want to feel comfortable, so you avoid doing or saying things that will evoke fear and other difficult emotions. Avoidance will make you feel less vulnerable in the short run, but it will never make you less afraid.

— Harriet Lerner, *The Dance of Fear*

(Source: <https://www.youtube.com/watch?v=NvE2ldgrael>)



Talk about the following:

What impression does this quote make on you?

Do you agree that by exposing yourselves to something you are afraid of, you are working on reducing your fear in the future? Can you give us an example?

Have you heard of the term “comfort zone” – what is that?

*Every day brings us many chances to practice our courage. Each of us decides how we will react in situations that make us feel uncomfortable (such as presenting in front of the class, talking to a stranger, making decisions, etc.). You can say to yourself: ‘Okay, this is my chance to practice, it will be hard, but in time I will feel less uncomfortable.’ Or you can stay in your comfort zone, which will help you short-term, but in the long run, similar situations will not be any easier, and the cycle will continue. Sometimes, it’s okay to stay in your comfort zone; we’re not always ready to face our fears, and that’s fine. However, try to view uncomfortable situations as opportunities to practice your courage, **test your limits, and challenge yourself.***

If the students are unsure about what is meant by the term “comfort zone”, explain that it is a psychological state where a person feels safe in an environment they know and can control, which prevents them from feeling stressed or anxious. For example, it could be procrastinating on homework because the thought of it causes stress, avoiding speaking in front of the class, and leaving those tasks to others, or choosing a local university to stay in a familiar environment, even though the field of study doesn’t interest you much.

GROUP ACTIVITY:

Later, during the class, place a chair, a flower, or another object with the sign “**comfort zone**” in the center of the classroom. Read some of the following sentences that represent different situations to your students. They should imagine themselves in each situation and stand next to the chair/flower if they

feel comfortable with the situation and it doesn't cause them much stress, or if they can easily picture themselves in it. On the other hand, they should stand far from the chair/flower if the situation feels outside their comfort zone or would cause them great stress. The goal is to reflect on how much they are currently within their comfort zone (*e.g. Mom/dad wakes me up in the morning, they drive me to school, lunch is always ready on the table, my math grade is average and that is my best, I'm not very good at P.E., etc.*) and how this affects their everyday actions, as well as their ability to make both small and big decisions.

Presenting in front of the class.

Sharing one's opinion, even if the majority does not agree with it.

**Asking for help when we are going through a hard time
and feel helpless.**

Tuition fee / job interview.

Suggesting new ideas to a teacher or to the headteacher.

Raising hand in class and asking a question.

**Joining a club, taking a course, or engaging
in any activity where you don't know anyone.**

Then, each student should write on a piece of paper the situation in which they would like to step out of their comfort zone, find courage, and try something new. This should be their first step toward acting with more courage—facing stress and unknown people and situations, but also progressing toward a smaller or greater goal, growing, and learning. If anyone is comfortable, they can share what they wrote with you. This piece of paper should serve as motivation for everyone to actively work on it.

WHAT HAVE WE LEARNED?

Together with your students, conclude that for every growth, progress, learning, and the realization of dreams, it is sometimes necessary to step into unknown and new situations and meet new people. This always brings some level of stress and anxiety—more for some, less for others. The comfort zone initially feels like a warm, safe space without stress, but if you stay stuck in it, it won't bring long-term satisfaction. Avoiding challenges, new experiences, and living on autopilot leads to anxiety and dissatisfaction. Do you really feel better when you sleep the day away or postpone addressing an issue with someone you need to talk to?

Share the following material with your students. You can even print it out as a poster and hang it on the classroom wall to inspire students about all the things they can do to become braver and step out of their comfort zone.

DAILY DOSE OF COURAGE FOR BEGINNERS

- 1. Courage in action:** Even though something makes us feel uneasy, **we decide to do something** (raise your hand in class and say what you think, try a new sport, ask for help if you are having a hard time coping with an emotion).
- 2. Courage in speaking and expressing yourself:** Speak up if you disagree with something, express how you feel, speak the truth, set clear boundaries: what you are comfortable with and what you do not want; share your perspective on the situation.
- 3. Courage in asking questions:** Conversations can also be an opportunity to practice courage: ask a question, and each time it will get a little easier. Sometimes it might not go as planned, and you might get confused, but that's okay.
- 4. Courage in listening:** Listen with **the intent to truly understand the other person, with patience and in silence**. Avoid becoming defensive, offering solutions, or trying to change the other person.
- 5. Courage in critical and independent thinking:** Having **your own opinions, beliefs, and attitudes that differ** from those of the people close to us or the broader community requires great courage.
- 6. Courage in taking responsibility:** Taking **responsibility for our own life, including our mistakes and actions** we are not proud of, and which do not paint us in the best light, requires courage and significant emotional maturity.

