

FIT TO BELONG HANDBOOK



A GUIDE TO BELONG





01

ABOUT THE PROJECT

A short introduction to the Fit to Belong project and its three produced outputs.

02 - 05

THE PARTNERS

A short introduction to the Fit to Belong consortium: 9 partners from 7 countries.

06

FIT TO BELONG'S THEMES

List of themes addressed throughout the activities of the Fit to Belong project.

07 - 58

FIT TO BELONG'S ACTIVITIES

Presentation and description of the activities developed to fight, raise awareness and prevent loneliness among young people.

About the Project

The Fit to Belong Project was initiated in 2019 following publication in the UK of the results of a large-scale survey – the BBC Loneliness Experiment – that explored the role of belongingness in different cultures. In the publication, it was made clear that a lack of belonging was a common, and often confusing, experience for adolescents.

The first outcome of the Fit to Belong Project is a researched and validated pedagogical framework that defines and describes the issue and offers methods and strategies to teachers, youth workers and counsellors to overcome the issues.

The second output is the resource that you are looking at now: this resource is based on that framework and co-created by the teachers, youth workers, and counsellors involved in the project together with the adolescents in their organisations. This resource consists of concrete teaching, learning, and guidance materials that have been tested and evaluated in real life situations in schools and organisations. Using the pedagogical framework, and under the guidance of the research team, the teachers, pupils, and youth workers have codeveloped the materials and activities that you find in here. It is a modular handbook with a menu of activities organised by themes linked directly to the pedagogical framework. These activities have all been piloted with young people to evaluate their effectiveness.

The third outcome is an online application to enhance belongingness amongst adolescents in a safe and closed environment.

About this Resource

The formal and informal learning and teaching materials in this resource are developed to support adolescents to create a sense of value and belonging within their environments and communities. They are aimed to have a long-term impact on social inclusion and are expected to also have a secondary impact on early school leaving or other issues such as bullying. Using the pedagogical framework, and under the guidance of the research team, the teachers, pupils, and youth workers have codeveloped the materials and activities that you find in here. It is a modular handbook with a menu of activities organised by themes linked directly to the pedagogical framework. These activities have all been piloted with young people to evaluate their effectiveness.

The Partners

The project consortium combines the research capacity of academics and the educational expertise of teachers and youth workers related to this issue of belongingness among adolescents, specifically among those in transition years.

THE UNIVERSITY OF EXETER

The University of Exeter combines world class research with excellent student satisfaction at its campuses in Exeter and Cornwall. It is a member of the Russell Group of leading research-intensive universities. Formed in 1955, the University has 22,085 students from more than 130 different countries. The University of Exeter hosts the Wellcome Centre for Cultures and Environments of Health, of which Prof Manuela Barreto is a Deputy Director. This is a world-leading research centre that brings together scholars from different disciplines with non-academic partners to research ways of enabling health and wellbeing across the life course. One of the flagships of this centre is transdisciplinary work on loneliness across the lifespan.

MANISA SOSYAL BILIMLER LİSESİ

Manisa Social Sciences High School is a general state high school with an extra year devoted exclusively to language learning and education projects. The school is located in a region that is comparatively well off, but many students come from disadvantaged villages and stay at the school dormitory. The graduates usually prefer to study law, psychology, international relations, or education at university.

TECHNIKUM INFORMATYKI EDUKACJI INNOWACYJNEJ

IT Secondary School of Innovative Training in Łódź belongs to the group of "Schools of Innovative Education" operating in Poland. The pupils are in age 15-20. The main aim of our school is to bring up young people who are self-confident, open to the world and other people, able to take on new challenges, as well as think creatively and in a non-standard way. The profile of the school is strictly technical, with particular focus on IT, automation, programming and science. The staff of the school specialise in modern technologies. Workshops in coding or robotics are organised that instruct students not only robot programming but also other skills (critical thinking, analytical thinking etc.).

ASOCIACIJA TAVO EUROPA

"Tavo Europa" is a non-governmental organisation which works on the building of a civil society and establishing a rule of law in Lithuania. Our NGO is to serve as a learning organization that gathers trainers, youth and social workers, youth policy makers, experts, and volunteers with different levels of competences to be actively involved in the creation of civic activities with European dimension and with benefits for their local communities. We teach youngsters how to run organization, do fund raising, manage project, coordinate communication with young people, include young people with fewer opportunities and plan within Erasmus+ and other funds.

UNIVERSITY OF MANCHESTER

Ranked seventh in the world according to the QS World University Rankings® 2018, the University of Manchester is a prestigious red brick university and is also a member of the Russell Group. The University of Manchester is at the forefront of cutting edge research conducted by its Manchester Institute of Education. The Manchester Institute of Education (MIE) undertakes research that is at the forefront of theory and practice. We contribute to improvements in the overall quality of education for learners, their families, and communities in educational settings throughout the world.

ATIT

ATiT is an audio-visual and information technologies company specialising in the integration of ICT in the educational and cultural sectors. Based in Belgium where it is registered as a company (BV) since 1999, ATiT operates with a small full-time staff and a network of associates in different parts of Europe. The main focus of ATiT's work lies in the effective integration of ICT tools and services including social media in the education and training sectors and ATiT staff offer project management, technology integration and consultancy services to a variety of clients, partners, companies and agencies in Belgium as well as around the world including the European Commission and the World Bank.

OS PETAR LEKOVIC

Having more than one thousand students and one hundred employees, the primary school "Petar Leković" is one of the largest schools in its district. Beside the regular classes at school, there are numerous extracurricular activities (cultural, sports, ecological ...) in which the school cooperates with other institutions and the local community. Since it is located in a small town that does not offer many educational and cultural contents, the school plays a key role in the organization of such activities and development of students' competencies for community participation.

ASSOCIAÇÃO NOVO MUNDO AZUL

Novo Mundo (New World) was created in August 2013 as a Youth Group, and since April 2017 is legally established as an association. The mission of Novo Mundo is to promote European and active citizenship values among the youth from the city of Almada that is situated in the south part of the river Tagus in front of Lisbon. The main objective is the empowerment of young people in order to facilitate the acquisition of new skills and competences based on non-formal education and experiential learning, creating opportunities for young people to discover a new dimension of interaction where it is possible every person have the same opportunities to succeed in life being different and making the difference.



