



S·H·E

Schools for Health in Europe



Health Literacy in Schools

MATERIALS FOR TEACHERS

2021

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“Teaching requires understanding that education is a way to intervene in the world.”

Paulo Freire (1)

Introduction

In many societies school is the first socialisation institution the individual experiences. In fact, for many children and young people school is their second home, sometimes even the first. Changes in the working world, as well as in the traditional family structure, force children and youngsters to spend more and more time at school, thus strengthening its role as a socialisation agent.

On account of this, school mirrors the social reality of its surroundings and “has become one of the most important places for health promotion and preventive intervention among children and teenagers” (2).

It is then quite obvious that there is a dialectic relationship between education for health and health literacy. The higher the investment in education is, the greater the literacy level, and, consequently, the more demanding education is. Naturally, education will have to consider the diversity of socioeconomic contexts (3).

“Addressing children’s and adolescents’ health literacy is fundamental for sustainable development, societal growth, and health development over the life course” (4).

The World Health Organisation determines that “health literacy represents the knowledge and skills that determine the motivation and ability to access, understand and use information to promote and maintain good health” (5).

The Materials for Teachers 2021 were created to fulfil these very aims following the publication of the Factsheet 6 on health literacy from the Schools for Health in Europe (SHE) Network Foundation.

Isolation and lack of face-to-face interaction not only compromise the normal global development of children and young people in the relationship with their peers, but also reduce their ability to read non-verbal expressions, frequently leading to distorted communication and misunderstanding. In the present context, the use of digital tools is a positive asset as an answer to social isolation. However, it hinders emotional reading in the context of interpersonal relationships.

Nowadays, more than ever, given the COVID-19 pandemic and its short-and-medium-term repercussions on mental health, it is of uttermost urgency to work in this area, since children and young people are not only facing forced loneliness, but also mourning processes, as well as the need to emotionally adjust to loss.

Setting off from the social nature of man, we realise that in the absence of the other, man does not become man, hence the importance of interpersonal relationships (6). For this reason, the SHE Materials for Teachers 2021 focuses on communication and emotional literacy, sharing an approach of Well-Being in which biological, emotional and contextual aspects intertwine. A health promoting school is “a school which constantly strengthens its capacity to create a healthy environment to live, learn and work” (5). In this sense, a salutogenic perspective has been adopted (8) which aims to anticipate and prevent behaviours that negatively affect health in its different aspects.

We aim to develop skills in the fields of communication and emotional literacy, contributing to students’ health literacy in order to prevent risky behaviour and promote a healthy lifestyle. It is our firm belief that investing in awareness, information and prevention enables people to improve their health choices and, consequently, their quality of life. In other words, it is better to give them the rod and teach them how to fish. Using Antonovsky’s metaphor of the river (8), it is teaching them to swim so as not to be swept away by the dangerous currents and whirlpools that appear in the river of life.

Materials for Teachers 2021

The materials for teachers 2021 comprise three sections.

1

The first section

The first section contains an instruction guide where it is described how the Materials for Teachers 2021 can be used to contribute to promoting health literacy in school.

This section also provides some theoretical considerations in the areas of communication and emotional literacy. Its purpose is to clarify some of the core concepts behind the making of these materials for teachers.

2

The second section

includes educational resources, i.e., stories related to topics such as: Mental Health, Prevention of Violence, Nutritional Education, Physical Activity, Addictive Behaviour and Addictions, Gender Equality, Affection and Sex Education. These stories are age-level adapted and have a topic specific instruction guide aiming at the development of communication skills and emotional literacy.

Even though the stories have a main topic, sometimes other subjects are addressed in their plot. This fits the holistic perspective of health literacy. Also, the fact that some stories can be used with different age-levels is relevant. In these cases, the educational guidelines to work with the story are different and provided separately. Besides the aims for each story, these guidelines also refer to values, emotions and feelings present in the text, as well as skills which are to be explored throughout the strategies proposed.

3

The third section

comprises some annexes suggested in the pedagogical guidelines of the stories which can be used and adapted by the teachers according to their target audience.

Pedagogically speaking, the Materials for Teachers 2021 follow a constructivist approach so that students actively learn and, consequently, easily retain knowledge thus causing a positive change in social and individual lifestyles.

As it can be expected, this type of approach means that the materials must be appropriated by the teachers in order to be adequately suited. This process must take into account the culture, the guidelines of the health education project in each country as well as the school and class project and of course the diversity of the target audience.

SECTION 1

Health Literacy



1.1 Instruction Guide

This section describes how the Materials for Teachers 2021 can be used to contribute to promoting health literacy in school.

The materials presented, stories and reading guidelines are intended to be used in the classroom context in an atmosphere of empathy and mutual learning. Teachers can select the stories to be used according to the health education project of their school, their school class, and the curricular guidelines of their country.



It is suggested that, prior to working with any of the stories, teachers should:

1. Choose which area of health literacy you would like to work on with your students.

The stories are identified by colours depending on the theme.

2. Decide if the stories can be used as they are or if they should be altered to fit your context.

The stories are organised according to the different age levels. Nevertheless, the development of students is not uniform, and therefore the ages shown are merely indicators. Teachers must tailor each story as well as the strategies to be used to their target audience.

Both the stories and the guidelines or strategies should take into account the cultural diversity of the countries and the class groups themselves, hence the importance of the appropriation and adaptation of the stories by the teachers.

3. Decide upon the magnitude of your teaching in this subject.

The length of each activity will depend not only on the specific characteristics of each class group but also on the intrinsic organisation of each educational system.

The resources presented here could be the starting point and potential inductor to address some health education areas. By themselves they do not exhaust these topics. These materials intend, through the stories presented, to create an empathic relationship with the themes to motivate the students to think and feel the need to seek knowledge and change.

Some stories present the topic in the form of a problem in order to create pathos in the audience thus engaging the students. Through discussion, guided research, recognition of the role of emotions in human behaviour and different dynamics for the development of skills, the strategies suggested in the guidelines aim to answer the question: what will work well in the future?

The material as a whole allows working with students on many of the objectives proposed by WHO and embraced by SHE, such as: reducing alcohol consumption and smoking, promoting sleep hygiene, gender equality, a climate of peace and non-violence, mental health, responsible sexuality, healthy eating habits, environmental sustainability etc.

The suggestions to work with the stories have a constructivist approach. The student is seen as the builder of his or her learning, which favours the development of autonomy, critical thinking and democratic participation. Some of the suggestions also contemplate activities for the whole school and even for associations or clubs the students attend.

1.2 Health Literacy

The World Health Organisation defines health as “a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity”(7).

This definition presents a positive concept by shifting attention away from illness to individual and social resources, as well as to one’s physical abilities. Health is fundamental for a good life and is therefore one of the Universal Human Rights. The Ottawa Charter for Health Promotion states that “Health is created in the context of everyday life, where people live, love, work and play” (7).



Unfortunately, we know that there is a gap between theory and practice and that there is still a lot to be done to ensure that health belongs to everybody and is for everyone. For this reason, this objective is in the third Sustainable Development Goal: Good Health and well-being – Ensure healthy lives and promote well-being for all at all ages” (9).

Naturally, any action taken in pursuit of this objective cannot be an isolated action but must be framed in a global plan where all those involved in the process, from the micro to the macrosystem, are engaged and aware of their role.

“Health status is influenced by individual characteristics and behavioural patterns (lifestyles) but continues to be significantly determined by the different social, economic and environmental circumstances of individuals and populations” (10).

What is the importance of literacy in health?

“Health literacy can and should be a crucial weapon in population development. Studies indicate a direct link between low literacy and poorer health outcomes”(11). Based on this data we can infer that increasing health literacy reduces some of the inequalities which plague societies in terms of life expectancy, health care outcomes and mortality (11).

Thinking about the concept of literacy and bridging it to health literacy and what it allows us to do, Nutbeam (10) refers to three levels of literacy: functional health literacy, interactive health literacy and critical health literacy, which are explained in table 1.

Outcome				
Health literacy level and educational goal	Content	Individual benefit	Community/social benefit	Examples of educational activity
Functional health literacy: communication of information	Transmission of factual information on health risks and health services utilization	Improved knowledge of risks and health services, compliance with prescribed actions	Increased participation in population health programs (screening immunization)	Transmit information through existing channels, opportunistic interpersonal contact, and available media
Interactive health literacy: development of personal skills	As above and opportunities to develop skills in a supportive environment	Improved capacity to act independently on knowledge, improved motivation and self-confidence	Improved capacity to influence social norms, interact with social groups	Tailor health communication to specific need; facilitation of community self-help and social support groups; combine different channels for communication
Critical health literacy: personal and community empowerment	As above and provision of information on social and economic determinants of health, and opportunities to achieve policy and/or organizational change	Improved individual resilience to social and economic adversity	Improved capacity to act on social and economic determinants of health, improved community empowerment	Provision of technical advice to support community action, advocacy communication to community leaders and politicians; facilitate community development

Table 1: Levels of health literacy

“Such a classification indicates that the different levels of literacy progressively allow for greater autonomy and personal empowerment” (10).

We can also conclude that we are facing a new paradigm: a positive and broad concept of health and a holistic approach in line with this scope.

How can school contribute to this objective?

This goal can be attained by creating a democratic atmosphere at school which aims at the physical, social and mental well-being. Children and young people who are educated in this atmosphere learn not only to take care of themselves but also their role as aware, caring citizens. This emphasizes the privileged position of the education sector, which “should be seen as a key agent and the primary driver for developing health literacy approaches that are tailored to its curriculum, standards, techniques, classroom teaching and learning objectives and outcomes, as well as its core educational tasks, practices and goals”(12).

A Health Promoting School is “a school that implements a structured and systematic health plan for the well-being and social development of all pupils, teaching and non-teaching staff” (Marjorita Sormunen in the 5th SHE Health Promotion Schools Conference). “A Health Promoting School is more than a school that has health promoting activities. It is a school that applies the whole school approach to health” (13).

1.3 Emotional Literacy

Our context as human beings is made of social interactions. The world is a web of human relationships where affection is fundamental to building our identity. Consequently, we need to know how to read our body and recognise in it the impact of any interaction with a human being or a group of people. Likewise, we must also be aware that our interaction causes emotions and feelings in other people.



First Level

Emotional literacy competence means paying close attention to our body and becoming aware of our body condition. Neurosurgeon António Damásio states that there is a partnership between our body and our brain; a constant dialogue between our visceral state and our mental state (the latter resulting from the emotions and feelings experienced). Our health depends on this dialogue and to keep it, we must be able to read emotions and feelings and develop emotional literacy (15).

Emotions might be considered a compass which guides our actions and gives meaning to our lives. We look for joy and feelings of well-being and move away from sadness, fear and other pain-causing emotions. Emotions left unchecked don't change life into something ideal. They should be analysed in order not to endanger our life and the complex relationships we have with one another. Therefore, it is important to learn emotional self-regulation.

Emotions are known to cause intense short length reactions, with physiological changes in the body. These changes such as: fast breathing, rapid heart rate or muscle contractions. These signs are recognised by the people around us. Reading these signs is the first moment or level of emotional literacy.

Some emotional signs and feelings visible in the body are also related to posture and gestures.

Second Level

Even though the words, emotions and feelings, are often used as synonyms, feelings last longer and imply awareness of what is affecting us and consequently inner analysis.

In other words, we can say that emotions are visibly expressed in the body towards the outside, considering their physical and chemical dimension, whereas feelings might only be experienced innerly and remain imperceptible for those around us. This difficulty causes a lot of misunderstanding and forces us to use language in order to communicate with others. This is what we call a more advanced level of emotional literacy – the ability to constructively express emotions and feelings in interpersonal relationships. This literacy level is related to verbal and non-verbal communication skills.

According to the writings by Steiner Perry (16), emotional literacy basic skills are:

- 1st Understanding emotions and personal feelings;
- 2nd Listening to others and feeling empathy with such feelings and emotions;
- 3rd Expressing emotions and feelings constructively (aiming at positive relationships).

Schools are, by excellence, places of social interaction, the ground of relationships responsible for our well-being, source of a balanced personality or the cause of conflict and unbalance which will then affect health and compromise social and cognitive learning.

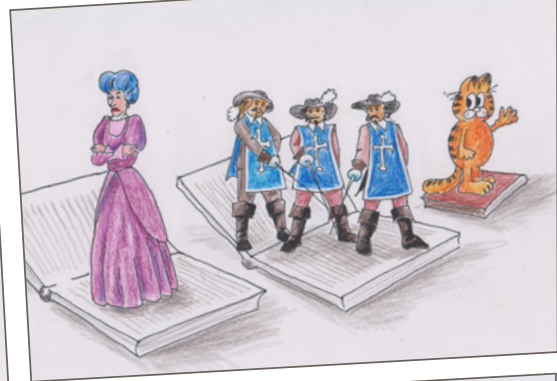
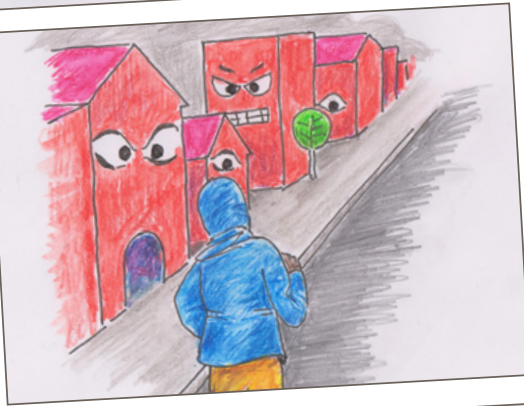
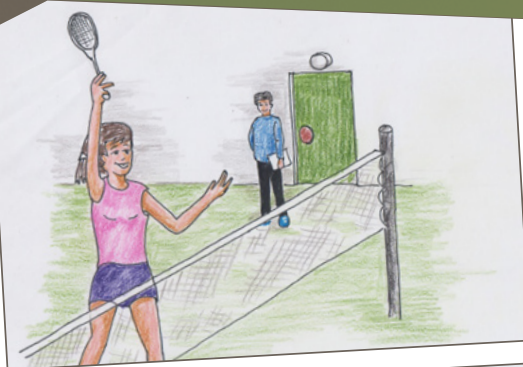
In conclusion, emotional literacy is the key to know ourselves and others, to learn empathy and build a peaceful, nonviolent culture.

With the stories, activities and guidelines proposed in the Materials for Teachers 2021 we aim at promoting health and emotional literacy.








António Damásio (15) states, "We know well the direct way how illness produces discomfort and pain and how exuberant health generates pleasure. However, we usually ignore the fact that psychological and sociocultural situations also act on the homeostasis machinery in such a way that they also cause pain or pleasure, unease or well-being. (...) The pain of social shame is comparable to that of terminal cancer; betrayal can be as painful as an open wound; the pleasures resulting from social admiration, whether we like it or not, are very exciting."

SECTION 2

Stories



2.1. Health Education Topics

-  Affection and sex education
-  Gender equality
-  Mental health and violence prevention
-  Addictions and addictive behaviour
-  Healthy eating
-  Sports and physical activity
-  Health: communication and metacommunication

2.2. Story Index

Title	Topic	Age	
Little Rita's Anniversary	Knowing and valuing the body	(3 – 5) (6 – 7)	 
Mother's Day	Family	(3 – 5) (6 – 9)	 
Friendship	Friendship	(3 – 5) (6 – 9)	
In the Playground	Gender equality	(3 – 5) (6 – 9)	 
Restless Feet	Sleep hygiene	(3 – 5) (6 – 9)	 
Salad Show	Healthy eating	(3 – 5) (6 – 9)	
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The Cough Cough Gang	Smoking	(10+)	
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The Storm doesn't last forever	Cyberbullying	(15+)	
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Little Rita's Anniversary



It was little Rita's anniversary. Her birthday party was very nice. Most of her friends from kindergarten were there. They played, jumped, laughed out loud, cried, I don't know, a bunch of emotions! We all know that minor disagreements always occur, but soon everything was over.

At bedtime, while putting on her new pyjamas, tired from so much emotion and agitation, little Rita observed her body closely.

Mum walked into the room and asked:

- **Is everything alright, dear?**

- **Mummy, do you know that Johnny pees through a little tap?**

- **Who told you that?**

- **Well, I saw it. I walked into our bathroom and he was there. It was not on purpose,** she said blushing.