(Source: <https://www.outwardboundcroatia.com/> according to Lerner, 2020)



3.4. What do I need and what can I give?



LEARNING OUTCOMES

- Developing a self-image
- Managing emotions and behavior
- Realizing the consequences of one's own and others' attitudes/ actions/choices
- Collaborative learning and teamwork
- Social responsibility

EXPECTED DURATION: 45 minutes + implementation of planned activities during the school year

OBJECTIVES:

Recognize our qualities and abilities that we can use to support someone or something, identify our own needs, and recognize whether we need other people's help. Devise creative solutions to the challenges identified at the class and school level through teamwork.

NECESSARY MATERIALS:

tear-off flyers available at the end of the preparation section (instructions in the paragraph below), larger papers, and felt-tip pens.

YOUR PREPARATION FOR THIS CLASS:

For this class, you will need to print out several copies of the worksheets, which you will then put up in the classroom. Be creative (as always) and prepare the same number of *tear-off* papers as there are students in your class.

How do you make tear-off papers for your *tear-off* flyer (see worksheet)?

Print out *tear-off* papers with the corresponding options in line with the number of students in your class, cut them out, and attach them to their designated places using adhesive tape.

Alternatively, you can use small post-it notes on which you will need to write the options by hand. A simpler, but less eco-friendly, option is to print out the worksheet as many times as there are students in your class.

One paper should remain blank in any case – students should not tear it off, but write something that is not offered.

INTRODUCTION:

Explain to the students that they should take a piece of paper they want from the *tear-off* flyers on the walls, based on the options provided on the flyer.

When they take a paper from the ***What do I need*** flyer, they do not have to show you what they chose if they do not want to. However, the number of torn-off papers will serve as a good indicator for both you and the class regarding the students' needs and what they might be lacking. This exercise will help students realize that they are not alone in their needs, wishes, or fears. If anyone wants to share their choice with you or others, or if someone feels they need help, kindly ask them to speak with you after the class.

Afterward, everyone should also tear off a paper from the ***What I can give*** flyer according to their answer. This time, they do not keep the papers they tore off but instead show them to each other. Then, they form groups based on what they can give. If someone has chosen multiple items, they should join one or more groups of their choosing.

GROUP ACTIVITY:

During the class, after forming the groups, explain to the students that they are now class teams working on the topic they have chosen, and for which they feel they can offer help to their classmates. They should come up with ideas for activities that could benefit their peers. You should encourage them to design school-level activities. They can share their ideas with the expert team or with the headteacher. To make this task more interesting for them, suggest that they come up with a creative name for their group, a distinctive logo, and they can also agree on a time during the week when they will be available to their classmates.

Give them papers and felt-tip pens to make a sketch of their ideas and suggestions, and share them with other groups. Those who are interested

in joining some of the suggested activities should come forward. This is only the beginning; they are the ones who will continue planning, leading, and motivating others to join, etc., and you will be their support throughout this process. You should work together to create an implementation plan for the planned activities throughout the entire year.

WHAT HAVE WE LEARNED?

Conclude that it is okay to ask for help, as we all need assistance with something. However, it is also important to help others, because each of us can contribute to someone or something in some way, which will make us feel better. Look around you and initiate positive changes, whether by having the courage to ask for help, offering support to others, or suggesting solutions.



Teachers, did you know?

Activities that make students feel they have the ability to change something related to themselves or their environment for a worthy cause can increase their resilience to hardships and their adaptability to life's challenges (Sharp, 2014, as cited in Djajkovska et al., 2019).



"Feel free to say your opinion", Ivana, 4th grade, Creative competition for primary and secondary school students in Croatia "Color the World" (2010- 2024), FFE

WHAT DO I NEED?

Show me that you are interested in something about me

Help me with studying

Be my friend

For someone to finally understand me

A little bit of fun 😊

Recognize what I am good at

Encouragement

Conversation about something important

To understand something better

Be part of a team

Less stress!