Fit to Belong's Themes



MENTAL HEALTH

Activities related to cognitive, behavioral, and emotional well-being.



LONELINESS

Activities related to the feeling of being alone, social isolation.



COMMUNICATION

Activities involving social interactions.



COMMUNITY

Activities related to the school, groups, sharing common interests.



SELF KNOWLEDGE

Activities related to self reflection, to know one's mental state.



CREATIVITY

Activities involving some kind of artistic expressions.



FRIENDSHIP

Activities on building stronger and sustainable relationships.



NATURE

Activities related to interactions with one's environment.



CANINE THERAPY



Preparation: Half Day
Activity: 1h

ACTIVITY: The Canine Therapy consists of a canine therapist or someone with similar degrees and experience, coming with educated dogs at the school or approved class and showing adolescents how to interact with dogs in a therapeutic way.

OVERALL AIM: To decrease loneliness and increase better mental health amongst adolescents.

WHO IS IT FOR? All interested adolescents in the school, but especially for youngsters with social anxiety.

CHECKLIST

- School & Parents permission.
- Canine Therapist.
- Quiet classroom or calm outdoor location.
- Specific materials depending on the therapist.

OBJECTIVES

- Feeling bond & belonging with others.
- Learning to release stress & anxiety.
- Learning to get to know yourself & others better.



General Comments

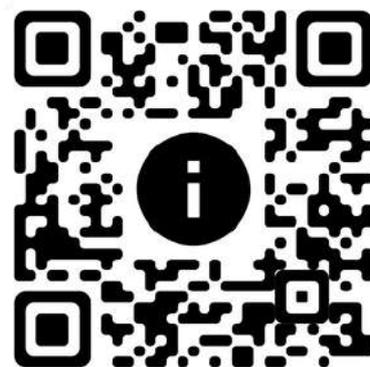
The contact with dogs causes children to release oxytocin. Oxytocin is a very powerful brain chemical that induces a soothing feeling and attachment to others. That's why pets are very good emotional supports, they help creating a bond, connection within a group as well as releasing tensions. The relaxed atmosphere provided by dogs helps the children get on well together and to get to know each other.

The activity was carried out in a primary school (4th grade pupils) and students enjoyed it very much even though for most of them it was a the first time opening up about their feelings and thoughts within in a group. During the activity few students were afraid of dogs, but step by step the therapist helped them overcome their fear and touch the dogs. Afterwards students felt calmer and proud of themselves. Many students showed a lot of tolerance and were very supportive. After the activity it was noticeable that most of the students were more focused, calm and patient. They all came to understand that every feeling is valid and that they are not the only ones experiencing these emotions.

90% of the adolescents who participated in this activity agree that they learnt new ways to calm down.



Scan for the Activity Sheet to know every steps to follow.





MEDITATION BREAK



Preparation: Full Day
Activity: 30/40 mins

ACTIVITY: The Meditation Break consists of a moment of quiet and calm during the school day where each class, separately, would take some time to sit down, do some breathing and meditation exercises.

OVERALL AIM: To decrease loneliness and increase better mental health amongst students.

WHO IS IT FOR? All interested students in the school and especially for youngsters with attention disorder and anxiety.

CHECKLIST

- School & Parents permission.
- Online resources.
- Quiet classroom or calm outdoor location.
- Comfortable chairs, floor mats.
- Project or speakers.

OBJECTIVES

- Feeling bond & belonging with others.
- Learning to release stress & anxiety.
- Learning about meditation exercises and breathing techniques.

General Comments



Meditation is a useful activity to improve students' mental health and to encourage supportive peer experiences at school.

This activity was tested by multiple classes. Once outdoor in nature, few students were selected to be the instructor and run the sessions. They prepared for a week by studying Youtube videos. They were satisfied, they gained skills such as teamwork, public speaking and peer learning. There were few complaints about the uncomfortable sitting situation, resulting in a lot of back pains. The second time, it was tested in school. The sessions were run by an instructor and were held during breaks between lessons and lasted 15-20mins. Meditation was a new activity for most of the students but all enjoyed it. After the session, there was an overall feeling of calm and peacefulness. Students would have liked longer sessions and with less noise background. Outdoor meditation seems to have better result than when done at the school. Almost all participants agree that it has a positive impact on their mental health and creates opportunities to get to know other students with similar interests.

90% of the students believe that meditating in nature has a positive impact on their mental health.

Scan for the Activity Sheet to know every steps to follow.





KNOW YOURSELF



Preparation: Half Day
Activity: 60/80 mins

ACTIVITY: The Self-knowledge Sessions consist of different activities conducted in class where the aim is the expression of oneself' feelings through discussions, personality tests, games... One example is the use of the game *Dixit*.

OVERALL AIM: To increase better self-knowledge and make new friendships in the school.

WHO IS IT FOR? All interested students.

CHECKLIST

- School & Parents permission.
- School psychologist/Social educator.
- Quiet classroom & Stationery.
- Games, Online resources.
- Drinks & Snack (optional).

OBJECTIVES

- Feeling bond & belonging with others.
- Learning to release stress & anxiety.
- Learning to get to know one's self better & express emotions.

General Comments

Students may feel lonely even though they are surrounded by friends, therefore it is really important to help them to know more about themselves, notice their emotions and what might lead them individually to loneliness. By figuring out from where their personal loneliness stems, they may find ways to address it. The key is that emotional struggles which require change can only be solved if the root cause is found, so we can take the best next steps. Also students will be meeting in groups, by that making support system and sharing feelings of belonging.

The self-knowledge sessions were tested with 4th grade students. Students gathered after class and got involved in discussions. Before hand it was necessary to give them tools on how to reflect on one's feelings and emotions. A lot of them learnt new things, but it appeared that this activity would have been easier with older students. It was showed that the activity helped the students in many ways: they learnt about their strenghts and weaknesses.