- **You should have knocked on the door. John has the right to pee undisturbed, don't you think?!**

- Mum said hiding her laughter. Then she sat on the bed and put little Rita on her lap.

- **Well, dear, boys and girls' bodies are different, and they change throughout time. Boys grow into men**

and girls become women. Our bodies gain different shapes, just like mum and dad, grandmother and grandfather.

Tomorrow we will make a drawing of the differences between boys and girls, and between men and women.

- **I see! They are different just like Johnny's boy dog is different from our girl dog. Johnny's dog cannot have puppies!**


Mother smiled and answered:

- **That's it, more or less. You know, boys or girls, men or woman, they are different, but none is more important than the other. Both are needed so that the world may exist. This you must not forget, this or that your body is precious, so you must take good care of it.**

Mum took Rita to bed, tucked her in and gave her a good-night-sleep kiss.

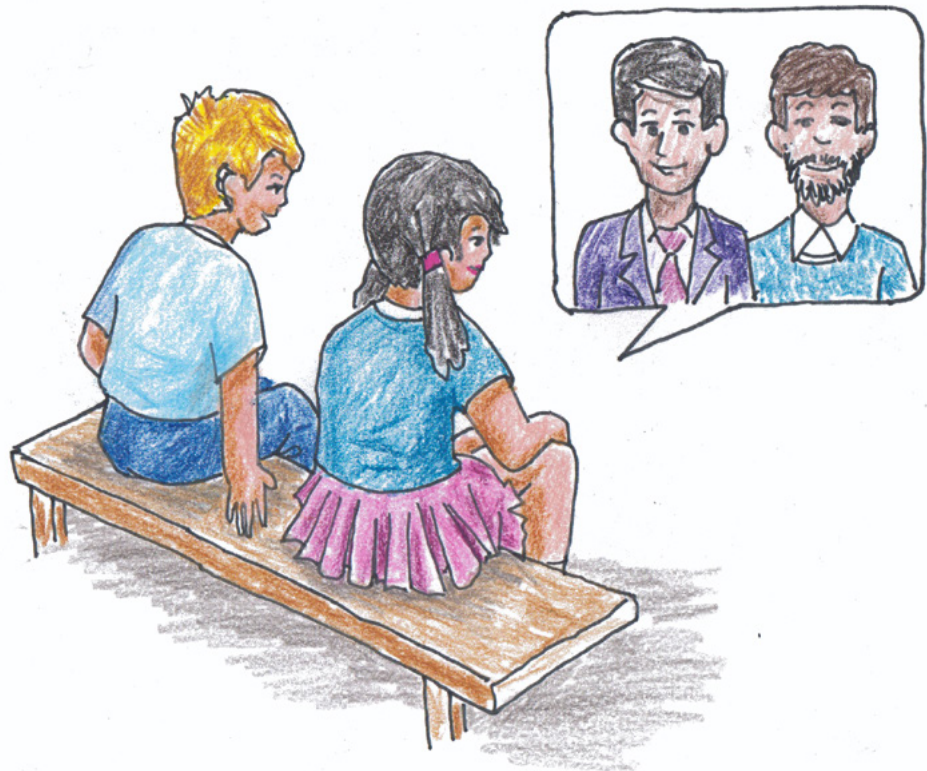
Little Rita, with eyes half shut, said

- **You know mummy, I am not jealous of Johnny anymore. When I grow up, I want to be just like you!**

Age level	3 - 5
Topic	Affection and sex education - Knowing and valuing the body
Aims	<ul style="list-style-type: none"> - Learn about physical and emotional changes throughout life. - Identify the sexual identity of the body and how we identify ourselves with it. - Value body diversity. - Develop a positive body image and a notion of respect for oneself and others.
Core concepts	<ul style="list-style-type: none"> - Concept of the body - Differences between male and female body - Diversity of bodies - Hygiene and body functioning - Vocabulary to identify different body parts
Emotions and feelings	Joy, love, friendship, tenderness, admiration, envy, feeling of belonging, pride
Values	Respect for difference, gender equality
Skills	Emotional self-regulation, accepting oneself, self-esteem, self-concept
Strategies	<p>Reading, exploring and interpreting the story: identifying characters and the emotions and feelings they convey.</p> <p>Elaborating 2 or 3D representations of the body.</p> <p>Group activity: 1st step – A boy and a girl lie down on the floor on scenery paper and the shape of their bodies is drawn. Ask the children about body differences between boys and girls and draw them on the previously drawn outlines. 2nd step – A boy and a girl lie down again on the floor on scenery paper and the shape of their bodies is drawn next to the pictures made formerly. Ask the children about what happens when a girl becomes a woman and when a boy becomes a man. Draw the changes on the new body outlines.</p> <p>Alternative individual or group activity: – Children get playdough and represent their body. – Children present their classmates their creations, pointing out what wasn't mentioned.</p>
Assessment	<p>Emoji – children's assessment. </p> <p>Children's enthusiasm and involvement in the activity – kindergarten teacher's/teacher's assessment.</p>
Remarks	Use the child's identification of their genitals to work on abuse prevention and also refer to body hygiene.

Age level	6 - 7
Topic	Affection and sex education - Knowing and valuing the body
Aims	<ul style="list-style-type: none"> - Learn about physical and emotional changes throughout life. - Identify the sexual identity of the body and how we identify ourselves with it. - Value body diversity. - Develop a positive body image and a notion of respect for oneself and others. - Recognise social rules about privacy and intimacy.
Core concepts	<ul style="list-style-type: none"> - Concept of the body - Differences between male and female body - Diversity of bodies - Hygiene and body functioning - Vocabulary to identify different body parts - Intimacy
Emotions and feelings	Joy, love, friendship, tenderness, shame, admiration, envy, feeling of belonging, pride
Values	Respect for difference, gender equality
Skills	Emotional self-regulation, accepting oneself, self-esteem, self-concept
Strategies	<p>Reading the story and drawing a picture:</p> <p>1st step – A boy and a girl lie down on the floor on scenery paper and the shape of their bodies is drawn. Ask the children about body differences between boys and girls and draw them on the previously drawn outlines.</p> <p>2nd step – A boy and a girl lie down again on the floor on scenery paper and the shape of their bodies is drawn next to the pictures made formerly. Ask the children about what happens when a girl becomes a woman and when a boy becomes a man. Draw the changes on the new body outlines.</p>
Assessment	Emoji 
Remarks	Use the child's identification of their genitals to work on abuse prevention and also refer to body hygiene.

Mother's Day



It is Mother's Day.

Joan is sad. Frank, her best friend, approaches.

What is the matter?

He doesn't like seeing her sad. He wonders if someone has done something to her or if someone is sick in her family.

- **What is wrong? Why are you sad?**

- **I don't want to make a postcard for Mother's Day, Joan said.**

- **Now, come on! You draw so nicely!**

- **That is not the point,** Joan said, trying not to cry, but with a sob in her throat.
I haven't got a mother.

- **Did your mum die?**

Joan shook her head.

- **Did she emigrate?**

- **No,** she said. **I never met her. I've got two fathers...**

- **Hem?! How come, two fathers?**

- **I'm adopted. I am a child of the heart.**

Frank thought about it and said

- **It's alright, I have two mothers, I can share.**


And so, they spoke about their families, both so different but with LOVE as the main ingredient.

After realising what was happening to Joan, the teacher used the chance to discuss the topic family, the diversity of families and the feelings and emotions which turn families into Us.

Surprised at what the teacher was saying but feeling much happier, Joan suggested:

- **What about celebrating Family Day instead of Mother or Father's Day?**

Now, let me tell you a secret: I think Frank doesn't really have two mothers. He just said that because his grandmother is like a second mother to him and also because he didn't want Joan to feel different and be sad. Anyway, it doesn't matter. He could also have two mothers. There are so many kinds of families!

Age level	3 - 5
Topic	Affection and sex education - Family
Aims	<ul style="list-style-type: none"> – Understand and respect the diversity of families. – Scrutinise sociocultural stereotypes regarding different kinds of families. – Value family, love, tenderness and friendship.
Core concepts	The concept of family, types of family
Emotions and feelings	Sadness, love, friendship, astonishment/surprise, joy
Values	Solidarity, accepting difference, respect
Skills	Empathy, active listening, cooperation, emotional self-regulation, recognising emotions
Strategies	<p>Identify the emotions and feelings in the story and mime related facial expressions and body postures.</p> <p>List the types of family in the text, adding others.</p> <p>What is your family like?</p> <ul style="list-style-type: none"> – Children draw or paint their family and describe their representation to the adult. – The kindergarten teacher/teacher brings clothes, accessories and other props to class and asks children to play the role of mother, father, son, daughter, stepmother, stepfather, grandmother, grandfather, uncle, aunt, pet, etc. – Children organise in groups to recreate the different types of family the children in the class have.
Assessment	<p>Emoji – children's assessment. </p> <p>Motivation, involvement - assessment by the kindergarten teacher/teacher.</p>

Age level	6-9
Topic	Affection and sex education - Family
Aims	<ul style="list-style-type: none"> – Understand and respect the diversity of families. – Scrutinise sociocultural stereotypes regarding different kinds of families. – Value family, love, tenderness and friendship.
Core concepts	The concept of family, types of family
Emotions and feelings	Sadness, love, friendship, astonishment/surprise, joy
Values	Solidarity, accepting difference, respect
Skills	Empathy, active listening, cooperation, emotion self-regulation
Strategies	<p>Identify the emotions and feelings in the story and mime related facial expressions and body postures.</p> <p>List the types of family in the text, adding others.</p> <p>What is your family like?</p> <ul style="list-style-type: none"> – Students draw their family. – Students present their family to their classmates.
Assessment	<p>Emoji </p>



Jack arrived home. His heart was filled with joy.

- *Mummy! Mummy! Can I go to Frank 's tomorrow?*

- *Is Frank that new boy from school? I suppose it's alright.*

Let me just arrange things with his mother, alright?

- *Yes, Jack said, jumping with joy. You know, today during the break in the playground, Frank was alone in the corner. No one was talking to him. I know what that feels like. The same happened to me when we moved, remember?! I also left my friends behind and I had to start all over again.*

- *Of course, I remember! A new school and fitting in is not easy. So, what did you do?*

- *I went over to him. We talked a lot and played. He taught me games from his hometown and I helped him understand how things are around here. It was really nice.*

As soon as Jack spoke, his face lit up, his mouth and eyes smiled.

- *You know, mum!!? I think I've made a friend.*

Age level	3 - 5
Topic	Affection - Friendship
Aims	<ul style="list-style-type: none"> – Recognise the importance of affection in the individual development. Recognise the importance of relationships. – Value cooperation and help. – Recognise the importance of friendship as a social support network.
Core concepts	Friendship, social support network, adaptation, communication
Emotions and feelings	Loneliness, joy, happiness, friendship
Values	Respect, compassion, solidarity
Skills	Empathy, emotional self-regulation, cooperation, communication
Strategies	<p>Reading and comprehension of the story.</p> <p>Friendship Mailboxes:</p> <ul style="list-style-type: none"> – A mailbox is made for each child using old cardboard boxes. – Children are asked to create friendship messages for their classmates with drawings and collage. – Children post their messages in their friends' mailboxes during the week. – Mailboxes are opened on Friday. – Messages are analysed with the children. – Children take their messages home. <p>Rules:</p> <ul style="list-style-type: none"> – Children must pick a minimum of five and a maximum of ten friends to send their messages to. – They must not repeat any friend. – Should any child have an empty mailbox, everybody must make a drawing or a collage for that child.
Assessment	<p>Kindergarten teacher's/teacher's assessment – children's motivation and persistence in the creation of the messages for their friends.</p> <p>Emoji – children's assessment.</p> 

Age level	6-9
Topic	Affection - Friendship
Aims	<ul style="list-style-type: none"> – Recognise the importance of affection in the individual development. Recognise the importance of relationships. – Value cooperation and help. – Recognise the importance of friendship as a social support network.
Core concepts	Friendship, social support network, adaptation, communication
Emotions and feelings	Loneliness, joy, happiness, friendship
Values	Respect, compassion, solidarity
Skills	Empathy, emotional self-regulation, cooperation, communication
Strategies	<ul style="list-style-type: none"> – Reading and understanding the story. – Identifying the emotions and feelings in the story. – Brainstorming - Friendship is.../ Being a friend means ... – Building a mobile with the topics of the brainstorming and include drawings made by the children. – Building a collective poem about friendship and printing it on a bookmark to share with the community.
Assessment	<p>Emoji</p> 

In the Playground



Joanna doesn't like playing with dolls at all. She would rather play with toy cars. As far as she can remember, she loves to play ball, run and ride her bike...

Her grandmother keeps saying - ***This granddaughter of mine doesn't behave like a girl at all. What a pity! She is so pretty but such a Tomboy!***

Joanna laughs, kisses her granny and shows her another good-behaviour trophy – a bruise on her knee.

At school, she finds it hard to fit in. When they play hide and seek, she still takes part in the game but when the girls call her to play house, she says she is not in the mood and goes to watch the boys playing football.

- ***Can I play with you?*** - Joanna asks.
I am good at scoring.

- ***I would like to see that! A girl playing football! Football is for boys.***

- ***Maybe she plays better than Thomas. Look at him! He runs like a girl!***

Everybody laughs and keeps on playing.

Thomas leaves the improvised football field and sits on the steps of the school entrance. He is sad.

Joanna sits by him and says - ***Don't mind them! I don't think there are games for boys and games for girls. What do you like doing?***

- ***I like reading, playing the flute, cooking with my dad, playing video games and gardening.***

- ***Wow! So many things! Can I hear you play one of these days? That way, when you become a famous musician, I can say I had a concert just for myself!***

- ***Thanks for cheering me up. What hurts the most is that they don't even understand how much they hurt you with all those silly comments!***

- ***Ah! I got used to it. Anyway, I won't give up. One day they will let me play and then they will realise it doesn't matter if you are a boy or a girl. What matters is enjoying what you are doing, respecting one another and growing up together, like my mother says.***

In the Playground

GUIDE LINES

Age level	3 - 5
Topic	Affection and sex education - Gender equality
Aims	<ul style="list-style-type: none"> – Fight gender stereotypes. – Reflect on what is natural and learnt in gender roles. – Promote gender equality / parity. – Promote difference acceptance. – Value friendship.
Core concepts	Gender roles, difference between gender and sex, stereotypes and prejudice related to gender, equality of rights and liberty
Emotions and feelings	Sadness, contempt, affection, friendship, admiration
Values	Liberty, respect for the other, tolerance, solidarity
Skills	Critical thinking, empathy, perseverance, resilience, emotional recognition
Strategies	<ul style="list-style-type: none"> – Identify the emotions and feelings in the story and mime facial expressions, as well as the body postures related to those feelings. – Ask children to identify boys and girls' games. – Write down the girls' games on a sheet of paper, and the boy's games on another. – Discuss with the children the mentioned games making them realise that they can belong to anyone. – Ask the children which games can be removed from the two previous lists and integrated in a genderless gamelist.
Assessment	Emoji – children's assessment.  Commitment/involvement - kindergarten teacher/teacher. Quality and discussion outcome (reflection level reached by the children) - kindergarten teacher/teacher.
Age level	6 - 9
Topic	Affection and sex education - Gender equality
Aims	<ul style="list-style-type: none"> – Fight gender stereotypes. – Reflect on what is natural and learnt in gender roles. – Promote gender equality / parity. – Promote difference acceptance. – Value friendship.
Core concepts	Gender roles, difference between gender and sex, stereotypes and prejudice related to gender, equality of rights and liberty
Emotions and feelings	Sadness, contempt, friendship, admiration
Values	Liberty, respect, tolerance, solidarity
Skills	Critical thinking, empathy, perseverance, resilience, emotional self-regulation
Strategies	<ul style="list-style-type: none"> – Quiz (5 questions) about the story using the app Plickers (https://get.plickers.com/). – Guided debate: "Girls don't play ball, why?"; "And boys, do they play house?" According to students' answers identify (with them) what is natural and learnt. Use this identification to distinguish between sex and gender. – Identify the emotions and feelings present in the story and mime facial expressions, as well as body postures related to feelings.
Assessment	Emoji 
Other suggestions	Students may illustrate the story focusing on the characters' facial expressions and body postures. Enact the story.