Express myself better when I need something



WHAT CAN I GIVE?

I can talk to you

I can help you with studying

We can do something fun

I can encourage you

I can help you understand something

Reduce your stress about something

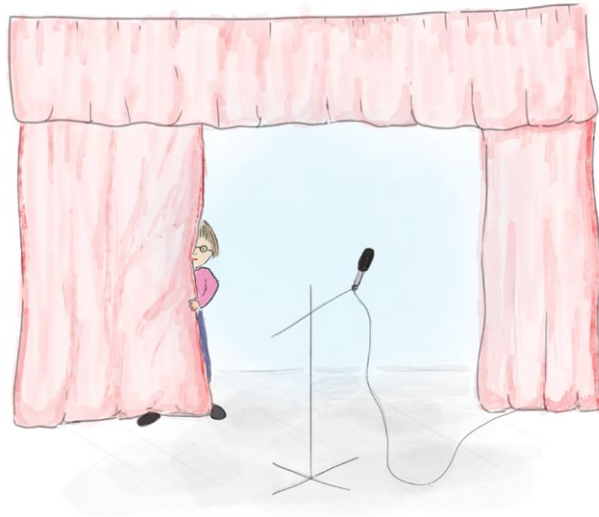
Help you express yourself

Show you what is great about you





3.5. Are you also scared of public speaking?



LEARNING OUTCOMES

- Developing a self-image
- Managing emotions and behavior
- Managing one's own educational and professional path
- Realizing the consequences of one's own and others' attitudes/ actions/choices
- Collaborative learning and teamwork
- Taking responsibility for one's behavior

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Point out the frequency of fear of public speaking among people / in class, identify the fear of making mistakes in our everyday life and its impact on our actions, and recognize different ways of coping with this fear, applying them to our daily lives.

NECESARRY MATERIALS:

worksheet (cut-out cards, table, and the *Did you know?* list), pencils/felt-tip pens.

YOUR PREPARATION FOR THIS CLASS:

As part of your preparation for this class, cut out the cards from the worksheet (Part 1), separating the images from the stories.

Also, think about how a mistake is portrayed in our society – as something normal and everyday, or as something unwanted, something that should be avoided at all costs.

If you have experienced stage fright (or still do), we encourage you to share it with your students. When they see how far you've come despite the fear and the job you have, they will likely be inspired to work on their fears.

INTRODUCTION:

Start the class with the following words, used by the famous tuba player Tuba Joe Exley, to encourage his young wind instrument players before a world competition:

If you think you're going to be on that field for 10 minutes and not make a mistake, you're nuts.

So, get over it!

Get over trying to not make a mistake and put your focus on recovering as fast as possible when you do.

Talk about the following:

What do you think about these words?

How do you feel when you make a mistake?

Is it okay to make a mistake – what have we been taught since we were children? (parents, teachers, friends)

As many as three out of four people experience some form of stage fright because they are afraid of making a mistake and being judged by others. The people who share the same fear are all around us, even though we often think we are more afraid, and that our performance will be the worst.

GROUP ACTIVITY:

Mix the worksheet cards you have previously printed and cut out, then distribute them to the students. Their task is to walk around the classroom and find the pair for their card, i.e., which story corresponds to which card. Match the number of cards to the number of students, or find more motivating stories (perhaps about celebrities your students follow) and prepare the cards yourself.

When all the students have found which story corresponds to which card,

they should read the short descriptions and show the images. They should try to figure out what all the characters and stories have in common. After the response that they are all celebrities, successful people, and the like, encourage them to conclude that these people also had stage fright.

So, how did they become so successful? Identify various factors that helped these people and conclude that it was facing their fear and purposely exposing themselves to public speaking that contributed to their success.

Then give the students the worksheet table (Part 2), and each student should fill it in independently. If anyone wants to, they can share what they wrote down, and we hope that you will share your example with the students.

Talk about the following:

Do you know that humans are born with only two fears – all other fears are learned during our lifetime. What do you think they are? (The fear of loud noises and of being suddenly dropped/falling)

Do you know that little children usually sing and dance without feeling uncomfortable... How come so many people develop stage fright?

(We start getting assessed, evaluated, we receive criticism... We start to avoid public speaking to avoid criticism and being judged.)

Over time, we developed an uncomfortable emotion—fear—that someone would evaluate us negatively, that we aren't good enough...