70% of the students believe that the self-knowledge sessions had a positive impact on knowing one's self.



Scan for the Activity Sheet to know every steps to follow.





DISCUSSION CLUB



Preparation: Half Day

Activity: 1h

ACTIVITY: The Discussion Club consists of a group of students who would gather regularly to share and talk about their mutual interests as well as different topics on which they would have research beforehand.

OVERALL AIM: To form new friendships through learning about others interests.

WHO IS IT FOR? All interested students in the school, but especially for students in Highschool, groups have to be divided by age.

CHECKLIST

- School & Parents permission.
- Quiet classroom + Chairs.
- Projector.
- Stationery (board, pens, canvas, paint, etc).

OBJECTIVES

- Feeling a bond & belonging with others.
- Learning something new on different topics.
- Developing discussion skills.
- Learning responsibility.

General Comments

The Discussion Club's idea is to recreate an atmosphere of a friend circle debating between themselves, which would help students feeling more comfortable. Engaging in face-to-face social interactions and talking about personal perspectives tends to improve mood and reduce depression.

The Discussion Club was carried out twice. Each time the students had to prepare a presentation beforehand. A student was selected to do the moderator and they were given tasks to fulfil, and a week to prepare for it. Students were overall very satisfied, and gain additional skills such as teamwork, public speaking, peer learning, leadership. Also many of them said that they felt more confident afterwards.

Example of topic: "Loneliness and Belonging"

100% of the students agree that the discussion club helped them to bond with others, increase their confidence and social and interaction skills.

Scan for the Activity Sheet to know every steps to follow.





THE MAILPAL



Preparation: Half Day
Activity: N/A

ACTIVITY: The Mailpal consists of students corresponding through handwriting letters. Students draw out the name of a secret penpal with who they will be exchanging. Each letter has a unique code. They write a first letter, teachers hand them out to other students, write down codes and pairs them randomly. Then teachers distribute the answers according to the records. Students who want to reveal their identity can do so and the others can stay anonymous using codes.

OVERALL AIM: To form friendships through epistolary correspondence.

WHO IS IT FOR? All interested students in the school, but preferably in Highschool, groups have to be divided by age.

CHECKLIST

- School & Parents permission.
- Mailboxes.
- Stationery: paper, envelopes, pens, etc.

OBJECTIVES

- Learning how to correctly write a letter, share feelings and ideas.
- Forming friendships.
- Creating a bond and connecting with someone new.



General Comments

Handwritten letters are personal, they create a feeling of sincerity, intimacy. It is also a great way to reach out to the people outside of one's own social circle, it will help a lot of introvert students to make new acquaintances. The first letter might encourage friendship and lead to real eye-to-eye contact.

A large number of students from several class from different schools took part in the activity. The students showed great motivation at the beginning, however, when it came to responding to letters, the number of participants became to decline. A number of students were disappointed when they did not receive response. Nonetheless, it was really beneficial for introvert and shy students, they got a chance to "break the ice" and try to start a new friendship. It might be good to let school counselors encourage students who need support in developing social relations.

90% of the students agree that this activity helped them to start new conversation with others.



Scan for the Activity Sheet to know every steps to follow.





BUTTONS BUDDY



Preparation: Full Day
Activity: 15/30 mins

ACTIVITY: Buttons-Buddy consists of a school mentoring program providing non disabled students an opportunity to bring out the strengths of their disabled peers and working towards shared goals with someone who they might not know.

OVERALL AIM: To decrease loneliness and exclusion, rejection behaviours.

WHO IS IT FOR? All interested students in the school, but focus on the collaboration between disabled and non disabled students.

CHECKLIST

- School & Parents permission.
- Laptops (optional).
- Quiet classroom + chairs.
- Stationery (board, pens, paint, canvas, etc)..

OBJECTIVES

- Learning greater sense of equity and opportunity for empathy.
- Developing peer learning skills.
- Enhancing social & emotional skills
- Supporting meaningful friendships.

General Comments

The Button-Buddy mentorship is an opportunity for more experienced students to act as a mentor to the less experienced ones. Participants can be the same age, class, but one has to be more experienced than the other in a particular area and can provide support, knowledge and skills. Buddy mentorship is a mutual exchange of feelings, experience, skills, etc. Participants play two different roles: mentor and mentee.

This activity was carried out once. Students were mentors and mentee not only during class but also after school. There were a very good collaboration between disabled and non disabled students. Overall, the activity helped to create inclusive bonds and to facilitate easier social interaction between students. However, all of the students agreed that it was difficult to participate in this activity: it requires creativity, commitment, hard work, self-confidence. During the meetings, students discussed variety of topics such as loneliness, disabilities, ...It's not for a short period of time but it requires a longer period of cooperation between peers and supervisor.

75% of the students claim they expanded their social and interaction skills and they felt more confident afterwards.

Scan for the Activity Sheet to know every steps to follow.





DRAMA CLUB



Preparation: Weeks

Activity: N/A (depends on the rehearsals & final performance)

ACTIVITY: The Drama Club consists of a club where students practice different forms of artistic expressions. It's designed for adolescents interested in learning the different stages of acting. It combines acting and literary arts of poetry and storytelling with a living performance.

OVERALL AIM: To improve self-esteem and develop different methods of expression, especially artistic ones..

WHO IS IT FOR? All interested students in the school, especially who have a passion for acting and theatre.

CHECKLIST

- School & Parents permission.
- Materials to create costumes and settings.
- Stationery (board, pens, canvas, paint, etc).
- IT Tools: camera to record the performance and rehearsal.

OBJECTIVES

- Developing a greater sense of equity and belonging to a community.
- Enhancing social & emotional skills.
- Developing communication skills – both verbal & non-verbal.



General Comments

The Drama Club was carried out once. The students had rehearsals and one performance without audience.

The students enjoyed the activity very much. It helped them bonding and improved social skills. However, this activity requires a lot of commitment, hard work, creativity and enthusiasm from everyone involved: students have to truly devote to this project.