Restless Feet



John is very restless. The only way his parents keep him quieter was by allowing him to play video games on the TV, the PlayStation or on his mother's smartphone. I mean quieter not of quiet because the arm waving and restless feet never really stop.

At night he is never sleepy and always makes a fuss at bedtime.

The villains in his games seem to take shape in the coats, cushions and curtains, not to mention he imagines them under his bed. His heart jumps out of his chest. Tan-tan, tan- tan, tan-tan-tan ...

-Mumyyy, my heart is jumping. I think it's going to pop out!

Mum comes in, caresses him, searches the room to show him there aren't any monsters or villains and says:

- See, there is no reason to be afraid. Everything is alright. Come on, go to sleep...

- Mummy, can you leave the light on?

- I will leave the door ajar. Mum and dad are right next to you.

Still, leaving the light on doesn't help much and sleep doesn't come. Good dreams don't like the light. It confuses them not knowing if it is day or night...

Finally, with some effort, John fell asleep. The following day he didn't want to get up and was grumpier than usual. He complained about a headache, didn't have any appetite and unwillingly went to school.


The teacher called his parents because he was very distracted, more restless than usual and talking aggressively to his mates.


His parents took him to the doctor. The doctor asked about John's routine and explained he needed sleep. **Sleeping is essential for our good health**, he said. He also gave his parents a leaflet containing sleep hygiene rules.

It wasn't easy to follow those rules. John had many bad habits but with everybody's help, persistence and patience, he managed.

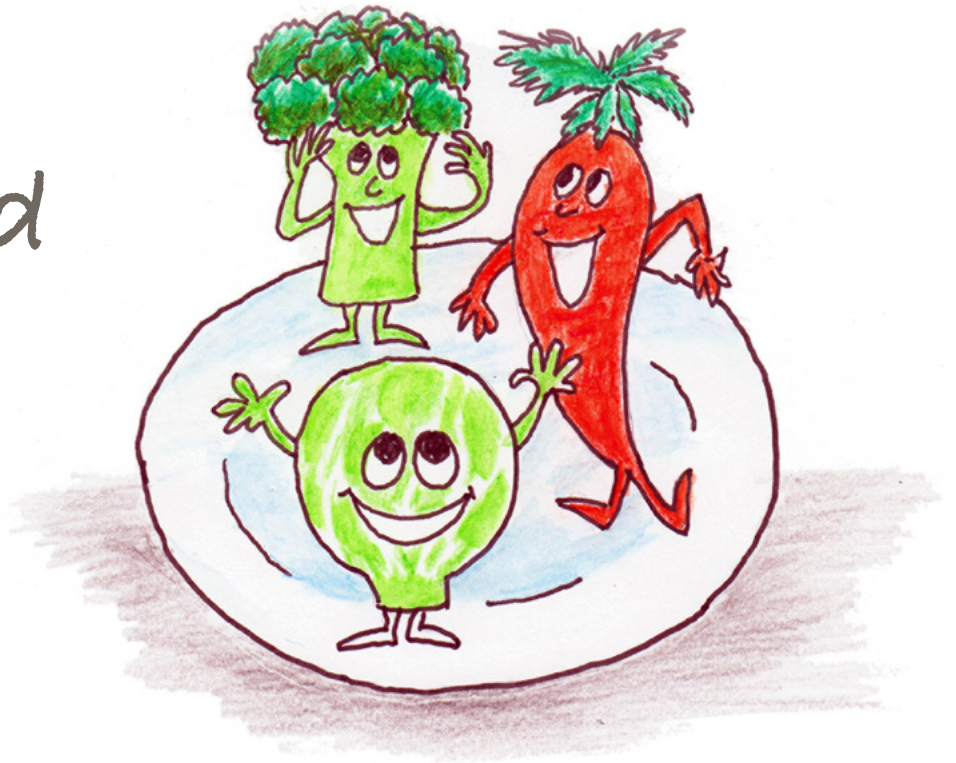
John is now a much healthier and happier kid.

Restless Feet

Age level	3 - 5
Topic	Mental health and violence prevention - Sleep hygiene
Aims	<ul style="list-style-type: none"> – Recognise sleep as a basic human need. – Understand the connection between sleep hygiene, health as well as physical and emotional well-being. – Learn the rules for good sleep hygiene (see annex 1). – Identify feelings and emotions in the story.
Core concepts	Health concept, sleep hygiene
Emotions and feelings	Anger, fear, affection
Values	Respect for healthy habits and rules
Skills	Recognising emotions, cooperation, self-care
Strategies	<ul style="list-style-type: none"> – The teacher/kindergarten teacher asks the group to identify the feelings and emotions of the child character. – The teacher/kindergarten teacher asks the group to identify the emotions and feelings of the parent character. – The children draw the activities they usually do before going to sleep, they cut out the drawings and stick them on a sheet of paper in the chronological order they normally happen. – The teacher/kindergarten teacher shows the rules of good sleep hygiene to the group (see annex). – The children show their collage to the group. – The group discusses what in each child's case fits those rules, or not.
Assessment	<p>Emoji – children's assessment.</p> <p>Commitment /involvement - evaluation by the teacher/kindergarten teacher.</p> <p>Discussion quality: what is and what is not good sleep hygiene - evaluation by the teacher/kindergarten teacher.</p> 

Age level	6 - 9
Topic	Mental health and violence prevention - Sleep hygiene
Aims	<ul style="list-style-type: none"> – Promote healthy sleep habits. – Learn the rules for good sleep hygiene (see annex 1). – Understand the importance of good sleep for health. – Reflect on the importance of sleep hygiene for learning and development.
Core concepts	Sleep hygiene rules, health
Emotions and feelings	Frustration, fear, anxiety, love, tenderness, anger, happiness
Values	Health, peace, cooperation, responsibility, compromise
Skills	Persistence, resilience, patience, emotional self-regulation
Strategies	<ul style="list-style-type: none"> – Reading and comprehension of the text. – Brainstorming: discover sleep hygiene rules (see annex 1). – Making a drawing about good sleep rules (to be included in a leaflet). – Debating and explaining the rules for sleep hygiene. – Elaborating a leaflet to hand out to the parents and the school community containing these rules.
Assessment	<p>Emoji</p> 
Remarks	The little ones may draw the rules for the leaflet. Drawing contest.

A salad Show



On Sundays, John's family usually gathers for lunch. When the weather is fine, they have their meal in the garden. Today is one of those occasions. It is a beautiful sunny day.

While the grown-ups are talking about complicated matters that do not interest the little ones, John's cousins are playing hide and seek.

John doesn't hear them though. He is completely distracted looking at the salad on his plate. And, it's no wonder! The vegetables are in a commotion. Each one is trying to catch John's eye in order to be chosen by him.

- **Look at me**, said the Brussels sprouts. **Have you noticed my beautiful tasty green?**

- **Well, well, you're so stuck-up! I have just left the hairdresser's. What do you think of my perfect curls?**
- the broccoli asked.

Suddenly, the lettuce, with its flared skirt, jumps onto the plate doing a dance. The green bean grabs it by the waist and they both spin around in a waltz. The Brussels sprouts look at the broccoli, come closer and, hand in hand, join the waltz.

Some carrots set the pace with their feet; others juggle with the peas to the rhythm of music. John is delighted and cannot make up his mind.

All of a sudden, the vegetables stop and say:

- **We were told that you didn't like our show and always seemed disgusted when you looked at us. But after all, it isn't true, is it?**

- **Sometimes we say we don't like something without trying it. That was your case, wasn't it?** - questioned the broccoli.

- **If you want to see us again, you will have to promise us that you eat everything on your plate, the vegetables spoke as one, and we promise you a new show with artists you don't know. We are vegetables and we like to make boys and girls healthy and happy.**

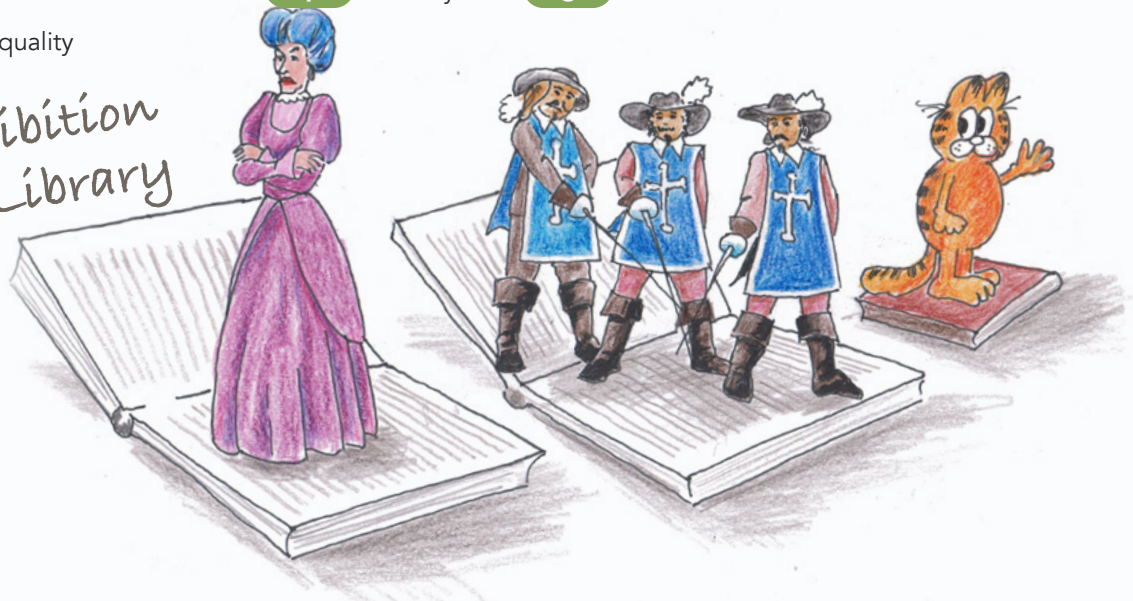
As soon as he heard this, John said thank you, ate all his food and ran to his cousins to tell them about his adventure. The cousins, tired of waiting, were already playing.

A salad Show

Age level	3 - 5
Topic	Healthy eating
Aims	<ul style="list-style-type: none"> – Know the food pyramid and the importance of its different groups – Understand the importance of vegetables and their benefits for human nutrition – Identify the emotions and feelings in the story
Core concepts	Food pyramid, healthy eating
Emotions and feelings	Astonishment, vanity, joy, disgust, affection, friendship
Values	Respect for healthy eating habits and healthy routines
Skills	Cooperation, self-care, emotional recognition
Strategies	<ul style="list-style-type: none"> – Identifying the emotions and feelings of the child character. – Building a real food pyramid, where the vegetables of the story are included and others are added. – Cooking the vegetables of the story and preparing a meal with them in the kindergarten.
Assessment	<p>Emoji – children’s assessment. </p> <p>Commitment /involvement - assessment by the kindergarten teacher/teacher.</p> <p>Quality of the vegetable tasting experience - assessment by the kindergarten teacher/teacher.</p>

Age level	6 - 9
Topic	Healthy eating
Aims	<ul style="list-style-type: none"> - Develop healthy eating habits - Know the food pyramid and the importance of the different groups
Core concepts	Food pyramid, healthy and sustainable eating
Emotions and feelings	Astonishment, vanity, happiness, joy, disgust, friendship
Values	Health, gratitude, cooperation, honesty (trust, compromise), liberty
Skills	Self-care, emotional and behaviour self-regulation, autonomy
Strategies	<ul style="list-style-type: none"> – Identify emotions and feelings in the story. – In the food pyramid identify the percentage given to vegetables. – Identify the vegetables in the story, make a list and add others. – In small groups, create an ID card for each vegetable based on researched info. – Present and discuss the several ID cards in the larger group (see annex 2).
Assessment	<p>Emoji </p>

The Exhibition in the Library



There was a children's book exhibition in the school library.

The teacher took the boys and girls to visit the exhibition. They were supposed to choose a book to read in class. When they arrived at the door of the library, they noticed a strange rumble.

- **Quiet, children!** - the teacher said.

We shouldn't disturb those who are reading.

- **It is not us, Ms...**

They opened the door but couldn't believe their eyes. The books were jumping off the shelves as though they were alive. The librarian ran back and forth trying to put them back. She put a book back which was on the left shelf and two from the right fell out. Tired and desperate, she sat down holding her head in her hands, completely beaten.

Then suddenly the characters came out of the books. They organised themselves as though they were going to a demonstration. At the front was Cinderella's stepmother.

- **We are sick and tired that Stepmothers are always bad people. That is not true and it makes us sad. We would like to be considered otherwise.**

- **Yes, yes!** - the other characters agreed.

- **Neither do we want stories that are only about families with mother, father and children as though there weren't other types of families.**

- **Well said!**

- **Where are the families with two fathers and two mothers? Where are the families divided among two houses, with mother, stepfather and father, stepmother and stepsiblings? What about adoptive parents?**

- **Where are the children that only live with their grandparents or their siblings? What about those huge families where everybody lives under the same roof,**

parents, siblings, grandparents, uncles and aunts, cousins...

- **Enough!** - said Esmeralda from the Hunchback of Notre Dame, who came from a big family and a different culture

- **I believe everybody has already understood, right?**

- **Yes,** - answered the boys and girls in one voice, thinking they were watching a magic show or a theatre play.

- **Very well,** said the teacher. The children said goodbye and thanked the characters that after this demonstration went back to their places, much to the librarian's relief whose hair stood on end. Well, Snoopy and Garfield didn't go back immediately. They were saying that they too were family and people were forgetting them.

When the children entered the classroom and before drawing a picture of their families, the teacher asked what they had learnt and what makes a family.

John stepped forward and said:

- **Families are different, the same way we are different. If we were all the same, it wouldn't be fun, would it?**

- **Yes, there are however common things in all families.**

Shall we find out what they are? - asked the teacher.

- **Come on! What do families do?**

- **They take care of us,** said John.

- **They give us tenderness and love,** said Ines.

- **At home I feel safe,** said Joanna.

- **What about you, George?** - asked the teacher.

- **They scold us when we misbehave.**

Everybody started giving their opinion.


- **They teach us what we should and should not do.**

- **They talk to us.**

- **They send away fear...**

- **They are like the three musketeers: one for all and all for one,** concluded Peter.

The Exhibition in the Library

Age level	6 - 9
Topic	Affection and sex education - Family
Aims	<ul style="list-style-type: none"> – Understand and respect the diversity of families. – Value family, love, tenderness and cooperation.
Core concepts	Concept of family, types of family
Emotions and feelings	Sadness, love, tenderness, surprise, joy, feeling of belonging
Values	Solidarity, accepting difference, respect, kindness / wickedness, generosity, safety, cooperation
Skills	Cooperation, care, emotional self-regulation, setting limits and behaviour self-regulation, empathy, communication, active listening
Strategies	<p>Identify the emotions and feelings in the story.</p> <p>Exhibition for the educational community:</p> <ul style="list-style-type: none"> – Students represent their families in a drawing, installation, etc. – Students and teachers make a panel/ board representing different types of families. They may use another format such as: Powerpoint, 3D little houses, etc. – Brainstorming with the students on the topic: What is a family made of? (compare with the story). – Stick the results of the brainstorming (words) on the door frame so as to create the idea of an entrance thus strengthening the feeling of belonging. – The exhibition door opens and allows visitors in.
Assessment	<p>Emoji – children's assessment. </p> <ul style="list-style-type: none"> – Commitment /involvement - assessment by the kindergarten teacher/teacher. – Quality of the vegetable tasting experience - assessment by the kindergarten teacher/teacher.
Remarks	Research information about the characters which students aren't familiar with. Suggestions: watch the films/cartoons, read the books, etc.

Supermarket Aisles full of sweets



For Rita the supermarket aisles look like streets inhabited by all sorts of sweets and good things. No matter how much her mother pulls her to the vegetable section, the streets of the biscuits, cereals, chocolate and jelly babies seem to smile at her.

Her mother smiled and said:

- Alright, Rita, when I finish shopping for fruit and vegetables, you can buy a packet of biscuits, a box of cereal or a carton of juice. Chocolate and jelly babies, you know, are only allowed on special days.