Stage fright occurs because our needs for acceptance, respect, competence, and power are in danger. It is important for us to be accepted by the community, to be respected, and to be evaluated positively, and we fear that this will not happen, so we avoid public speaking.

WHAT HAVE WE LEARNED?

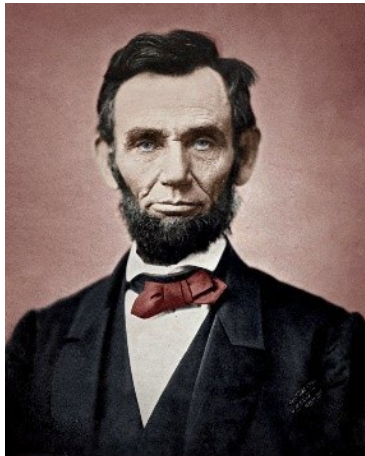
At the end of the class, distribute worksheet Part 3 and conclude together how you can make it easier to cope with this fear.

As a small exercise to reduce stage fright, you can ask certain students to come "in front of the class" and say something about the card they received, i.e., about the person on the card. Then, they can reflect on this experience, and the class can support them by applauding.

WORKSHEET Part 1

The American president who avoided public speaking and requested to be spared from it as much as possible. His coworkers often gave public speeches instead.

He had a law degree, but due to his stage fright, he struggled with the legal profession. He later became a fighter for the independence of India (as well as an inspiration for human rights movements globally) because he did not want his fear to stop him from achieving much more important goals.



Abraham Lincoln

"Abraham Lincoln" by casually cruel is licensed under CC BY-NC-ND 2.0



Mahatma Ghandi

"Mahatma Ghandi, painted portrait _DDC4621" by Abode of Chaos is licensed under CC BY 2.0.

Considering his popularity and the fact that he is the founder of one of the most popular online social media sites, you probably wouldn't think he also has stage fright. But his public speeches became more confident and improved over time, which once again confirms that only intentionally exposing oneself to speaking is what helps us become more confident over time.

This adventurer and multimillionaire, the founder of the Virgin brand, which consists of 350 companies, is one of the highest-paid speakers, but he is still extremely nervous when it comes to public speaking. He often uses questions and answers or pre-scripted videos to make his public speaking easier.



Mark Zuckerberg

"Mark Zuckerberg" by jdlasica is licensed under CC BY 2.0.



Sir Richard Branson

"Sir Richard Branson" by Gulltaggen is licensed under CC BY 2.0.

This actress wanted to face her phobia of public speaking, and she found the solution in acting, which allowed her to be continuously exposed to her greatest fear.

A singer who openly speaks about her fear of an audience. She often suffers from panic attacks and refuses many performances in front of large audiences.



Julia Roberts

"Julia Roberts 2011 Shankbone 3"
by david_shankbone is marked with
Public Domain Mark 1.0.



Adele

"Adele- Live 2009 (4) cropped"
by Adele_-_Live_2009_(4).jpg:
CHRISTOPHER MACSURAK
derivative work: Truu (talk) is licensed
under CC BY 2.0.

When she became part of the Royal Family, she was so afraid of public speaking that she soon earned the nickname "the Shy Princess." But she practiced relentlessly until she became aware that she felt best while speaking from her heart in a relaxed, conversational style.

Because of her significant fear of stage and performing, this famous singer created an alter ego whom she called Sasha Fierce, who performs in front of a large audience "instead" of her.



Princeza Dijana

"Happy 50th Birthday Lady Di...copyright 1997 John Mathew Smith" by John Mathew Smith & www.celebrity-photos.com is marked with Public Domain Mark 1.0.



Beyonce

"Beyonce" by Ana Gremard is licensed under CC BY-NC-ND 2.0.

This former Prime Minister of the United Kingdom fought against stage fright for a long time with the help of various therapists. However, not many believe this, considering that her public speeches made her a role model for many other speakers.

This Han Solo and Indiana Jones persistently avoids participating in shows and meeting with audiences due to his stage fright.



Margaret Thatcher

"Margaret Thatcher at Chequers" by BBC Radio 4 is licensed under CC BY-NC 2.0.



Harrison Ford

"J-1" by BFLV is licensed under CC BY-NC 2.0.