The students took part in the different creation process stages. They really liked the fact that they had to prepare their costumes and settings on their own. Participants got inspired to organise more performances. More importantly they through cooperation process helped them create and maintain friendships as well as improve teacher-student relationships. They also had to discuss and perform about important issues connected to loneliness, rejection, exclusion...

100% of the students said that taking part in the theatre making-process was not difficult.

Scan for the Activity Sheet to know every steps to follow.





GAME HOUR



Preparation: Half Day
Activity: 60/80 mins

ACTIVITY: The Game Hour consists of gathering students from all grades to play board games together and simply have fun and enjoy. There are many varieties of board games: some have a specific theme and narrative, some include elements such as table, cards, figures, script, dice, ... and rules can range from very simple to deeply complex.

OVERALL AIM: To provide students the opportunity to make new acquaintances.

WHO IS IT FOR? All interested students in the school.

CHECKLIST

- School & Parents permission.
- Chairs, tables, stationery & snacks (optional).
- Large classroom.
- Various board games.

OBJECTIVES

- Learning flexibility and adaptability.
- Developing communication skills.
- Enhancing cooperation and collaboration.
- Developing creative thinking.



General Comments

The activity was carried out several times, students from different classes took part in it. Usually the activity last 1h and half. Students said that they had a lot of fun playing board games at school. They enjoyed the fact that they were involved in the process of preparing the meeting, setting its general rules and choosing the game they liked. It inspired them to do more activities like this one and more frequently. This activity helped them to relax, focus and bond with other students.



90% of the students had fun and enjoyed the board game activity and 84% of them believe they expanded their social and interaction skills.



Scan for the Activity Sheet to know every steps to follow.





SPEED MEETINGS



Preparation: Full Day
Activity: 30/60 mins

ACTIVITY: Speed meetings - just like speed dating - consists of a matchmaking process with the purpose of encouraging eligible lonely shy, socially anxious students to meet large numbers of new potential friends in a very short time - every 3-5mins.

OVERALL AIM: To improve communication skills, self esteem and social inclusion.

WHO IS IT FOR? All interested students in the school.

CHECKLIST

- School & Parents permission.
- Meeting script/general rules.
- Quiet classroom large enough to seat a lot of people.
- IT Tools (optional).

OBJECTIVES

- ✓ Encouraging supportive peer experiences.
- ✓ Enhancing self-esteem and social inclusion..
- ✓ Developing a greater sense of equity and belonging to a community.

General Comments



This activity was carried out twice. The first time it lasted 45-50mins, with students aged 15-18 years, from six different classes. Students enjoyed it a lot, unfortunately a lot of the students registered were absent on the day. The second time, the activity lasted a full hour with students aged 14-20 years. Both times, students appreciated being able to talk to each other. They liked the fact that they could be engaged in the process of preparing the meeting, including the room preparation. Most of the students were motivated to do it a second time and it inspired them to do more activities like that. Overall, the activity helped them relax, and fostered good social exchanges. Students agreed it was fun to do and it gave them a chance to meet schoolmates they didn't know. They were very talkative and asked general or more specific questions depending on their level of intimacy. The activity achieved its objectives: it enhanced social inclusion, peer support, developed and maintained friendships. Nonetheless, this activity requires a lot of enthusiasm, work and creativity.

84% of the students said that they felt more confident after the activity.

Scan for the Activity Sheet to know every steps to follow.





GROUP WORK



Preparation: Half Day
Activity: N/A

ACTIVITY: Group Work consists of students working in pairs to complete assigned projects, assessments, homeworks, etc. When working together with tasks and common goal, it's easier for students to connect and find topics to talk about.

OVERALL AIM: To enhance peer support and communication and social skills.

WHO IS IT FOR? All interested students in the school.

CHECKLIST

- School & Parents permission.
- Quiet classroom large enough to seat a lot of people.
- IT Tools (optional).
- Stationery (board, pens, canvas, paint, etc)

OBJECTIVES

- Learning flexibility & adaptability.
- Developing social & communication skills.
- Enhancing self esteem.
- Developing collaborative learning environment.

General Comments

The activity was carried out once, two classes took part with students aged 15-16 years. All participants were highly motivated. Students worked in three groups, each group worked on a different topic - mostly historical. Students said that the activity was interesting and helped them to better know other students. Some they already knew, some they never talked to before. Obviously, working in groups also helped them to better understand the tasks and assignments. The common goal made connect and see each other in a different way. It can help students develop skills they will need in their future professional career.

Working in groups is a useful activity to enhance interactions, social and emotional skills and to encourage supportive peer experiences. Students have to share experiences, duties and responsibilities. Overall, students enjoyed the activity, they were very talkative. They did say the activity was quite time consuming. Supervisors were satisfied with the students results and the activity reached its objectives.

75% of the students believe their confidence and social and communication skills were improved.



Scan for the Activity Sheet to know every steps to follow.





MY NEW WORLD



Preparation: Half Day

Activity: 2h30

ACTIVITY: My New World consists of bringing together youth workers or teachers to guide young students who have difficulties and who feel uncertain about their life by small groups, through facilitation tools, on their professional and/or academic path.

OVERALL AIM: To develop supportive school environment.

WHO IS IT FOR? Students with a specific need of guidance.

CHECKLIST

- School & Parents permission.
- A computer: to show the necessary information.
- Quiet classroom.
- Stationery: pens & paper.

OBJECTIVES

- Developing proactive attitude.
- Developing communication skills – both verbal & non-verbal..
- Enhancing self-critic and self-reflexion attitude.

General Comments



The objective of this activity is to gather students with difficulties in a small group, and to encourage an interactive discussion with the facilitator. The goal is for the students to open up, to share and have a conversation as an assessment about their academic and professional path, in order to support and guide them where they feel more lost in conjunction with the presentation of opportunities (cf. European Solidarity Body or youth exchanges).