Then, her mother put a box of breakfast cereal in the shopping trolley.


Rita picked it up, looked at it, read the label and said:

- Not this one. It has too much sugar. You have to read the labels, mom!

- Oh dear, I was distracted! Thank you for reminding me of that – her mother said, feeling a sudden flush of heat on her face which, nonetheless, didn't erase how proud she was of her little daughter.

And off they went, heading home. Little Rita was really happy. She felt like a grown-up girl.

Supermarket Aisles full of Sweets

Age level	6 - 9
Topic	Healthy eating - Consumerism and label reading
Aims	<ul style="list-style-type: none"> – Develop healthy eating habits. – Learn how to interpret labels. – Know the food pyramid and the importance of the different groups.
Core concepts	Food pyramid, label reading, healthy and sustainable eating.
Emotions and feelings	Joy, pride, shame
Values	Respect, health
Skills	Critical thinking, autonomy, self-esteem, self-concept
Strategies	<ul style="list-style-type: none"> – Explore the story. – Identify emotions and feelings present in the story. – Analyse and interpret the food pyramid. – Analyse and interpret labels of various food packaging. – In small groups, devise healthy menus with cutouts of supermarket pamphlets (should these brochures not be available, students can draw or write them themselves). – Present and discuss the created menus in the bigger group.
Assessment	Emoji 
Other suggestions	<p>Create a list of:</p> <ul style="list-style-type: none"> – healthy eating rules – 10 common eating mistakes <p>Create a flyer or a brochure about label reading and healthy eating to hand out to the community.</p>

The Right Body



The boy danced round and round. The girl played with the ball. It magically danced from her foot to her knee and from her knee to her head.

I was at the window in my bedroom and had the feeling that that wonderful performance was for me.

Suddenly, I heard voices. A group of kids approached and began calling names to my little artists. Those words echoed in my ears and defiled the moment.

Some adults passed by. They mumbled something about the language used but did not disagree with the group of kids. For them, too, the dance and the skills

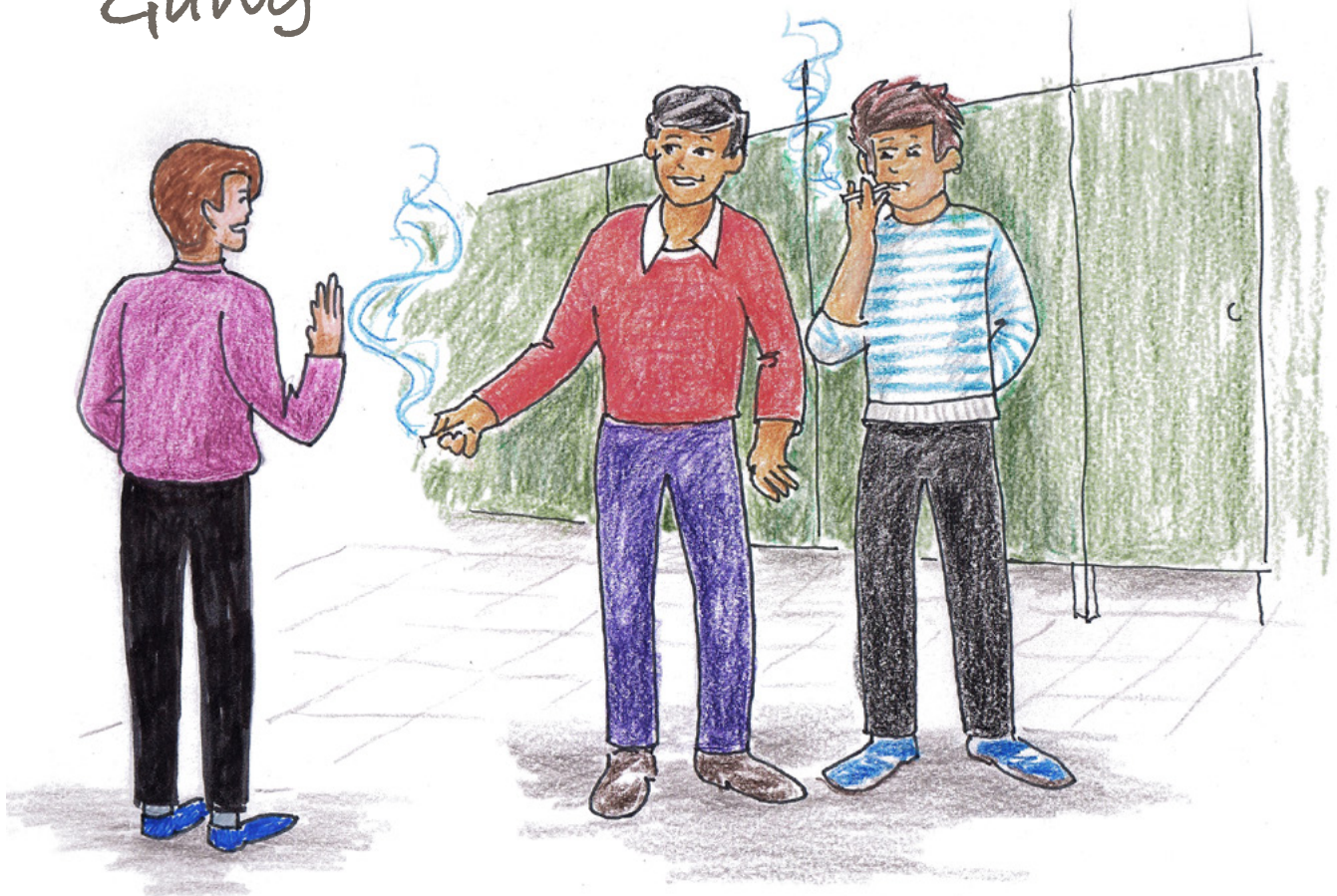
with the ball had to be in the right body.

The girl and the boy stopped. They looked at each other and left holding each other's hands.

I was sad and feeling guilty because I had done nothing to help.

Age level	10 -12
Topic	Affection and sex education - Gender equality
Aims	<ul style="list-style-type: none"> – Promote gender equality. – Scrutinise different sociocultural roles regarding sex. – Promote the acceptance of difference. – Encourage a proactive attitude and defend victims of violence.
Core concepts	<ul style="list-style-type: none"> – Gender roles – Stereotypes and prejudice related to gender – Equality of rights and liberty
Emotions and feelings	Admiration, pleasure, joy, friendship, contempt, sadness, guilt
Values	Beauty, liberty, justice, respect, solidarity, accepting difference, generosity
Skills	Empathy, resilience, emotional self-regulation, self-esteem, self-concept, self-confidence, critical thinking
Strategies	<ul style="list-style-type: none"> – Identify emotions and feelings in the story. – Organise a guided debate on the topic – Is there a right body for playing? – Divide the class in small groups. – Each group will suggest a different ending for the story. The new ending must include the attitude of the narrator.
Assessment	Qualitative: What did you like best? What did you like least? Suggestions.
Other suggestions	Watching the film Billy Elliot and subsequent discussion.

The cough cough gang



Every day at the school gate and occasionally hidden in the toilets, the cough cough gang strikes and intimidates the younger kids. Left hand in the pocket, cigarette in the right hand, rough command voice, the gang kids want to show off and pretend they are grown men.

- Take a puff, little John? That will make you a man in no time! - says Frank, blowing the smoke in his face, while laughing at John's shy and embarrassed look.

John walks faster and goes around the corner.

A couple of days ago, one of those guys wanted to sell him a cigarette. John told him he didn't smoke and that

smoking was harmful. He was insulted and told he was afraid of giving it a try. Now, whenever they see him, they call him "Chicken" or "Mummy's boy" and a few other nasty names which aren't worth mentioning. John knows very well what smoking can do. He knows how smokers' lungs look and the risks for the heart. His father had a heart attack and barely made it. Because of all this, he resists the pressure and doesn't give in. He believes his courage in saying "No" makes him more of a man than any cigarette in his mouth.

The cough cough Gang

Age level	10+
Topic	Addictive behaviour and addictions - Smoking
Aims	<ul style="list-style-type: none"> – Recognise smoking as a cause of disease and early death. – Know the consequences of smoking for one's health. – Identify the individual, cultural and social aspects that influence tobacco consumption. – Develop personal strategies to deal with risky situations. – Understand the role of peer pressure. – Scrutinise stereotypes related to adulthood.
Core concepts	Addictive behaviour, addictions, smoking, abstinence, peer pressure
Emotions and feelings	Rejection, contempt, pleasure, fear, pride
Values	Health, respect, liberty, responsibility, dignity
Skills	Critical thinking, self-esteem and self-concept, self-trust, resilience, assertiveness
Strategies	<ul style="list-style-type: none"> – Reading the story. – Identifying the emotions and feelings in the story. – Brainstorming what causes a young person the urge to start smoking or using any other addictive substance. – Debating the conclusions with students while scrutinising stereotypes related to adulthood. – Suggesting a web search about the individual, social and environmental harm of smoking. – Group dynamics about peer pressure - the popcorn game or role play (see annex 3). – Debating the topic of peer pressure and how hard it is to be assertive.
Assessment	Qualitative: What do you like best? What do you like least? Suggestions.
Remarks	This story can be adapted to the use of other addictive substances and can, therefore, be used with different age levels.

The Grandfather



Every year during the school holidays John, the city boy, goes to the country village to spend some time there. That's where he met Michael. John and Michael are the same age but they lead very different lives.

Michael plays with what nature offers him: he makes swords with the branches of the trees and imagines he is a superhero. He makes boats from chestnut shells and falling leaves and organises races in the small river by the farm. He runs and rolls on the ground with Zorro, his pup and adventure mate.

Michael likes the farm and likes watching his grandfather farming the land or looking after the animals. Sometimes he offers to help.

John, who is used to video games and watching TV on his couch, considers this a strange way of life. However, after a few days on the farm, he runs through the fields with Michael and Zorro.

This time, it wasn't quite the same. John was sad and no matter how often Michael asked him to play, he wouldn't come. He was sitting on the floor with his knees bent, holding his legs. His head and face were hiding between his knees. John didn't speak. Once in a while one could hear a sob that shook his whole body.

Michael didn't know what else to do. On one hand, he would like to help his friend, but on the other hand he needed John to face him and speak, so he could help.

But John was silent. Michael knew the silence on the hills and the silence of the night, both of them interrupted by the wind, the rain, the birds chirping and also by rooster Tenorio's crowing announcing the dawn. But no silence was like this nor did it have the same effect. This was a

silence of helplessness and it hurt. He wanted to help his friend, to relieve him of his pain...

He sat by him and said - ***I am here for you. I am your friend, don't you ever forget that.***

And all of a sudden, these simple words set everything loose and John cried his eyes out. Michael hugged him. Calmer, John said:

- ***You know, my granddad died and I loved him dearly.***

- ***You loved and still love him,*** Michael said, knowing the circle of life.

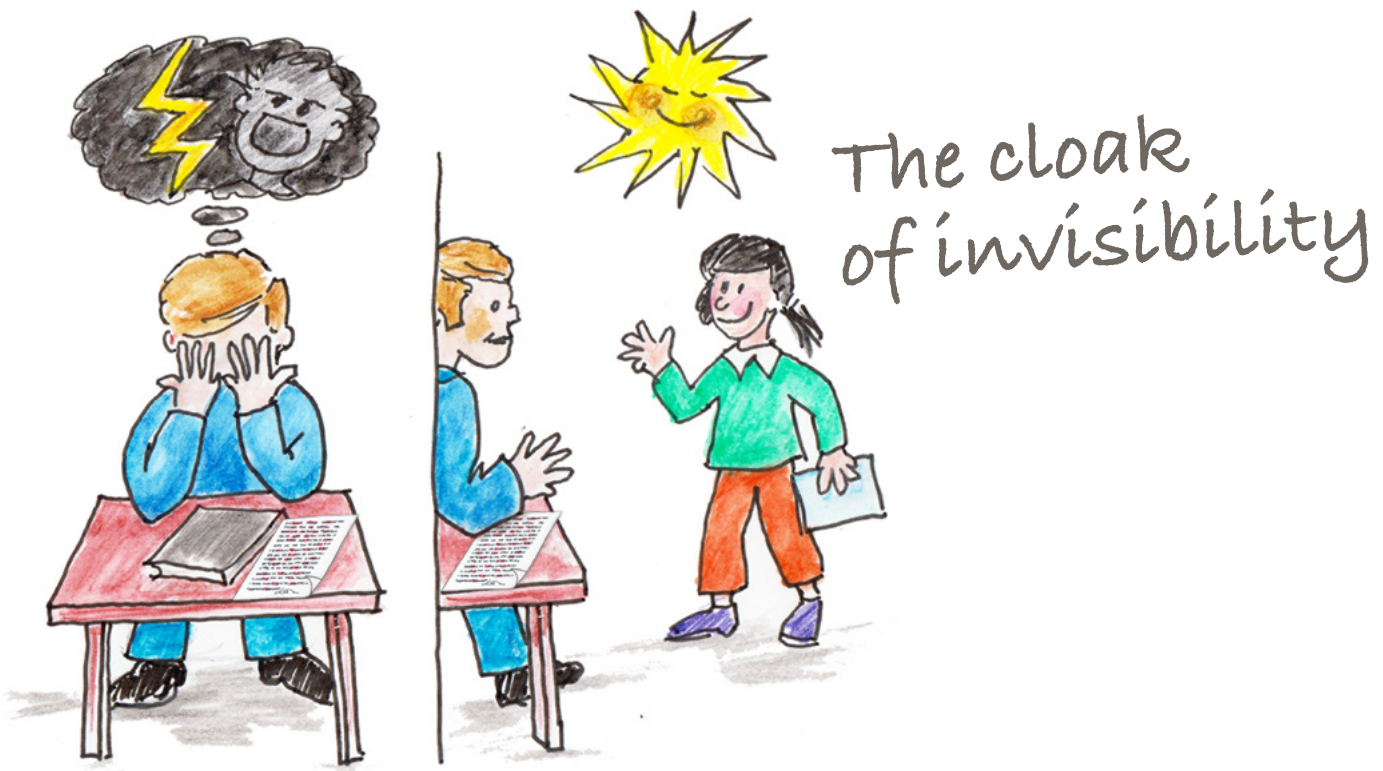
- ***People only truly die when they are forgotten. You cannot see them physically, but they visit you in dreams, in the memories of the moments you have spent together and in everything they have taught you. Your grandfather now lives through you. When my grandmother died, my father taught me that and he also said it is alright to feel sad. If you want to cry, please do, I will sit by you, should you want me to.***

John looked kindly at Michael and said:

- ***You know, I guess I will always miss my grandfather but I suppose he would have wanted me to play with you. He was always so happy when he heard me laugh! Let's go?!***

And they both stood up.

Age level	10+
Topic	Mental health - Mourning
Aims	<ul style="list-style-type: none"> – Develop the ability to express emotions and feelings. – Understand the role of negative emotions. – Recognise the need and importance to ask for help. – Recognise the importance of a social support network.
Core concepts	Mental health, mourning, negative and positive emotions, friendship, social support network
Emotions and feelings	Sadness/nostalgia, joy, frustration, friendship
Values	Respect, compassion, solidarity, goodness, friendship, selflessness, health
Skills	Empathy, emotional self-regulation, cooperation, communication, sharing
Strategies	<ul style="list-style-type: none"> – Reading and comprehension of the story. – Identifying the emotions and feelings in the story. – Reflecting and discussing the importance of accepting negative emotions while growing up. – Creating an experience sharing circle while playing the string game / ball of yarn game, thus explaining the importance of creating a support group.
Assessment	Qualitative: What did you like best? What did you like least? Suggestions.



George has been acting weird lately. He looks pale. He has lost the thrill of discovery, the excitement of marvelling at the world. The world seems less glamorous and fair.

At home he locks himself in his room. At school he isolates from everybody. It seems he wants to vanish, get lost, cover himself with Harry Potter 's cloak of invisibility. Teen stuff, his mother thinks. They are a strange kind. They like their space. They need room to find themselves.

Teachers are constantly calling his attention. They say he is always daydreaming and school marks are getting worse.