This actor had a serious stuttering problem when he was young, and to make his dream come true and become an actor, he constantly worked on overcoming it. Some of the movies he appeared in are *Armageddon* and *The Sixth Sense*.

The actor best known for playing Mr. Bean has had a lot of problems with stage fright and speaking. But in the end, this became the trademark of his characters, who themselves have speech problems. He tries to avoid public performances because he still feels very nervous.



Bruce Willis

"Bruce Willis- hi res scan" by Alan Light is licensed under CC BY 2.0.



Rowan Atkinson

"Rowan Atkinson, 2011" by Eva Rinaldi is licensed under CC BY-SA 2.0.

WORKSHEET Part 2

SITUATION – recall one of your public performances/ speeches	What is the worst thing that could have happened?	What really happened?	What can you do differently next time to feel better prepared?

WORKSHEET Part 3

Teachers and students, did you know?

1. *Good speakers are not born – public speaking is a skill that you can practice!*
2. *Every step out of our comfort zone (where we feel comfortable) makes us progress and learn something!*
3. *Fear helps us activate the body to do our best.*
4. *When we are afraid, we tend to exaggerate the possibility of something bad happening, and we underestimate our own competencies.*
5. *We feel our fear very strongly from the inside, but from the outside, most often it cannot be seen.*

You can find tips that can help you deal with stage fright in the workshop *Brave in front of the blackboard* – Subject teaching, Worksheet, Part 2

ACCEPTING OUR PECULIARITIES; THE IMPACT OF OTHER PEOPLE'S WORDS ON THE WAY WE SEE OURSELVES



3.6. "Color me"



LEARNING OUTCOMES

- Developing a self-image
- Managing emotions and behavior
- Managing one's own educational and professional path
- Realizing the consequences of one's own and others' attitudes/actions/choices
- Collaborative learning and teamwork
- Taking responsibility for one's behavior
- Social responsibility

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Recognize the impact of negative language on a person, question one's own jokes and how they might affect others, and highlight one's own qualities and uniqueness, as well as those of others.

NECESSARY MATERIALS:

the drawing from the end of the preparation (1 copy), adhesive tape, larger papers, colored pencils, and other art materials.

YOUR PREPARATION FOR THIS CLASS:

Before this class, think about any words or jokes that may have bothered or offended you while you were a student—things you perhaps never shared with anyone or asked someone to stop, even though they upset you.

Has this affected you, and how? We hope you are willing to share this with your students, as we believe that many of them face similar situations.

Watch the video “Oboji me” (Color Me), created by a student from the Ambroz Haračić Secondary School in Mali Lošinj, available at https://www.youtube.com/watch?v=qRrmbJ_6y1g. The verses of the song “Oboji me” (Color Me) were extracted from this video and are used in the workshop.

INTRODUCTION:

Divide the students into smaller groups and then read the following lyrics:

Color me

***(...) I compare myself to the rest,
There's a strange feeling in my chest.
This isn't who I am...
Be like others and know your place,
Try fitting in, hide your true face!***

Talk about the following:

*Are you familiar with the situation described in the song? What is it about?
What do you think about the fact that some students feel ashamed of themselves?*

Do you sometimes find yourself in a situation where you are ashamed of yourself? Do jokes or comments coming from your peers affect this?

How can we encourage others and ourselves in these situations?

If it helps the students feel more comfortable, they can think about these questions or express their answers by writing or drawing something.

GROUP ACTIVITY:

Enlarge and print (in color, if possible) the drawing at the end of this preparation and hang it on the wall. Provide the students with post-its, and ask everyone to write a word, nickname, or epithet they consider insulting—something they are frequently exposed to or know is used within their friend group. They should place their post-its around the drawing and take a moment to look at what others have written.

Are they surprised by any word, nickname, or joke that they thought was not offensive, but funny?

Comment on the drawing and the words the student author highlighted, and conclude that our words can hurt someone because something we find funny might touch a sensitive spot for another person and make them feel bad. Share an example from your own experience with the students if you have one.

Then listen carefully to the song Oboji me (Color Me) by a student from the Ambroz Haračić Secondary School in Mali Lošinj, available at https://www.youtube.com/watch?v=qRrmbJ_6y1g. The song is two minutes long, and the verses read at the beginning were extracted from it. Students should pay special attention to what happens after the verses: *And then I stop and look...*

Share with the students what the authors said about their work:



This work illustrates how stereotypes and various social labels confine us, but also demonstrates that the world can be a beautiful place if we free ourselves from these shackles through acts and gestures of acceptance by others. Regardless of different characteristics, imperfections, or faults, everyone deserves respect.