This activity was carried out twice. Once with 3 young people from a youth center, in the presence of one psychologist from the respective center. The scenario explained here was followed but without a pause because it was not necessary. One of the adolescent strated an Erasmus activity with the Novo Mundo Association. The second time the activity was carried out as an outdoor activity: a cycling festival, aiming at demonstrating an active and healthy lifestyle. This activity combined with other playful games such as sack racing, tug of war, spoon race, etc; was really enjoyable for students. This kind of activity is good for mental health of the students and contributes in making new acquaintances and strengthening existing friendships.

77% of the students felt that the bond/connection with their teachers got stronger during the activity.

Scan for the Activity Sheet to know every steps to follow.





BEACH CLEANING



Preparation: 1 Week

Activity: Full Day

ACTIVITY: Beach Cleaning consists of a clean-up activity which brings voluntary students from different classes and age groups together to protect biodiversity and perform cleaning interventions in non-franchised coastal areas.

OVERALL AIM: To enhance social and emotional skills by giving students a shared task.

WHO IS IT FOR? All interested students in the school.

CHECKLIST

- School & Parents permission.
- Lunch + Snacks (sunscreen if Summer).
- Water bottles.
- Gloves & plastic bags.

OBJECTIVES

- A greater awareness of the importance of protecting the biodiversity.
- Empowering the students to change their daily behaviours.
- Allowing people to connect with nature.

General Comments

This activity requires a lot of organisation, a good schedule and some equipment such as gloves, hats, plastic bags, and perhaps litter pickers. For these, municipalities or NGO can help. It is important again to remember to organise a pick-up when the activity finishes to collect rubbish bags. Also, students must leave the bag aside when it has become too heavy to carry and everyone should manage their own physical and mental energy, knowing when to stop and when to resume cleaning. Several beach cleanings were carried out. Before starting the clean-up, students got split up in groups and distributed one big plastic bag per pair of students. The cleaning took part in the morning and games were organised after lunch. This way they both work and relax together. Organising a clean-up event such as this one helps to raise awareness about environmental issues and to develop social-emotional skills like responsibility, co-operation and equity. Students came out of this experience with a better understanding of what it's like to protect biodiversity. Students always prefer outdoor activities, especially when it is spring. Moreover, with this topic they felt responsible and happy to make a contribution for the environment.

73% of the students felt that their bond and communication with their friends got stronger during the preparation and implementation periods of this activity.



Scan for the Activity Sheet to know every steps to follow.





COMMEMORATION CEREMONY



Preparation: Full Year

Activity: Final show/performance

ACTIVITY: The Commemoration Ceremony consists of bringing together young people to create a performance about a subject that is relevant to them. The performance is a dance and music show, combines multiple artistic expressions.

OVERALL AIM: To increase a sense of community and school belonging.

WHO IS IT FOR? All interested students in the school, but especially the ones interested in the arts.

CHECKLIST

- School & Parents permission.
- Materials to create costumes and settings.
- Quiet classroom to do rehearsals.
- IT Tools: camera to record the performance and rehearsals.

OBJECTIVES

- Learning flexibility, adaptability, punctuality & initiative.
- Enhancing social & emotional skills.
- Enhancing self-esteem, self-knowledge and body positivity.

General Comments



This activity consists of bringing together young people to create a performance about commemorating the death of a national hero/heroes, some victims or a national event. This activity was carried out twice. Once in Turkey, a ceremony to commemorate Atatürk-the founder of Turkey- on the day he passed away. Under the guidance of the drama, music and literature teachers, students prepared sketches, read poems and sang in the choir. Students across all ages and grades participated in the preparation of this ceremony.

The activity achieved its objectives: students made new friends, felt satisfied with their contribution to a joint project, strengthened their bonds with teachers, and finally increased their sense of belonging to school. The second time, it was carried out in Portugal in a Youth Foster Center in Almada and implemented with the help of social workers and psychologists from the center. The performance was called "Pandemonium Show" and It's during the preparation and the rehearsals that the students developed the most skills: teamwork, supportive attitude, social and communication...

96% of the students recorded being proud of themselves for having taken part in this activity.

Scan for the Activity Sheet to know every steps to follow.





PEER LEARNING



Preparation: Half Day
Activity: 60/90 mins

ACTIVITY: This activity consists of bringing together students to exchange their know-how with each other. Students who are better informed or more capable of certain tasks show, train and teach their friends how to accomplish them. In return they gain benefits from the cooperation process.

OVERALL AIM: To encourage supportive peer experiences in school.

WHO IS IT FOR? All interested students in the school.

CHECKLIST

- School & Parents permission.
- Stationery: pens & paper.
- Quiet classroom + chairs.

OBJECTIVES

- Learning how to cooperate with others & be autonomous.
- Encouraging new experiences..
- Enhancing self-confidence & self-esteem.
- Developing communication skills – both verbal & non-verbal.

General Comments

This activity was carried out once, a student with drawing and painting skills was given the responsibility to create a "philosophy corridor" at the school. She showed her friends how to paint and together they painted a wall and designed other handcrafted materials. When peers teach one another, they feel more committed to the tasks. Thus, they develop a great sense of ownership to the final product. Overall students appreciated the discussions they had about choosing the best option or making the wisest decision. As they have the opportunity to spend longer and more productive time together, they describe the collaboration process consisting of both work and social life. The activity has better results and effective impact if the students working together have different abilities and strengths. Students not only enjoy peer collaboration but also benefit a great deal from the cooperative process. This activity had a successful impact on school belonging and strengthening the bonds between students and teachers. Students also developed self-control, responsibility, persistence, empathy and trust.



96% of the students believe that peer learning activities will help improving school belongingness.



Scan for the Activity Sheet to know every steps to follow.





THERAPEUTIC GROUPS



Preparation: Full Day
Activity: 1/2h

ACTIVITY: The Therapeutic Groups consists of therapy sessions for students in group. Active and reflective methodologies are used as well as educational games. Group with a maximum of 8 students, depending on everyone's needs.

OVERALL AIM: To promote a supportive network and environment within the school.

WHO IS IT FOR? All interested students in the school, but especially for youngsters facing social and/or economical difficulties.