George feels lousy. He studies but with poor results. In front of his eyes, mixed with the words in the books, he sees mocking faces, his classmates' teasing smiles and always the same picture: he is lying on the floor, his notebooks and books are flying in all directions... Someone has "unintentionally" tripped him up.

George cannot forget the loneliness of the moment. Everybody was laughing. Nobody was able to come forward and help him after the incident. It seemed if they came closer, they would be contaminated by that disease of being someone's Target. Sitting in the classroom

with his head leaning against the window, he cannot erase those pictures from his mind. At the same time a cold sweat covers him. His heart jumps out of his chest, his stomach feels unwell, his muscles are paralysed and he chokes on his own breath.

- **George, are you OK?**

Anne, his classmate asked.

- **It's because of them, isn't it? I know it is not easy but never mind. They just want to look important! It will pass.**

Anne 's words were meant to help. However, George felt even more hopeless and less capable. He recognised Anne's solidarity but he felt like screaming

- **You are not helping!**

Anna knows it is necessary to act quickly to help George, but she, too, feels alone and knows she can't make it on her own.

During the break she silently sat by him just to keep him company. She looked for her smartphone and chose a calm tune with the sound of the sea. She tried to make him breathe calmly and thought

- **Tomorrow I will talk to the school psychologist. She will tell me how I can help George.**

Age level	10+
Topic	Mental health and violence prevention - Bullying
Aims	<ul style="list-style-type: none"> – Develop personal skills to deal with violence and harassment. – Become aware of the different types of bullying: physical, verbal and relational abuse. – Accept differences. – Raise awareness for a proactive behavior in favour of the victims' protection. – Value friendship.
Core concepts	<ul style="list-style-type: none"> – Violence and power – Victim/aggressor – Stereotypes and prejudice – Social support network
Emotions and feelings	Violence and power, victim/aggressor, stereotypes and prejudice, social support network
Values	Respect, tolerance, solidarity, friendship, dignity, health, responsibility
Skills	Assertive communication and conflict management, empathy, resilience, proactivity, emotional self-regulation, self-concept and self-esteem
Strategies	<p>Brainstorming:</p> <ul style="list-style-type: none"> – Ask students to define bullying and write definitions on the board. – Elicit specific examples of bullying such as beating, making fun, harassing, threatening, stealing. – Should the students not refer to social exclusion, gossip and racial comments add them to the list. <p>The perfect playground (http://onf-nfb.gc.ca/sg/100461.pdf) 10-12-year-old students:</p> <ul style="list-style-type: none"> – Ask students to close their eyes and imagine the perfect playground full of children of all ages, where everybody is happy doing different things. – Ask students to list what they don't see in that perfect playground. – Share their answers with the rest of the class (e.g. nobody is unhappy, there are no fights, no quarrels, there is no bullying, nobody cries, nobody gets hurt, nobody is excluded, nobody resorts to violence to solve problems, nobody swears or uses slang, nobody is ignored...). <p>True/False Quiz on Kahoot (https://kahoot.com):</p> <ul style="list-style-type: none"> – Students answer the quiz online (see annex 4). – Teacher checks the answers and analyses the report sheet. – Results are discussed with the larger group.
Assessment	<p>Qualitative:</p> <p>What do you like best? What do you like least? Suggestions.</p>

Emotionland 1: Streets of sadness, Joy and Anger



Emotiontown has got many streets and in each street the houses have got different colours. The inhabitants in this town walk every street. On some occasions they get lost, they don't know which way to go and walk aimlessly to and fro. Other times, they stop in a certain street and stay there for some time.

There is a street where the houses are all blue and the sky is always full of clouds. It looks like it is going to rain the whole time. When an inhabitant of Emotionland is feeling down and weary, tired from it all, and unwilling to do anything, he sits alone on a little bench in this street. This is the Street of Sadness. Everybody living in Emotionland goes there once in a while. It is quite normal, actually. Sometimes things happen which make us sad. In these moments, it is good to cry and be alone with our thoughts. But, we should not stay too long on the benches in this street nor in one of its houses for, unwantedly, we might end up living there for good and that is no longer desirable.

If we feel that the Street of Sadness is about to become our permanent address, we must look for strength within ourselves to stand up and join our family and friends. They can help us move.

Near the Street of Sadness we find the Street of Joy. It is a very colourful street with lots of shades of yellow.

When we walk on this street, we feel pleasure and happiness. We feel like singing, dancing, laughing, hugging people, sharing our happiness and the desire to live forever in this street.

Not everything depends on us, though. Sometimes things happen that make us sad and we need to know how to deal with them. If we never leave the Street of Joy to experience different things, we won't know how to act. We feel lost and that can lead us to the houses in the Street of Sadness or the Street of Anger.

The Street of Anger is all red, as red as fire. The houses have flames and smoke come out of the chimneys. Sometimes, there are sounds similar to those a cat makes when it wants to scare someone off - Hisssss!... In the Street of Anger you can hear screaming and things fly around. People throw objects when they are furious, when they cannot solve their problems or when they feel great injustice.

Anger helps us relieve the tension in our body and mind and to guide us to fight injustice. People should not overreact with aggressiveness as anger loses its value. It is an important street, but it should always be kept under surveillance. It needs to be closely controlled.

Emotionland II: Streets of Fear, Awe and Disgust



Walking again around in Emotionland, we end up in a street where the husedoors resemble open mouths. Immediately our eyes open wide and we exclaim unwillingly - Ohhh! That's the Street of Amazement. It is so surprising that the houses themselves change colour.

It is the unexpected that enters our head, draws our attention and makes us curious. Sometimes, the unexpected is good and beautiful and it leads us to the Street of Joy. On some occasions the feeling of weirdness isn't good and we think it is no fun. There we take a shortcut to the Street of Anger. Some other times, facing the unknown, we sense danger and our heart beats faster. And when we realise it, we are in the Street of Fear.

Before we visit the Street of Fear, let 's get to know the Street of Repulsion, some people call it Disgust. It is a street with green houses, a disdainful mouth and suspicious eyes. The inhabitants in this street don't like what they don't know. All untested substances can be unpleasant and cause them harm, that's why they always look queasy and disgusted. They get a nervous stomach when they think they have to try something new.

And now, finally, let's go to the Street of Fear. It is a dark one. It seems that a threat comes from every corner. In the houses, the floor creaks and shadows emerge from the corridors. The Street of Fear helps the town inhabitants understand danger and prepares them to deal with it. Our heart beats faster, our breath speeds up, our muscles are ready for action. It is a street that forces us to stay alert. That is the positive side of fear.

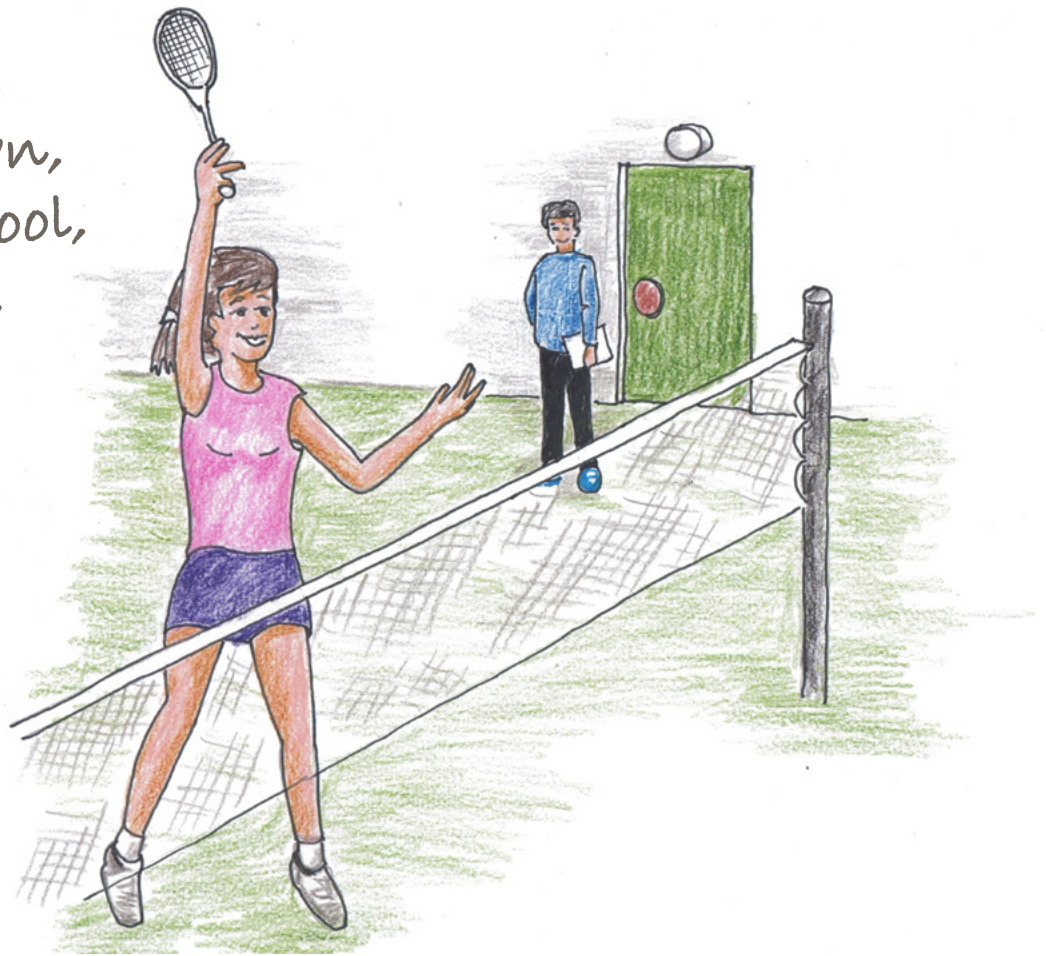
Occasionally it happens that some of the inhabitants in Emotionland are unable to leave this street. That is when Fear and Panic take over their lives and they keep looking over their shoulder, which means, they believe something bad is about to happen. Now, after this guided tour in town, get to know your own Emotionland and try to understand if you spend enough time in the different streets to adapt yourselves to the world and to life, or if you become prisoners in some of the streets and allow the good things in life to pass you by.

Emotionland 1: Streets of Sadness, Joy and Anger

Emotionland 1: Streets of Fear, Awe and Disgust

Age level	13+
Topic	Mental health and emotional literacy
Aims	<ul style="list-style-type: none"> – Identifying emotions. – Recognising the role of emotions in adaptation and survival. – Developing emotional self-regulation skills.
Core concepts	<ul style="list-style-type: none"> – Universal and secondary emotions – Levels of emotional intensity – Resilience – Sadness vs. depression, fear vs. anxiety, anxiety vs. panic – Mental health
Emotions and feelings	Sadness, fear, panic, astonishment, disgust, joy, euphoria, anger
Values	Health
Skills	Critical thinking, communication, emotional awareness and emotional self-regulation, resilience
Strategies	<ul style="list-style-type: none"> – Reading the story. – Listing universal and secondary emotions in the story. – Researching about the physiological changes caused by those emotions. – Becoming aware of the different intensities for each emotion. Playing a mime game where the classmates identify the performed emotions. – Researching about the differences between primary and secondary emotions and giving examples.
Assessment	Qualitative: What did you like best? What did you like least? Suggestions.
Remarks	The activities should be developed throughout several sessions considering the length of the story and complexity of the topic.
Remarks	Viewing <i>Inside Out: Guessing the Feelings</i> (https://www.youtube.com/watch?v=dOkyKyVFns) and identifying the emotions. Viewing the short animation film <i>Brain Divided</i> (https://www.youtube.com/watch?v=JvWcyhSUNN4&t=84s) and exploring the importance of balance between reason and emotion, also how they complement each other.

Another Town, another School, another Life



Lewis is fourteen and has recently moved. His father was transferred to work in another town and his mother, who is teleworking, went with him.

Moving was stressful but in the end everything fell into place. The new house already looks like home.

- **The smell is missing**, says Lewis. **It is nice, but it does not feel like home. It doesn't smell like us. I actually don't like it here. I miss my friends and I don't like the new school. I might as well have stayed with granny. My whole life stayed there.**

- **You know perfectly it didn't make any sense staying with granny**, his father said. **You belong with us. You will move out anyway when you go to university.**

- **Don't think I don't understand you**, his mother replied. **I am not that insensitive. I know that you are suffering and that hurts me too, but you have to make an effort to fit in. Come on! Give this new town and the new school a chance.**

Lewis tried to follow his mother's advice. He couldn't allow sadness to take over and depression in.

On the following day, he went to school earlier to find out about extracurricular activities. He looked at a long list and ended up picking badminton. He knew he needed to practise sport. There was too much negative energy to let out. Badminton would help him unwind. Apart from all the health benefits, it might also work as an important contribution to social integration.

When he arrived home, he let his parents know about his decision.

- **I'm glad**, mum said. **I was getting worried. But tell me, why did you pick badminton and not volleyball or football?**

- **You know mum, I killed two birds with a stone. You should have seen the chick that walked into the gym while I was there!!!**

Another town, another school, another life...

Age level	13+
Topic	Sports and physical activity / Mental health
Aims	<ul style="list-style-type: none"> – Understand how sports and physical activity favour young people’s whole development as well as their social integration. – Promote sports and physical activity. – Avoid sedentary behaviour.
Core concepts	Sports and physical activity, sedentarism, mental health, social integration, social support network
Emotions and feelings	Loneliness, sadness, nostalgia, anger, worry, frustration, love, friendship
Values	Health, empathy, personal and social fulfilment
Skills	Emotional self-regulation, communication, resilience, proactivity
Strategies	<ul style="list-style-type: none"> – Reading and understanding the story. – Identifying feelings and emotions in the story. – Looking for the benefits of sports practice in the text and adding others. – Distinguishing indoors from outdoor sports, individual from collective games. – Students pick two of their favourite sports and refer to three characteristics people should possess to practise them. – Students analyse which sport best fits their personal character traits and share it with the bigger group, should that be their desire.
Assessment	Qualitative: What did you like best? What did you like least? Suggestions.

Broken Mirror



Helen, fourteen. She hasn't been inhabiting this body for long. It still doesn't feel like hers, like home. The family, especially the older sister, mocks her, says she is clumsy, awkward, chubby...

In the photographs and video clips of her idols, Helen looks for images that resemble herself. In the mirror she hopes to find the image she longs for and not that of the stranger the reflection daily returns to her.

Her inner suffering is intense. It is the accumulation of contradictory emotions and tensions her new self can't cope with. She scratches herself frequently hoping that the marks on the skin may be deeper than this inexplicable pain that takes her by storm.

She locks herself in her bedroom. In the drawers, mixed with t-shirts and blouses, she hides protein bars and chocolates she never eats.

She avoids family meals as much as she can. Lying becomes her biggest accomplice. Lying is the accomplice and guilt is the companion.

- **Are you only eating that?** - her mother asks.

- **I've just had a snack. I'm not hungry. Later, I will eat something more.**

But there is no hunger able to devour both the pain, guilt and rejection of this body she does not recognise as her own.

Age level	13+
Topic	Mental health / healthy eating - Eating disorders
Aims	<ul style="list-style-type: none"> – Think about changes in adolescence. – Demystify the idea of a perfect body. – Understand the role of mass media and their influence in creating one’s self-image (sociocultural stereotypes). – Develop a positive self-image/concept. – Prevent dysfunctional behaviour.
Core concepts	<ul style="list-style-type: none"> – Adolescence – Self-image, self-worth and self-concept – Construction of identity – Selfharm and eating disorders – Sociocultural stereotypes of beauty
Emotions and feelings	Guilt, frustration, insecurity, acceptance/rejection, shame, sadness, loneliness, anxiety
Values	Sincerity, respect, health, solidarity
Skills	Critical thinking, assertiveness, emotional self-regulation, resilience
Strategies	<ol style="list-style-type: none"> 1. Brainstorm the topic “Being a teen” e.g., making a Padlet (https://padlet.com). 2. Differentiate typical and dysfunctional behaviour in adolescence referred to in the text. 3. Web search eating disorders warning signs. <ol style="list-style-type: none"> 3.1. Debate support and help strategies. 3.2. Survey of support structures at school and in the community.
Assessment	<p>Qualitative: What did you like best and least? Further suggestions.</p> <p>Suggestion: activate the comment and emoji section on the Padlet.</p>
Other suggestions	Opposing the classical beauty paradigm to the changes which are appearing in mass media, publicity and modelling.
Remarks	Besides its preventive character, this story may allow the acknowledgement of cases that need to be reported to psychological, medical, etc. support structures, so a particular availability and care from the teacher is required.