(The video was made by students from the 2nd G and H grades, 3rd H and P grades, and 4th H grade of the Ambroz Haračić Secondary School in Mali Lošinj. The video entered the contest "Color the World" in 2018).

After listening to the song, give each group a few minutes to think and finish the sentence *And then I stop and look...*, in a way that conveys the message of the second part of the song, while also allowing them to complete it with their own ideas, thoughts, and positive messages. To do this, provide them with larger papers, colored pencils, and other art materials so that these positive messages can later decorate the walls of your classroom

WHAT HAVE WE LEARNED?

After the students present their works, suggest that they write words (hashtags) on their works, following the example of the students from the song. These words should remind them why they are great just the way they are, with all their differences.

Conclude that all of us have a great power to influence the way someone feels, as well as how we feel because of others.

We are different, and we do not have to be like other people. Every attempt to do so pushes us further away from our uniqueness and who we are. We hope this class helped everyone feel at least a little bit empowered to be who they are, as well as to set boundaries and communicate clearly when someone's words hurt them. We also hope that we will all take a moment to reflect on whether our words are hurting someone, even without us realizing it.



„Don't insult!”, Tena, grade 7th B, Creative competition for primary and secondary school students in Croatia "Color the World" (2010- 2024), FFE

LET'S ADD COLORS TO OUR THOUGHTS
THROUGH POSITIVE AFFIRMATIVE MESSAGES



3.7. Add color to your thoughts



LEARNING OUTCOMES

- Developing a self-image
- Managing emotions and behavior
- Managing one's own educational and professional path
- Realizing the consequences of one's own and others' attitudes/ actions/choices
- Taking responsibility for one's behavior

EXPECTED DURATION: 45 minutes

OBJECTIVES:

Recognize the impact that positive and negative thoughts have on us, explain the effect positive affirmative messages have on us, choose our own positive affirmative messages, and begin to believe in them over time.

NECESSARY MATERIALS:

cards cut out from the worksheet printed on a thicker paper or an empty thicker paper/cardboard, felt-tip pens, colored pencils, glues, glitter 😊, colored art paper, scissors...

YOUR PREPARATION FOR THIS CLASS:

As a preparation for this workshop or the introduction for this activity, you can use the materials from *"22 IDEAS FOR RESILIENCE" - a collection of teaching materials for the development of emotional resilience and coping with crisis, worksheets Four steps to a more skillful management of your own thoughts and But that's just the way I am.*

INTRODUCTION:

As an introduction, talk to the students about positive and negative thoughts:

What do you associate with "positive" and "negative" thinking?

Give me a few examples of negative and a few examples of positive thoughts (you can write them on the blackboard/flipchart).

How do your negative thoughts affect you? How often do you have them? How do you cope with them – what helps you?

How often do you have positive thoughts? What is your ratio of positive and negative thoughts?

If we let negative thoughts affect our everyday life and our experience of reality, why wouldn't we try to do the same with positive thoughts?

GROUP ACTIVITY:

Before announcing the next activity, give the students the first part of the worksheet. Have them read it and discuss with the student they are sitting next to whether they are familiar with it and what they think about what was said. Those who wish to do so can share their thoughts and conclusions with the whole class.

Then, give the students the following instructions

"Give some life" to the affirmative cards from your worksheet and make them your own by coloring, drawing, adding messages..., and then cut them out and take them with you. Those are the cards you will keep, put them on your bedroom walls, in your wallets, in any place that you like, to remind you of your qualities and abilities – because we all have them, even when we think we do not. The worksheet also contains an empty card so you could add another message to yourself that you think should be included.

You can also use quotes and motivational messages that you find important, whether you discovered them online, on social media, or from someone you follow and consider a role model etc.

The students can make these or similar positive messages, put them in a box/hat, and then take them out and share the positivity.