CHECKLIST

- School & Parents permission.
- Quiet classroom + chairs.
- Personal belongings if it helps them open up and share with the group.

OBJECTIVES

- ✓ Learning flexibility, adaptability, punctuality & initiative.
- ✓ Enhancing social & emotional skills.
- ✓ Encouraging social inclusion.
- ✓ Developing communication.



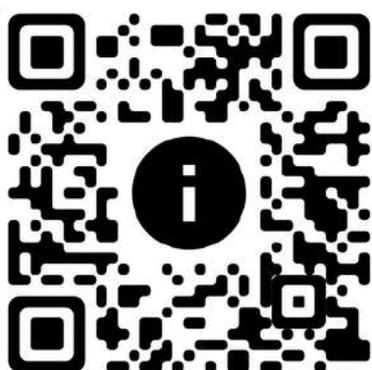
General Comments

This activity has been implemented since 2015 in a youth foster center. Each school year the topics differ as they are according to the interests of the target group. Every year, the evolutions are notorious with a 50% improvement of the skills worked.

The feasibility of group therapy sessions was also tested in the school setting with four sessions involving nine students on the theme of school belonging and feelings of loneliness. The sessions took place once in every week. Students discussed what impact Covid-19 lockdowns had on school belonging and feelings of loneliness. The students found the sessions very enlightening. They were able to express themselves better and they now understand that not only one perspective exist; they also have to consider other people's points of views. The practise of group therapy sessions at school provided students with a wider perspective about different ways of thinking, helped them becoming more tolerant and emphatic towards one another, and will help them fight rejection, exclusion and stigma at school.

89 % of the students became more aware of their peers' different perspectives and solutions to events.

Scan for the Activity Sheet to know every steps to follow.





QUIZ DAY



Preparation: 1 Week
Activity: Full Day

ACTIVITY: Quiz day consists of doing a quiz event in school, it can be done as an extracurricular activity on the occasion of a school day celebration.

OVERALL AIM: To educate students about the effects of rejection, exclusion and victimisation.

WHO IS IT FOR? All interested students in the school.

CHECKLIST

- School & Parents permission.
- 2 Computers, a video projector + a camera (for recording).
- Presentation with questions & answers.
- Printed diplomas.

OBJECTIVES

- Encouraging knowledge on new topics & motivation to learn.
- Preventing discrimination based on social status.
- Developing a greater sense of equity & belonging to a community.

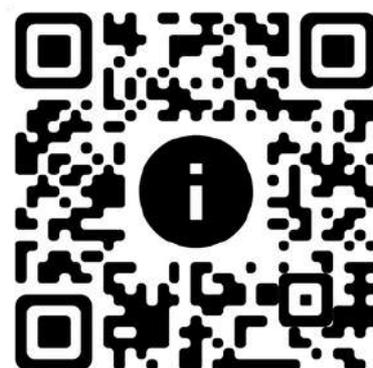
General Comments

This activity was carried out several times, once with 8th graders: 12 students participated (4 teams of 3 students). Teams were made of representatives from different classes elected through a voting system. Other students can be involved as spectators. The quiz was organised in accordance with epidemiological measures at the time in the school library without the presence of spectators. The video was broadcast live, so viewers could watch it via YouTube and social networks. The quiz consists of several games. The questions were relevant to the topic of loneliness and asked to raise students' awareness of wellbeing, belonging, friendship, physical and mental health, tolerance, social inclusion. The quiz is used not only to check the students' knowledge, but also to acquaint them with important facts (after the correct answers to the questions, additional information is provided). The students were very motivated. During the quiz, they collaborated with each other; each student tried to contribute as much as possible to the success of his team. The contestants showed excellent knowledge on the topics. Students stated that they gained the new useful knowledge during the quiz, it increased motivation and strengthened team spirit.

85% of the students agree that such activities show the need of establishing good peer relationships, tolerance, acceptance, and supportive environment.



Scan for the Activity Sheet to know every steps to follow.





CHILDHOOD CHALLENGES



Preparation: Half Day

Activity: 1 Week

ACTIVITY: The Childhood Challenges consists of an activity done in literature classes where students read literary works (novels, poems, stories) in which the main characters are children who have a difficult childhood. The systematisation of the childhood motif is performed as a creative workshop. In a few steps, the students identify with the heroes, play their roles and are asked to write letters to fictional characters.

OVERALL AIM: To support young people in overcoming distorted views.

WHO IS IT FOR? This activity is meant for 6th grade students (can be adapted).

CHECKLIST

- School & Parents permission.
- If online, a Padlet is required. The teacher creates it, and the students post the attachments.
- If in a classroom, a blackboard is needed on which the works will be placed.

OBJECTIVES

- ✓ Learning flexibility, adaptability, punctuality & initiative.
- ✓ Enhancing social & emotional skills.
- ✓ Enhancing self-esteem, self-knowledge and body positivity.

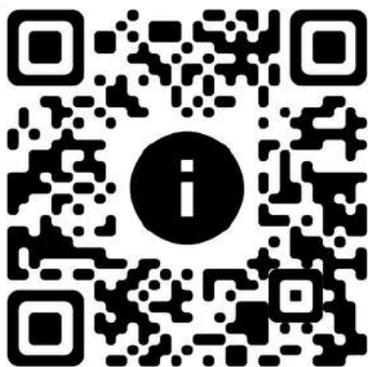
General Comments



The students have 40-45mins to write their essay of 15-20 sentences in which they will describe the life, characteristics and feelings of the chosen literary hero in the first person singular. Then they have 15 mins to create avatars with the help of web tools or simply by drawing - imagine the physical appearance. Then staying in the chosen role, students write a letter to another hero, expressing empathy, comparing experiences or giving advice to solve a problem. Afterwards each student reads their story or if online place their works on an interactive collaboration board so that they are accessible to everyone. The activity ends with a final discussion summarising students impressions, achievement of goals and outcomes. This activity was carried out several times. Overall, students were very enthusiastic and motivated. As this activity is firmly connected with the curriculum, numerous teaching goals are achieved and through the interpretation of literary works a lot of interdisciplinary competencies are developed: creativity, cooperation... Immersed in literary characters, students develop empathy, look for ways to solve problems, compare stories with their own experiences, notice that there are peers with similar problems.