Marianne was in a rage when she arrived at Peter's. She had just had a quarrel with Anthony and to make things even worse Joanna had agreed with everything he had said.

Peter – *Probably, it is because she is in love with him and doesn't want to let him down. That is not a valid reason, though. I'd actually say it is a dangerous one. But what happened? What did Anthony say to make you lose your temper?*

Marianne – *We were talking about the careers that attracted us the most because of the vocational guidance, and I said I wanted to be a mechanical engineer or an air pilot. That's when Antony burst out laughing and said these were not jobs for a girl, that a girl is a fragile being ...*

Peter – *And you, what did you say?*

Mariana – *Well, I asked why. This kind of speech is so outdated. It is like when people say boys shouldn't be ballet dancers.*

Peter – *And Joanna agreed with him? It doesn't seem like her!*

Marianne – *Indeed!! Anthony went on saying pilots need cold blood and women are so emotional. Besides, reflexes and physical condition are very important, too, bla, bla, bla...*

Ah!! Joanna also added that if I wanted to fly so dearly, I might as well become a stewardess. It would be more appropriate for a woman. Well!...

Peter – *Seriously! It's the world gone mad. I suppose you shouldn't become a mechanical engineer because you might get dirty with oil, or because you would have to work with men. You could even become their supervisor and then they wouldn't respect you... and I don't know what else!!!!*

Marianne – *Look, to be honest, I don't know what their arguments against mechanical engineering were. I told them, if everybody thought the same way, we wouldn't have had women attending university, or nurses, teachers and social workers would be the only jobs allowed. You know, jobs with the traditional role of women as carers. Having said this, I left. One should know when to leave before things turn nasty. Tomorrow, I will calmly try to speak with them.*

Peter – *That sounds wise! I will go with you. What bothers me most is that we are talking about friends of ours, young people and on top of everything else, one of them is a woman! There is still so much to be done on the topic of gender equality! Passing laws isn't enough.*

Marianne – *Thanks. The more the better. Changing mentalities is indeed a hard task, it needs teamwork, patience and resilience.*

Such a long way
still to go ...

Age level	13+
Topic	Affection and sex education - Gender equality
Aims	<ul style="list-style-type: none"> - Promote gender equality. - Scrutinise different socio-cultural roles according to gender. - Debate gender matters and the roles linked to them. - Encourage a proactive attitude for gender equality.
Core concepts	<ul style="list-style-type: none"> - Gender roles - Gender-related stereotypes and prejudice - Equality of rights and liberty - Compare social reality to existing laws
Emotions and feelings	Anger, disappointment, love/passion, contempt
Values	Respect, liberty, justice, equality, solidarity, dignity, friendship
Skills	Empathy, emotional self-regulation, self-esteem, self-concept, self-confidence, critical thinking, cooperation, communication and conflict management
Strategies	Imagine Marianne and Peter's calmer conversation with their classmates (Joanna and Anthony) on the following day, bearing in mind the quality of communication in conflict management and argumentation.
Assessment	Qualitative: What did you like best? What did you like least? Suggestions.

No part in
this film



Miguel is in his room web searching about gender equality. He had a quarrel with Alice and he is looking for information to validate his arguments and simultaneously provide him with data for his counter-argumentation. According to him, women complain without any reason.

– Aren't they already in positions that formerly belonged to men? Don't men, at least most of them, already help with the housework? Seriously! Alice is overreacting and there is no reason to say it's necessary to fight against discrimination, for Women's Rights which are no more than Human Rights, etc., etc.... This feminist speech kills me!

However, as Miguel is searching for info, he finds out about a world which was unknown to him. He discovers, for instance, that, according to UNESCO, illiteracy has a female face. He discovers that, in many countries, women earn less than men for the same work. In job interviews they are disadvantaged not because of their education and training but because they are married or because they are pregnant. In 39 countries, daughters don't have the same inheritance rights as sons. There are countries where female genital mutilation is still a common practice, as well as arranged child and early marriages. There are countries where legal protection for victims of domestic and sexual violence doesn't exist. There are countries where men can legally forbid women to work outside the home...

Miguel experiences a growing feeling of unease. He doesn't care about his argumentation anymore. Alice is right! There is still a lot to be done. Suddenly, he pictures himself in a film, a film he had never envisioned. In that film he plays the part of the main character, a female main character.

She leaves her work place, where she earns less than her male colleague, arrives home, prepares the meals, takes care of her children and still has to put up with her mother's remarks each time she complains about the workload.

–You are complaining for the sake of it. You are in fact privileged since you have your husband that helps you at home.

– "Help?!" It is also his home. He lives here, doesn't he?

–Helping is not sharing, mumbled Miguel, lost in a film which wasn't in fact his.

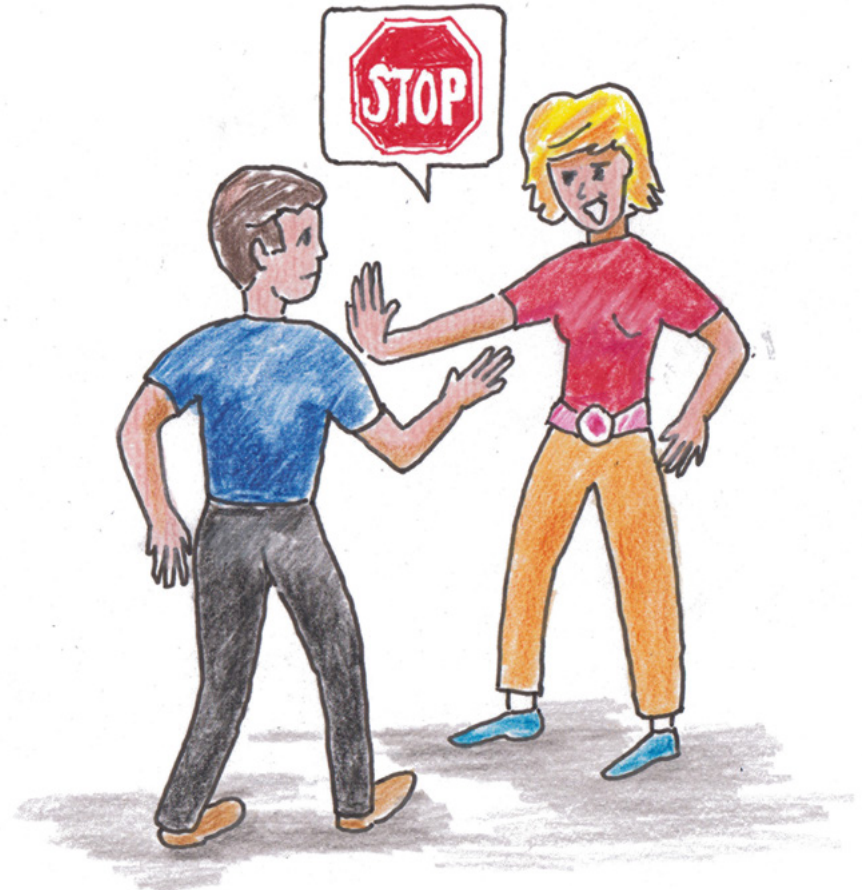
Picturing himself as a woman has awoken the feeling of anger in him.

He tidied up his room without needing anyone to tell him to do so and then he called Alice.

– Hello?! You are absolutely right. There is still so much to be done on the path for equality between men and women...

Age level	15+
Topic	Affection and sex education - Gender equality
Aims	<ul style="list-style-type: none"> - Promote gender equality. - Recognise gender equality as a Human Rights issue. - Scrutinise different socio-cultural roles according to gender. - Debate gender issues and the roles related to them. - Encourage a proactive attitude for gender equality.
Core concepts	<p>Human Rights and gender-based discrimination</p> <p>Gender roles</p> <p>Gender-related prejudice and stereotypes</p> <p>Equality of rights and liberty</p>
Emotions and feelings	Contempt, awe, sadness, anger
Values	Respect, liberty, justice, equality, solidarity, dignity, health
Skills	Empathy, critical thinking, cooperation, communication and argumentation, cooperation, communication and conflict management
Strategies	<ul style="list-style-type: none"> - Reading the story. - Identifying emotions and feelings in the story. - Researching about gender-related Human Rights violations. - Devising actions for the promotion of gender equality.
Assessment	<p>Qualitative:</p> <p>What do you like best? What do you like least? Suggestions.</p>

STOP!



John and Elisabeth have been dating for six months. John is seventeen and thinks it is time their relationship moves on to a greater intimacy level. Most of his friends have done it and he is sick and tired of hearing jokes about his virginity.

Fortunately, John's parents are going out for the weekend and he invites Elisabeth to spend the Saturday afternoon together.

John – *Liz, would you like to come over on Saturday? My parents are away. It's an opportunity for us to be alone. What do you say?*

Elisabeth – *I don't know. I will have to ask my parents. I'm not sure about our family plans.*

John – *Alright. Ask them! You really should be interested, and find a way. We have so few opportunities like this.*

Elisabeth – *It is not easy but I will try.*

(At John's.)

Elisabeth – *You look so cute in this photograph. How old were you?*

John – *About 5... I'm not sure - John said, hugging her closer.*

Elisabeth cuddled up and John kissed her tenderly. Then, little by little, he started exploring her body, but was suddenly interrupted by Elisabeth who stopped his hand.

John – *What is the matter? He asked while looking for her body again.*

Elisabeth – *Stop! I don't want it.*

John – *How come, you don't want it?! Don't you love me?!*

Elisabeth – *Yes, I do. You know I love you. But I am not prepared to go any further.*

John – (Pulling away, disappointed and sulky.) *I see!... I thought you loved me as much as I love you but, apparently, I was wrong...*

Elisabeth – *It's not that. Don't be childish! One thing has nothing to do with the other. This is a serious step and we don't have any protection. First, we should go to a family planning appointment.*

John – *Family planning?! Take it easy! We don't need such a fuss to make love. Trust me. Later you can arrange an appointment at the gynecologist's.*

Elisabeth – *Me? A family planning appointment is for both of us! I am not making love on my own!!*

John – *Seriously, I don't understand! I told you, I'd be careful. You can be sure you are not going to get pregnant.*

Elisabeth – *Please John, don't insist! It doesn't make any sense. Besides, we should also watch out for STDs.*

John – *Well, you'd better leave. We will talk some other time, when I am calmer and have thought it all over.*

Age level	15+
Topic	Affection and sex education - Family planning
Aims	<ul style="list-style-type: none"> – Promote responsible sexuality. – Promote gender equality in intimate relationships. – Scrutinise social expectations related to male and female sexuality.
Core concepts	<ul style="list-style-type: none"> – Gender roles – Gender related prejudice and stereotypes – Equality of rights and liberty – Family planning - sexual and reproductive health – Healthy intimate relationships
Emotions and feelings	Anger/disappointment, love/passion, contempt, frustration
Values	Respect, liberty, responsibility, trust, dignity, equality, health
Skills	Assertiveness, emotional self-regulation, self-esteem, self-concept, self-trust, critical thinking, communication and conflict management
Strategies	<p>Reading the story. Identifying feelings and emotions in the story. Playing STOP (reading in role play):</p> <ul style="list-style-type: none"> – Students raise their hand and say stop each and every time they come across fallacy or emotional blackmail. – Students who disagree must justify their position and suggest an alternative. <p>Imagine the situation depicted in the text the other way around, <i>i.e</i> Elisabeth makes the move and John doesn't feel prepared for his first time.</p>
Assessment	<p>Qualitative:</p> <ul style="list-style-type: none"> – What did you like best? What did you like least? Suggestions. – Web searching what rights you have as a partner in a romantic relationship. For example, through your health authorities or the World Health Organisation.
Remarks	The second and third activities are complementary. If there isn't enough time to carry both out in a single session, the third task should be accomplished in the next session.

Diary of a teen Mother



Dear Diary,

I know I was supposed to be happy but I am not. I am not happy and I feel terrible about it. I always thought having a child would be the most beautiful thing in the world. A piece of us. Unconditional love. To love someone and be loved back for what we are. No make-believe, just giving...

I thought with a child I would never feel lonely. Isn't this every woman's dream? Wasn't this what I was taught? Ok! Marriage was in between but isn't it true that a woman only feels accomplished after having a child? Bullshit! Why do I feel terrible then?

Why do I consider myself a monster for feeling terrible? Of course, I love my child but sometimes, God forgive me, I would rather not have had it?!

And here I am writing to you, dear diary, something I hadn't done in such a long time. I am writing because loneliness hurts and I am not even brave enough to mention the contradictions I feel to anyone. Talking to someone!! As though I had someone to talk to...

I have been so far away from all my friends since my son was born!

At first, they would come by and visit me, it was new! And I felt great, the centre of the world! But then, little by little, they stopped dropping in. They would send a text, once in a while, and now... now they seem to have forgotten I even exist.

Today I am particularly sad. My friends are graduating and it's their prom night. How I would love to be with them!! Be one of them!

I have dreamt so much about university! Graduating, be more than this forced woman that works weekends as a cashier because during the week I have no one to look after little Andy and I need to make ends meet. At least I must be able to get the money for nappies and milk...

Andy is sleeping soundly! Thank God! The last few nights were terrible!

Well, I am going to leave you now. In a while I will be having a bottle to prepare!

See you tomorrow! For now, I will hold on to you, dear diary... Fairy tale princes are on holiday and I believe they don't like Cinderellas anymore.

Age level	15+
Topic	Affection and sex education - Teenage pregnancy
Aims	<ul style="list-style-type: none"> - Reflect on teenage pregnancy. - Raise awareness for a responsible maternity/paternity. - Avoid an unwanted pregnancy. - Debate the importance of a social support network in pregnancy.
Core concepts	<ul style="list-style-type: none"> - Responsible contraception - Teenage pregnancy - Social support network, peer network - Life project - Parental responsibility - Family planning
Emotions and feelings	Guilt, loneliness, love, tenderness, anger, sadness, desire, frustration, deception
Values	Responsibility, liberty, abnegation, health
Skills	Critical thinking, empathy, assertiveness, emotional self-regulation, resilience, communication and conflict management
Strategies	<p>Reading the story and debating and its implications in one's life project (relate to family planning and parental responsibility).</p> <p>Identifying the emotions and feelings in the story and the ambivalence resulting from this situation.</p>
Assessment	<p>Qualitative:</p> <p>What did you like best and least? Further suggestions.</p>
Other suggestions	<p>What would it take for this teenage mother's story to have a different end?</p> <p>"How much does it cost to have a baby?"</p> <ul style="list-style-type: none"> - Consider personal, social and emotional costs related to a teenage pregnancy. - Estimate the costs of the baby's clothing, as well as its other needs (nappies, milk, pediatrician ...) - Watching the 2007 Canadian film <i>Juno</i>. Follow-up discussion.