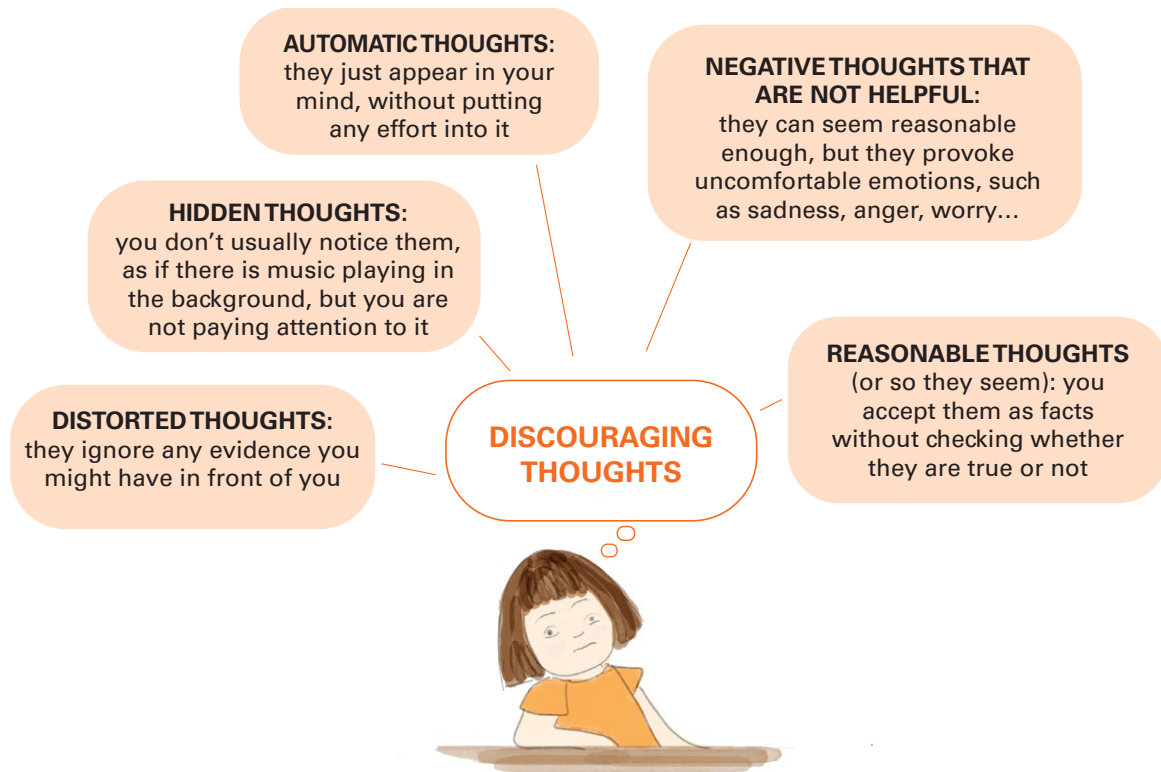
Another idea of carrying out this activity is for the students to make a meme containing affirmative messages, positive thoughts or quotes that mean something to them and "lift their spirits" when they are having a hard time (they can also include funny messages and depictions, it is important that they are not offensive). Print out the memes and decorate the classroom with them, and you can also make an online art show on the school's website and encourage other students and colleagues to join with their own memes.⁴



"Don't be ashamed of your true face", Ema, grade 8th C, Creative competition for primary and secondary school students in Croatia "Color the World" (2010- 2024), FFE

4 **Memegenerator.net** is just one of the websites where new memes can be created using existing templates. Learn more at <https://www.medijskapismenost.hr/sto-su-internetski-memi-i-koja-su-im-glavna-obiljezja/>.

WORKSHEET, part 1



WORKSHEET, part 2

Positive affirmative messages

We can create positive, affirmative messages by simply turning the negative thoughts that plague us into positive ones. For example, we replace **“Nobody loves me”** with **“I am loved,”** because everyone is loved by at least one person. We are sure that in your environment—among your family members, friends, teachers, or coaches—you can find someone to talk to when you're feeling unloved.

Positive, affirmative messages can improve our self-confidence and self-respect. Even though we might not believe them at first and may resist them when we hear them, it simply means that we have more work to do—more reason to persevere and motivate ourselves using positive messages.

(if possible, print it out on a thicker piece of paper or have the students create them themselves on cardboard)



I AM GREAT JUST THE WAY
I AM.

IN SOME SITUATIONS,
I AM BRAVE.

THERE ARE PEOPLE WHO
LOVE ME.

MY MISTAKES ARE ALSO
A CHANCE FOR ME TO
LEARN AND GROW.