88% of the students agree that the workshop made them think about whether some of their friends had similar problems.

Scan for the Activity Sheet to know every steps to follow.





ESCAPE LONELINESS



Preparation: N/A
Activity: 20/30 mins

ACTIVITY: Escape Loneliness consists of an interactive online game. The player plays a student who is locked in the school and needs to find the code that unlocks the front door. To find the code, the player must go through several classrooms. In these classrooms, he gets acquainted with different contents and answers questions. The goal is to successfully solve all the tasks and unlock the door.

OVERALL AIM: To educate students about the effects of rejection, exclusion and victimisation.

WHO IS IT FOR? Intended for 7th & 8th graders. Can be adapted but students need to speak English.

CHECKLIST

- School & Parents permission.
- Computer or mobile phone for each student (Genially is a free web tool, no account is required)

OBJECTIVES

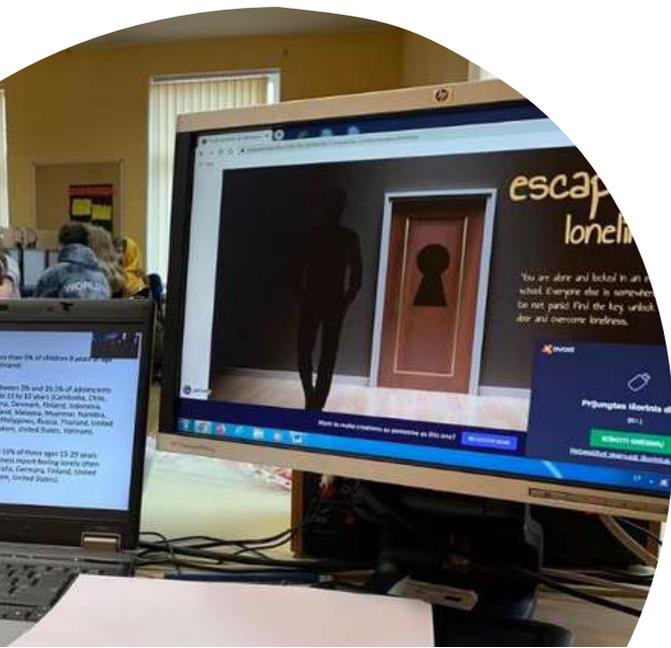
- Educating students about important school topics.
- Encouraging positive thinking & feeling of belonging to a community.
- Increasing awareness on why loneliness occurs and how it can be prevented..

General Comments

Escape Loneliness was played several times. Once in English class with 7th graders and was sent to 8th graders optionally. It was used during regular activities, integrated to the curriculum to practice listening and comprehension skills. The game can also be implemented during distance learning as it can be played individually and independently. It does not require too much teacher's involvement. If they want, teachers can adapt the game by adding new questions and tasks. Moreover, a competition can be organised whoever reaches the exit first.

Most of the content is videos from Professor Pamela Qualter and Rebecca Jefferson on Loneliness. Every questions are based on the professors' explanations, this way students must watch the videos carefully, reflect and draw conclusions. At the end, the students discussed with the teacher what they have learnt, what they thought of the content. Overall students were very enthusiastic, interested and enjoyed the game. The final discussion revealed that the game helped students becoming aware the problem of loneliness and learnt important information such as ways to prevent and overcome it.

75% of the students agree that this activity helped them better understand loneliness issues.



Scan for the Activity Sheet to know every steps to follow.





PEER SUPPORT



Preparation: Half Day
Activity: Weeks

ACTIVITY: Peer Support consists of a peer mentoring activity. A mentor is a friend or classmate with experience whose role is to support his peers. Students help their peers with homework at school and online. Then they study together, preparing for exams.

OVERALL AIM: To encourage supportive peer experiences in schools.

WHO IS IT FOR? All interested students in the school, but especially for students from the 1st to the 4th grade.

CHECKLIST

- School & Parents permission.
- Quiet classroom + chairs.
- Stationery (pens & paper).

OBJECTIVES

- Developing empathy, tolerance and encouraging curiosity & perseverance.
- Enhancing motivation & will to learn.
- Enhancing social skills.
- Developing a sense of equity.

General Comments



This activity was carried out twice. Once with students from the 1st to the 4th grade during the second semester. After introducing students with mentoring methods, the ones with learning difficulties were paired by the school counselor with a peer mentor who helped them with homework during several weeks. Afterwards came joint learning where the pair prepare together for an exam. Counselor provides exercise materials and instructions. At the end a final discussion is conducted. The support process took place during and after school hours. The students were highly motivated. They showed greater interest in work and achieved better results. The activity pointed out the social effect of involving all students, reduction of prejudice against students who have learning difficulties, respect for diversity and tolerance. The most perceivable impact was on the self-confidence of students with learning difficulties: through this process of support they felt accepted and included by their classmates. The second time the activity was carried out in a Youth Center with youngsters with special needs. Youngsters stated that it helped them get to know their peers better. They got an insight into teaching and mentoring methods and developed empathy, cooperation, tolerance, openness and initiative

90% of students agree said that it helped them better understand my peers who need additional support in their work

Scan for the Activity Sheet to know every steps to follow.





INTERNET SAFETY DAY



Preparation: 2 Weeks

Activity: 60/70 mins

ACTIVITY: Internet Safety Day consists of older students who organise workshops for younger students related to Internet Safety topics such as cyberbullying. The workshop consist of presentations, discussions, exchanges of experiences and Kahoot quizzes.

OVERALL AIM: To educate young people about the effects of cyberbullying.

WHO IS IT FOR? All interested students in the school but intended for 5th and 6th grade students (11-13 years old).

CHECKLIST

- School & Parents permission.
- IT Tools: computer & video projector (Students powerpoint's presentation).
- Kahoot.
- Quiet classroom + chairs.