Losing (myself) in love



(On the phone)

Carla – *Thanks, Barbara! No...I am not going. I appreciate the invitation but I can't.*

Barbara – *Why not? It's going to be cool! The whole crowd is going to be there. Joanna and Michael have been asking about you ...*

Carla – *I have a lot to do. My room is a mess and John is not here either. You know, I feel bad going without him...*

Barbara – *Nonsense! You'd love it. Your room can wait! We won't stay there too long and you can always leave when you want. I'm sure you will arrive on time to tidy up your room...*

Carla – *It's not just that. John doesn't like when I go out without him and I don't feel like getting into an argument... It is running so smoothly lately!*

Barbara – *I don't understand. Didn't he go out himself? So? Besides, we are not doing anything wrong.*

Carla – *You know, John doesn't feel comfortable with my friends, he thinks you don't accept him and you do everything to break us apart....*

Barbara – *What? We barely know him! And you, what do you say about that?*

Carla – *I try to tell him that is not true but he doesn't believe it. You understand, don't you? I care greatly about him and I do not want to lose him. So, I'd better not stir things up. I am very glad you thought of me, but I would rather stay at home. Next time, maybe. Bye.*

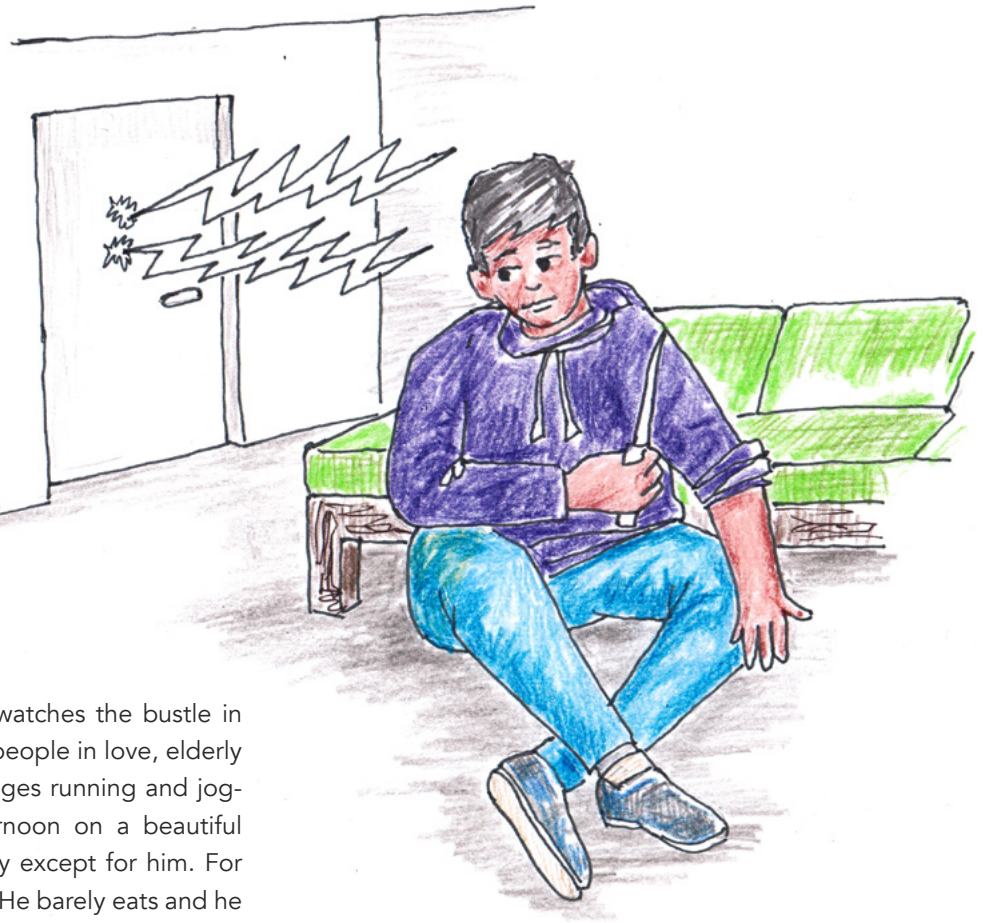
(Barbara hung up and said to Joanna who had heard the whole conversation.)

Barbara – *We have to do something! John is obsessively jealous and he is pushing Carla away from her friends. It is a dangerous path.*

Joanna – *It is true! Anyway, it won't help much saying anything now. We have to stay alert and not give up on her even if she turns away.*

Age level	15+
Topic	Mental health and violence prevention - Violence in intimate relationships
Aims	<ul style="list-style-type: none"> – Promote discussion on the issue – Discuss the characteristics of a healthy intimate relationship regardless of sexual orientation or gender identity – Demystify jealousy as a feature of love – Demystify the concept of romantic love – Display the role of friendship as social support network
Core concepts	<ul style="list-style-type: none"> – Types of violence, power and control – The ideal of romantic love – Jealousy – Self-esteem and self-concept – Social support network, peer network – Healthy relationships
Emotions and feelings	Guilt, love, jealousy, resignation, anger, fear, frustration, friendship, persistence
Values	Solidarity, respect, liberty
Skills	Empathy, assertiveness, emotional self-regulation, resilience, active listening and conflict management
Strategies	<p>Roleplay.</p> <p>Brainstorming:</p> <ul style="list-style-type: none"> – Defining violence and identifying types of violence. – Oppose the situation of psychological violence in the text with the alternative of a healthy relationship. – Discuss the role of her friends (peer group) as a social support network. <p>Make up a dialogue between Carla and her boyfriend, in which she informs him she has accepted her friends' invitation. In this dialogue emphasize the importance of a clear, assertive communication, of empathy and of active listening in conflict management.</p>
Assessment	<p>Qualitative:</p> <p>What did you like best/least? Suggestions.</p>
Other suggestions	<p>Devise a recipe with the essential ingredients in a healthy relationship:</p> <ul style="list-style-type: none"> – Students brainstorm the necessary ingredients for the recipe. Alternatively, give students a pre-prepared list allowing them to add any other ingredient which might be missing. – Divide the class in groups and ask each group to create its recipe. – Share all recipes with the larger group and promote a debate. <p>Listening/viewing activities followed by discussion and debate:</p> <ul style="list-style-type: none"> – Rihanna "I love the way you lie" ft. Eminem, lyrics – Rihanna "We found Love" ft. Calvin Harris, lyrics and official video <p>Viewing Graal's Ironic Campaign (https://www.youtube.com/playlist?list=PLSEXOWqV-KAbNpi_-UxAND9_JfqDI4MU1 subtitled in English), followed by discussion.</p>

The Storm doesn't last forever



From his bedroom window, Ben watches the bustle in the park: children playing, young people in love, elderly reading the paper, people of all ages running and jogging. Indeed a normal late afternoon on a beautiful sunny day. Beautiful for everybody except for him. For him the clouds have come to stay. He barely eats and he hasn't gone to school for a week.

His parents are extremely worried. They would like to understand what is wrong but he doesn't talk.

In his bedroom the sound of the notifications and likes creates an endless symphony. Over and over again he pictures what happened in the street café where, supposedly, Miriam had set up their first date after so many warm text messages exchanged on social media.

Gosh! The embarrassment he went through when he approached Miriam's table!.. Her open smile looked like an invitation for a kiss. Unfortunately the smile was for Sam, who was right behind him. He made a lame excuse and left in haste, deeply ashamed. In that moment he wished he would have vanished into thin air.

Why me? - Ben thought. I should have suspected right away. I am the one who is always warning about the dangers of social media. It is not like me at all! Me, known for being a nerd!

Barely could he imagine that it was just the beginning. A classmate, one of those who hides and finds pleasure mocking everybody, took pictures of the moment and posted them on Twitter, Facebook, Instagram... Since then comments haven't stopped. It is like a photo-novel... Ben switched off the smartphone, shut the laptop and locked himself in his room. He didn't want to see anyone.

At that moment he got away from the window, sat on the floor and looked at the paper cutter.

- Ben! Ben! Open the door, please! Let me help you, dear, his mother said sobbing.

Ben hesitates. His mother's voice woke him up and brought him back to life.

He opened the door, hugged his mother and burst into tears.

Age level	15+
Topic	Mental health and violence prevention - Cyberbullying
Aims	<ul style="list-style-type: none"> – Promote peace and non-violence. – Characterise the phenomenon of violence. – Identify the phenomenon of cyberbullying. – Evaluate what leads to bullying and cyberbullying. – Define strategies to deal with violent situations. – Identify self-harm and emotional suffering. – Recognise the importance of a social support network.
Core concepts	Violence, different types of violence, cyberbullying, self-harm, social support network
Emotions and feelings	Loneliness, sadness, love, disappointment, rejection, guilt, despair, frustration, shame
Values	Health, respect, responsibility, dignity, accepting difference
Skills	Empathy, assertiveness, emotional and behavioural self-regulation, resilience, conflict management
Strategies	<ul style="list-style-type: none"> – Reading the story. – Identifying the emotions and feelings of the characters. – Brainstorming - What is violence? Making a Padlet (https://padlet.com/). – Identifying different types of violence in the story and adding others. – Reflecting on the different roles the characters play in the story. <p>Dividing the class in groups and asking each group of students to continue the story focussing on: Ben's behaviour when he returns to school, behaviour of his peers, his mother, Miriam and Lewis. Other characters can be created (e.g. principal, teachers...) if students consider necessary.</p>
Assessment	Qualitative: What did you like best and least? Further suggestions.

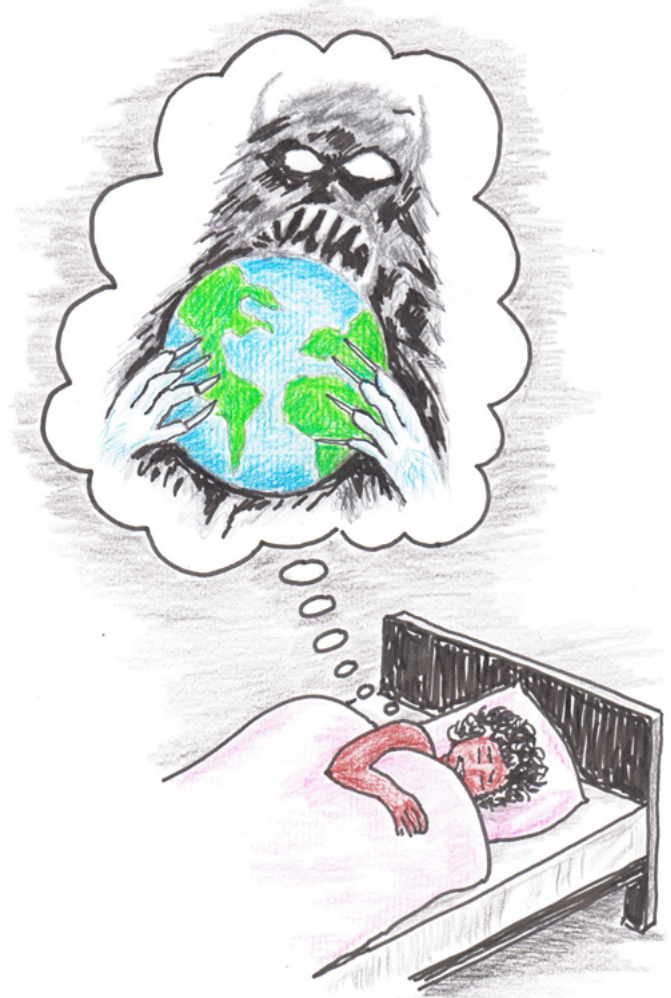
A strange Dream

Today I had a strange dream. Aren't they all? You would ask and you are possibly right. This dream was different though. It seemed like a warning or something alike.

I am still upset. I feel a tightness in my chest, a wide-spread discomfort and a knot in my throat which mutes my voice.

Something has changed inside me which pushes me to act. I have dreamt of ghosts and vampires. It wasn't a TV fiction dream. The ghosts came from the future and called upon us to account for our actions. They were mostly children and young people covered in dry mud. They were carrying little treasures in their hands. Water and plants. They didn't speak. They didn't have to. That look! That look spoke for itself... and the body?! The body was bent like a mother protecting her children, her treasures...

We were the vampires. We were the ones who had taken nature as ours, enslaved it and took all its rights. We were the ones who consumed as though there was no tomorrow, unaware we were jeopardising our own future. We were the ones who didn't feel enough indignation to protect nature. We kept on sucking out its sap, careless of its finitude. We showed no concern for those human beings who refused to be vampires and took care of it as their home. We didn't bother with those whom we prevented from having proper living conditions.



Not only ghosts of the future walked by in front of me, but also zombies of today. Those whose daily bread is denied.

Suddenly I woke up covered in sweat. I don't want to be a vampire. I don't want to be an accomplice. I have to do something.

That is why I am here telling you about my dream. We have to do something!!

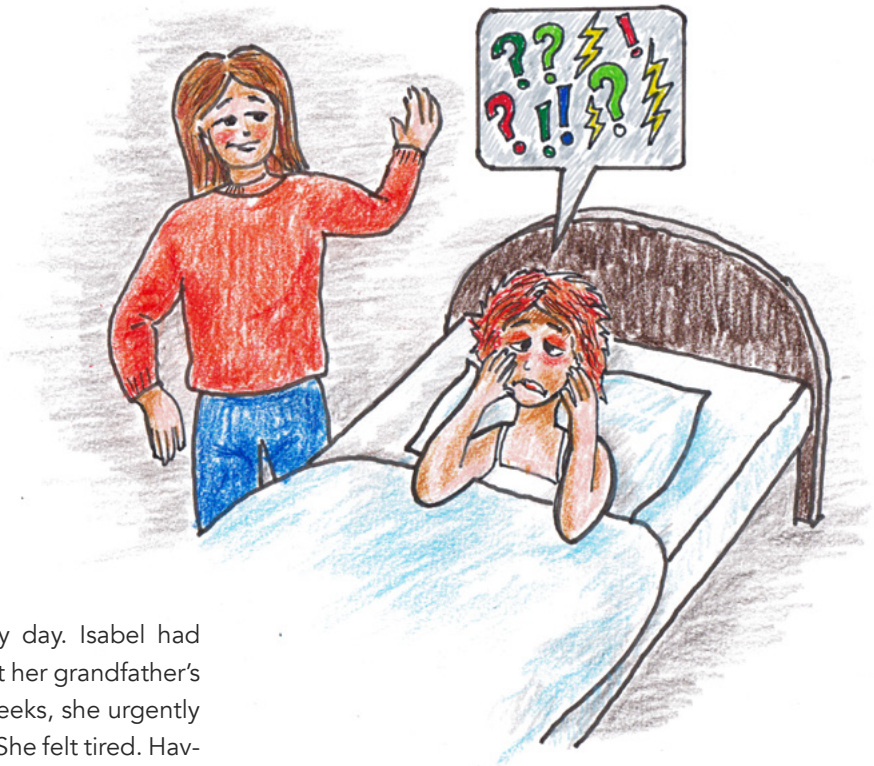
We can start by ourselves, at home, at school, within our community.

Suggestions for action are being accepted. Who comes along?

Age level	15+
Topic	Sustainable development and food
Aims	<ul style="list-style-type: none"> – Promote respect for nature. – Encourage the sustainable management of natural resources. Foster responsible consumption. – Defend nature by encouraging proactive behaviour. – Promote social development which is environmentally sustainable.
Core concepts	<ul style="list-style-type: none"> – Sustainable development – Environmental awareness – Right to nutrition and food safety – Fighting waste
Emotions and feelings	Distress, guilt, sadness, anger
Values	Respect, liberty, justice, equity, responsibility, solidarity, dignity, health
Skills	Empathy, critical thinking, cooperation, communication and argumentative capacity, proactivity
Strategies	<ul style="list-style-type: none"> – Reading the story. – Identifying the emotions and feelings in the story. – Web searching information about hunger and waste. – Web searching about the global campaign “Think. Eat. Save. Reduce your footprint”, (https://www.unep.org/thinkeatsave/about-thinkeatsave) launched by the United Nations Programme for the Environment (PNUMA) and by the UN Organisation for Food and Agriculture (FAO). – Propose actions within the community to protect the environment. – Suggest actions to reduce pollution, waste and minimise hunger.
Assessment	Qualitative: What did you like best? What did you like least? Suggestions.
Other suggestions	<ul style="list-style-type: none"> – Watching the short-animated movie <i>Man</i> by Steve Cutts. (https://www.youtube.com/watch?v=WfGMYdalCIU&t=33s) – Listing all harmful actions man is responsible for as they chronologically appear in the film. – Describing the feelings caused by man’s actions. – Relating the film with the text. – Creating a different ending for the film and suggesting all the necessary actions leading to it. – Listening and analysing the lyrics of the song - “Dear Future Generations: Sorry” (https://www.youtube.com/watch?v=eRLJscAlk1M) – Write a similar poem for a rap song and sing it.



Night out



Half past nine. It is a beautiful sunny day. Isabel had planned to spend the day with Maria at her grandfather's farm. After a few very intense exam weeks, she urgently needed the peace Nature offered her. She felt tired. Having gone out yesterday night with the guys didn't help either. Well, but that happened once in a blue moon and possibly it would be the last time they were together before going to university.

She got dressed and went to Maria's.

- **Good morning, Isabel! Come up. Maria is still sleeping. You arrived very late last night,** Maria's mother said.