I CAN DO A LOT OF
THINGS BY MYSELF.

I CAN MAKE MY DREAMS
COME TRUE IF I TRY.

I DESERVE TO BE HAPPY
AND PURSUE HAPPINESS.

I KNOW THINGS
WILL GET BETTER.

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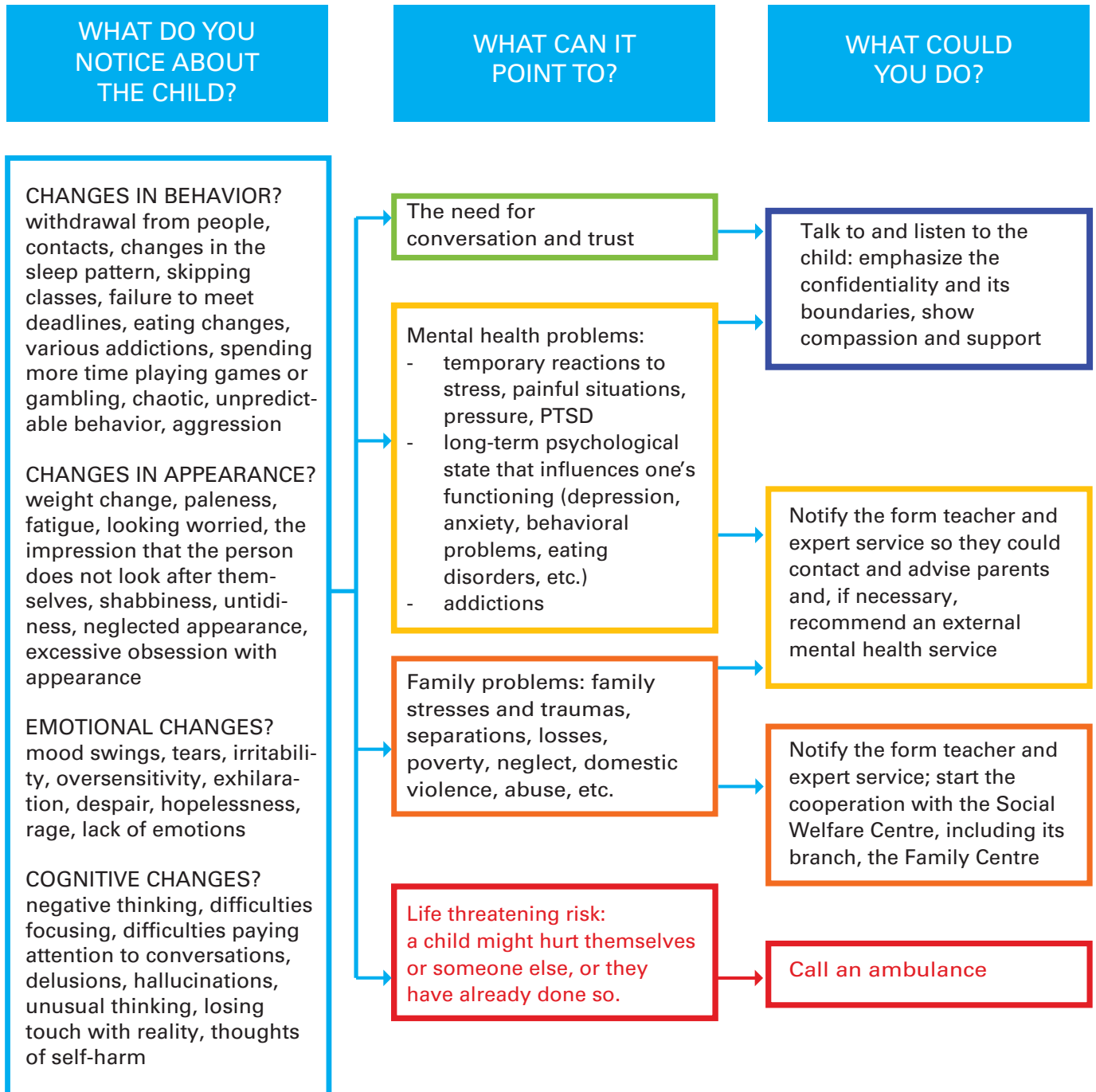
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GUIDEBOOK FOR ACTIONS IN CASE OF SUSPECTED STUDENT MENTAL HEALTH PROBLEMS





Schools of Support