- **Yeah, right! After the party we went to my place, we talked and didn't even realise how time went by –** Isabel said, while going up the stairs, ashamed because of the lie.

(In the bedroom.)

- **Maria, wake up! Where did you go yesterday? I looked for you everywhere.**

Maria turned around in bed and covered herself with the sheets.

- **Shhh!... Not so loud. My head is bursting!**

- **Don't you shush me!** - Isabel replied. **Out of bed, now! My parents are waiting for us to go to the farm.**

- **Let me be. Make up an excuse. I want to sleep. Oh, my head!!! I slept awfully and threw up the whole night. My stomach is still upset. I feel nauseated, my mouth is dry, I can barely open my eyes and the world is spinning around...**

- **Come on! Stand up!** - Isabel pulled the sheets back. **I am sick and tired of lying for the sake of you. Stand up, have a shower, drink a lot of water and eat something to cure that hangover. How did you come home yesterday?**

- **I don't know. I don't remember,** Maria sighed. **I think it was that boy who was next to us. What was his name? I can only remember that they opened the door because I couldn't find the keyhole and they pushed me in. I managed, with great difficulty, to climb the stairs and I crashed into bed.**

- **I have no clue who you are talking about, Maria. I left earlier, remember? I asked you to stop drinking but you swallowed one drink after the other. When I held your arm, you called me a pain and said you didn't need a babysitter. I was hurt and left. I was halfway home when I turned back and decided to fetch you, but I couldn't find you. I looked for you everywhere, but nobody knew anything and you didn't answer the phone. I have been worried sick all night.**

Maria starts crying. Despair takes over.

- **Isabel, I am afraid! I cannot remember anything. What if something happened? Ouch!! My head hurts so badly...**

Age level	15+
Topic	Addictions and addictive behaviour
Aims	<ul style="list-style-type: none"> – Know the consequences of alcohol abuse. – Develop personal strategies to deal with risky situations. – Realise the role of peer pressure. – Promote healthy lifestyles.
Core concepts	Addictive behaviour, addictions, alcohol abuse, abstinence, peer pressure, social support network
Emotions and feelings	Guilt, sadness, fear/anxiety, fear/contempt, pleasure, friendship
Values	Truth, honesty, respect, dignity, liberty, responsibility, solidarity, health
Skills	Critical thinking, self-esteem and self-concept, self-trust, emotional self-regulation, resilience, assertiveness
Strategies	<ul style="list-style-type: none"> – Reading and understanding the story. – Identifying emotions and feelings in the story. – Web searching about the dangers related to alcohol abuse. – Reflecting upon risky behaviour in the context of a night out. – Brainstorming self-protective behaviour while on a night out. – Creating a flyer for the school community. – Web searching guidelines on how to avoid risky situations during a night out. For example, through your health authorities or the World Health Organisation.
Assessment	Qualitative: What did you like best? What did you like least? Suggestions
Other suggestions	<p>Formation and education of a peer group:</p> <ul style="list-style-type: none"> – Cooperation between school services and the community for the education and formation of youngsters. – Peer group intervention with classmates and the community (sport clubs, youth associations etc).

Health in Time of Pandemic

After school, Lewis and Andrew, keep each other company while they are walking home...

Lewis - *I have been thinking today...*

Andrew - *Only today? I think everyday...*

Lewis - *How funny! I have been thinking about the healthcare staff and science researchers in the fight against this pandemic as well as the boycott they are experiencing.*

Andrew - *What boycott? That is nonsense! Do you know what else? The Covid-19 pandemic is nothing but a pharma industry conspiracy and we are falling for it like sitting ducks...*

Lewis - *Obviously! The pandemic doesn't exist. It is a mirage and we are living in a virtual reality setting. Hospitals are not overcrowded and people are not dying of Covid-19. Vaccines only introduce the virus in your body, etc., etc., etc.... And by the way, the Earth is flat, right?*

Andrew - *The Earth has nothing to do with it. I am not getting any jab with such a short testing period. This is a supersonic vaccine!!!*

Lewis - *Come on, Andrew, cut it! You are a clever educated guy! Look! Scientists all around the world are working to control this pandemic. Besides, technological and scientific conditions are better than ever before. Think how fear and ignorance breed disinformation which is then used for bad purposes... History is full of similar cases.*



Andrew - *Just from hearing you, one might think I am against progress and development.*

Lewis - *No, that is not the point. It seems to me you need to stop and think. Look for information and pick the right sources. Don't let yourself get carried away by pseudo scientific arguments.*

Andrew - *Hummm!*

Lewis - *Look, with all this, I never got to tell you what I had been thinking about. It is a funny comparison, maybe a bit far-fetched, but with some truth in it.*

Andrew - *Oh, really! What was that?*

Lewis - *I thought Science is also a victim of bullying and cyberbullying.*

Lewis goes around the corner and heads home.

Age level	15+
Topic	Health - Communication and metacommunication
Aims	<ul style="list-style-type: none"> – Promote health literacy. – Emphasize the importance of vaccination in the fight against diseases. – Distinguish information from disinformation. – Assess metacommunication. – Analyse inconsistencies in communication. – Identify manipulative speech.
Core concepts	Health, science and vaccines, disinformation, fake news, manipulation, metacommunication
Emotions and feelings	Friendship, admiration, fear, disgust, trust and distrust
Values	Health, truth, respect, responsibility, accepting difference, solidarity
Skills	Empathy, communication: assertiveness, critical thinking, reasoning ability
Strategies	<ul style="list-style-type: none"> – Story reading - enacting the story in a roleplay. – Brainstorming the concept of health. – Debating the topic of vaccines. Randomly divide the class in two groups. A group represents Andrew's opinion, the other represents Lewis's. Students are given some time to prepare their argumentation. The teacher acts as moderator. – Web searching about the invention / evolution of vaccines and their role in the improvement of people's living conditions. This web search should be carried out in small groups. Each group deals with a topic e.g. first vaccine, types of vaccines, vaccination plans, etc.
Assessment	Qualitative: What did you like best? What did you like least? Suggestions...
Other suggestions	<p>Formation and education of a peer group:</p> <ul style="list-style-type: none"> – Cooperation between school services and the community for the education and formation of youngsters. – Peer group intervention with classmates and community (clubs, youth associations etc.)



Annexes

Annex 1 - Sleep Hygiene Advice

For Parents

Sleeping well is extremely important for a healthy life. An adequate sleeping pattern in childhood lays the foundation for quality sleep in adulthood.

Children

1. It is essential to spend time with the parents at the end of the day and maintain a bedtime routine.
2. Children should be put to bed sleepy but still awake in order to fall asleep without the parents around. This fosters autonomy to go back to sleep alone in the middle of the night, should they wake up.
3. The contacts during the night should be brief and calm keeping the child in bed.
4. Transition objects (teddy, blanket) might be useful for small children who feel insecure without the presence of their parents.
5. Taking a nap should be adapted to the child's age / development stage avoiding long, frequent or late naps.

Teenagers

1. A teenager should sleep 8,5 to 10 hours per night.
2. Sleeping schedules may vary according to school timetables, social activities or weekends, but the total amount of hours per night should be maintained. Occasionally, some compensation might occur at the weekend.
3. A teenager must be in an atmosphere with light in the morning and avoid it at the end of the day.
4. All electronic equipment, including cell phones, should be kept outside the bedroom (standby light, SMS, etc., interrupt sleep).
5. A teenager should desirably avoid alcohol and tobacco consumption. Sleep disorganisation is one of its several harmful effects.

Advice for Children and Adolescents

1. **Keep a regular sleeping schedule** | The schedule to get up and go to sleep should be the same every day. It should not vary more than an hour at the weekends or on holiday.
2. **Have a bedtime routine** | Before going to bed, adopt usual actions to prepare for sleeping like: showering, having dinner, going to bed, reading, listening to calm music.
3. **Have a quiet, dark atmosphere with mild temperature in the room** | The bedroom must be perceived as a pleasant place.
4. **Switch off all electronic equipment an hour before going to sleep and leave it outside the room** | Lights and beeps from computers, cell phones, playstations and television delay falling asleep and cause young ones to wake up during the night.
5. **Don't be hungry at bedtime** | Feeling hungry can disturb falling asleep.
6. **Avoid stimulating food or beverages in the hours before going to sleep** | Several drinks (coke, soda, tea, coffee) and food (chocolate) contain caffeine and may disturb your sleep if taken during the late afternoon or evening.
7. **Don't drink too much liquid before going to bed or during the night** | The need to pee during the night may lead to waking up.
8. **Avoid vigorous activities within two hours before bedtime** | Physical exercise is very important but very energetic activities may delay falling asleep.

Sleep well to wake up well!!

(<http://criancaefamilia.spp.pt/media/124389/HIGIENE%20SONO%20CRIANcA%20ADOLESCENTE.pdf>)

Annex 2 - The ID of the Vegetables

The template below is used for the activity devised within the context of the story "Salad Show".

Name of the vegetable	
Scientific name	
Characteristics	
Health benefits	
Photo or drawing	

Annex 3 - The Cough Cough Gang

Popcorn Game

To be played when the sanitary context allows it.

Material: small popcorn bags.

Students sit in a circle. Each student gets a small popcorn bag.

Game rules are handed out emphasizing the idea that everybody must stick to them.

Each student gets a folded piece of paper with the rules.

They must not show anybody their rules throughout the game.

Rule 1:

- This is a sharing game: giving and receiving.
 - Open your popcorn bag and give the next classmate on your right hand side a popcorn.
 - You must also accept and eat the popcorn the classmate on your left hand side offers you.
- (In the circle there is only an element with a different rule.)

Rule 2:

- Open your popcorn bag and give the classmate on the right hand side a popcorn.
- You must also accept the popcorn the classmate on your left hand side offers you but you cannot eat it.
- You can however pass the popcorn to the next classmate on your right hand side.

Remarks:

After a while, a feeling of uneasiness and even tension begins to be sensed.

When considered appropriate, the organiser can stop the game.

If possible, a whole bag of popcorn should be finished.

After stopping the game, the organiser should listen to the pupils about what they observed and felt during the game.

Finally, each player with rule 1 must read the instructions he/she has received.

The same applies to the player with rule number 2.

Reflect on the purpose underlying the group dynamics focusing on the difficulty in dealing with peer pressure.

Roleplay

Activity: peer pressure and assertiveness.

Ask for 5 volunteers for a roleplay situation.

Roleplay: A group of friends. One arrives later and the others are all smoking. They offer him a cigarette, but he doesn't want to try it. The others put pressure on him. The member of the group who refuses to try it will have to manage to do so without compromising the relationship with his friends.

Note: The rest of the class is divided into groups of 5. They write down possible answers, some in favour and some against. Whenever this is appropriate, the teacher can ask the spokespeople of each group to help their classmates.

Final reflection: How did you feel? Was it easy to say no? Was it easy to keep saying "no" despite the pressure? Was it easy to come up with arguments?

Was the simulation convincing? Was the refusal convincing? How can it be improved? Aspects to take into account: argumentation quality, conviction of the answer (non-verbal aspects) or abandoning the situation with a good excuse.

Annex 4 - The Cloak of Invisibility

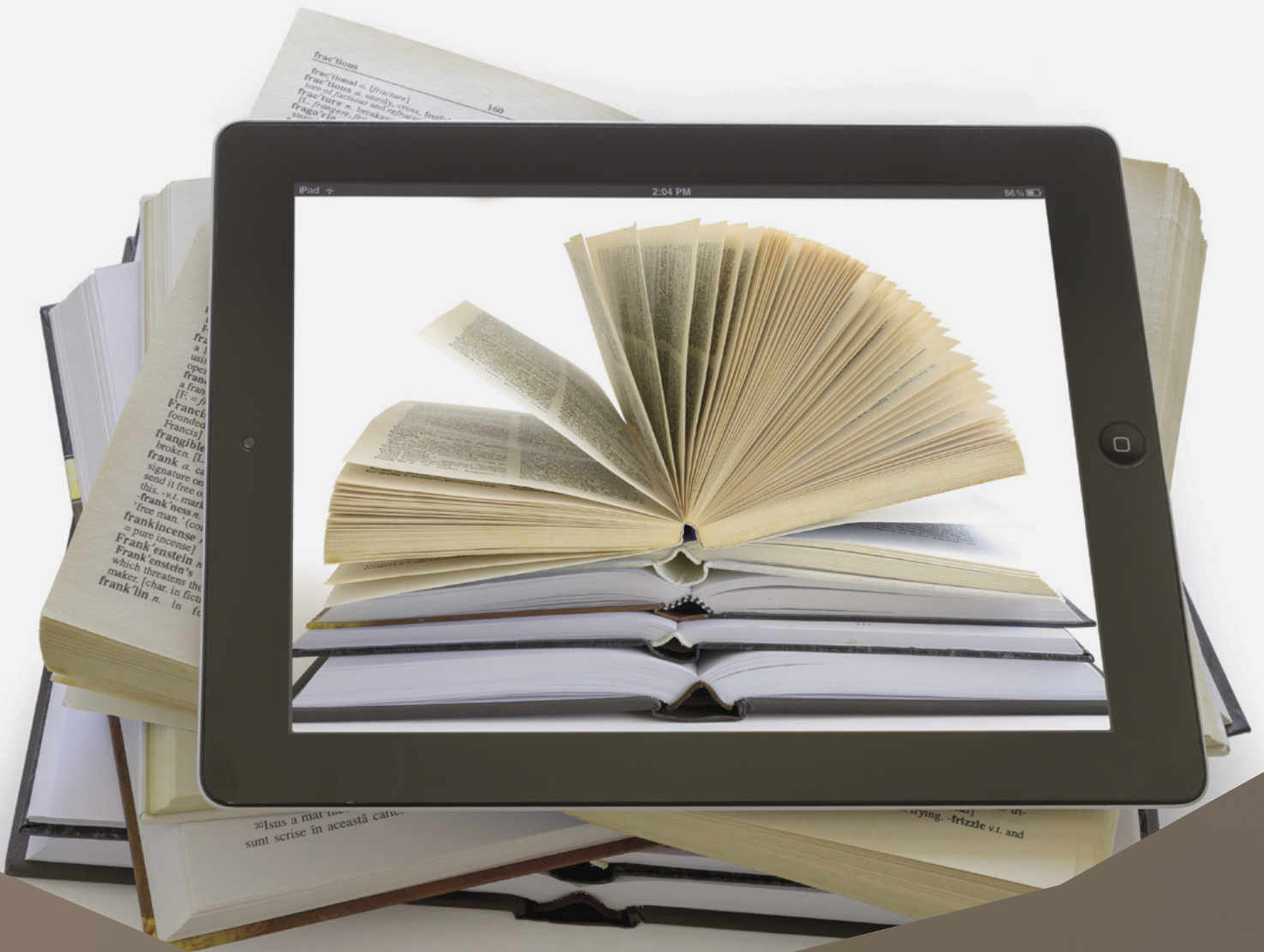
The statements below can be used for a True/False **Quiz on the app Kahoot** (<https://kahoot.com>).

- a) There are more bullies among boys than among girls.
- b) Bullying happens when there are people around.
- c) Setting someone aside in a group is bullying.
- d) Asking a teacher for help to deal with a bully only makes things worse.
- e) Those who bully can change the way they act.
- f) Cool young people don't suffer any bullying.
- g) Most people find it unpleasant to watch bullying situations.

Checking answers:

- a) False. Girls bully as much as boys, they just bully differently.
- b) True. Bullies like to show they are able to force someone into doing what they say or want. Bullying happens in the classroom, in the hallways and in the playground.
- c) True. Children who are repeatedly left out from the group consider themselves victims of bullying.
- d) False. Getting help from a teacher or from the principal is the only way to prevent bullying behaviour. A bully has a lot of power. Those who are called to intervene must indeed have power too.
- e) True. Children who bully can be taught positive relationships. They can learn how to develop empathy for others.
- f) False. Anyone can be a victim of bullying.
- g) True. Most children say it is unpleasant to watch bullying.

(in Bully Dance - Teacher's Guide and Student Worksheets) <http://onf-nfb.gc.ca/sg/100461.pdf>



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Health Literacy in Schools

MATERIALS FOR TEACHERS 2021

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If your country doesn't have a national coordinator, contact the helpdesk in the SHE secretariat on email: info@schoolsforhealth.org



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