OBJECTIVES

- Encouraging peer learning & peer support.
- Developing communication skills.
- Preventing cyberbullying and risky online behavior.
- Developing a sense of equity.

General Comments

Internet Safety Day workshops' primary goal is to increase students' awareness of Internet security and cyberbullying and it must be carried out by students who have lower achievements in formal education and less often participated in extracurricular activities, so they often feel neglected and less valuable. This workshop is an opportunity for them to participate more actively in school life and show their abilities. Facilitators are volunteers. This activity is mandatory for younger students. This activity was carried out multiple time. Once in 3 classes of 5th graders and 3 classes of 6th graders. All participants were motivated. The students facilitators were responsible and took the task seriously. Younger students found it interesting to learn from older schoolmates, especially about this topic. They actively participated in the discussion, asked questions and described their experiences. It turns out that students more seriously take advice on behavior on the internet when they come from their peers than from adults. The key success of this activity is the engagement and cooperation of both groups of students. The overall motivation was very high, facilitators felt respected and capable of an important task. It enabled them to develop self-assurance and self-esteem.

90% of the students enjoyed learning from their peers.



Scan for the Activity Sheet to know every steps to follow.





70's COSTUME PARTY



Preparation: Weeks
Activity: Full Day event

ACTIVITY: The Costume Party consists of a school costume party where all the students for several class or the whole school dress up according to a pre-elected theme. There are quizzes and a final competition to attribute the best costumes.

OVERALL AIM: To enhance social and emotional skills and confidence in skills.

WHO IS IT FOR? All interested students in the school, for the whole school or several classes.

CHECKLIST

- School & Parents permission.
- Clothes fitting the theme or materials to create costumes.
- Decorations + Poster (optional).
- Music + Kahoot quiz
- Invitation cards + Snack + Rewards.

OBJECTIVES

- Encouraging creativity and developing artistic skills.
- Enhancing leadership & teamwork skills.
- Developing a greater sense of equity & belonging to a community.

General Comments



This activity was carried out once. Students organised the event by themselves. They chose '70s costume party' as their party theme (because it was the 50th anniversary of the movie the Godfather) and announced it to the school two weeks before the event. The party started during lunch break in a large room. To make it look festive, students decorate and arrange this place before the party day. There was food brought by students who wanted to contribute. There was music playing and scenes from movies of the 70s. They played a Kahoot game to make the experience more exciting. After lunch, a jury of the teachers made a selection of about 10 students among the most creatively dressed up students. Students from different classes were brought for a short time to watch the selection. The finalists were presented at a school assembly at the end of the day. The winner was selected based on the applause they received and was given a present. Students enjoyed a party at school and to be given some autonomy and responsibility. The organisers were very satisfied with their achievement. It definitely enhanced students' creativity and curiosity. It created a convivial atmosphere at school and made it a more exciting place.

63% of the students liked that the organisation was entrusted to students' creativity.

Scan for the Activity Sheet to know every steps to follow.





FIND YOUR MOTIVATION



Preparation: 1 Week

Activity: Competition - 30mins/Full Day event

ACTIVITY: Find Your Motivation consists of a competition which brings students from different grades together. It is a way for younger students to show support for their older schoolmates who are preparing graduation or taking an exam. The youngest write motivational sentences on cards/papers and give them to the oldest as presents.

OVERALL AIM: To encourage peer support in school.

WHO IS IT FOR? All interested students in the school.

CHECKLIST

- School & Parents permission.
- Pinboard + Online voting tools (Ex: Google Forms/Mentimeter).
- Announcement posters + Cards with motivational quotes.
- A4 Paper to print competition numbers + motivational quotes.

OBJECTIVES

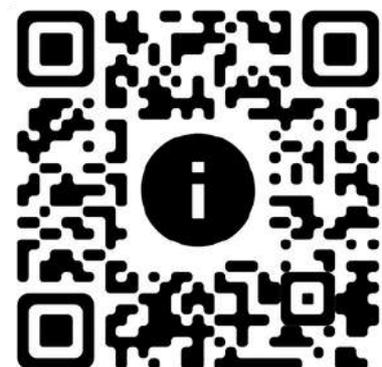
- Learning collaboration & cooperation.
- Developing organisational & communication skills.
- Developing a greater sense of equity & belonging to a community.

General Comments

This activity was carried out once. An online poll was created by the younger students with the pre-selected motivational quotes (20-30) written on the papers and displayed on a pin board. Older students are asked to vote for their favourite quotes. The competition is done with the 5 most voted quotes. The more the quotes are, the more challenging the competition gets. Therefore it takes longer. The five quotes are then cut into 25 pieces and hung them on 25 different students. Each student had one set of words on their back and one number on their chest. The competitors make a large circle. The students carrying phrases and numbers walk randomly in the middle of the circle. Each competitor who is standing in a circle holds an answer sheet in their hand and tries to put the numbers in the correct order to make meaningful sentences. When they finish putting the numbers in the correct order, they submit the papers to the student who is collecting them by recording the submission time on top of each. Check the answer sheets submitted. The student who completed this task the earliest and in the most correct way won the game. Then the winner(s) is announced and awarded. Students were proud of what they did. Overall, it was a satisfactory experience for both parties.

90% of the students agree that this activity will help to encourage peer support at school.

Scan for the Activity Sheet to know every steps to follow.





MAKING A SHORT FILM



Preparation: 13 Weeks/3 Months
Short film: 15/20 mins

ACTIVITY: Making a Short Film consists of students and teachers working together for about 3 months on creating a short film from scratch. It's a great way to tackle important topics such as loneliness, bullying, social exclusion, family conflicts, discrimination, violence...

OVERALL AIM: To encourage creative expression and bring forward important topics.

WHO IS IT FOR? All interested students in the school, but especially for students interested in the arts and cinema.

CHECKLIST

- School & Parents permission.
- Film script.
- Materials for costumes, accessories, settings.
- IT Tools: video camera, microphones... + Editing softwares (video & sound).

OBJECTIVES

- Encouraging artistic expression & developing creativity.
- Educating people on loneliness, social exclusion, victimisation.
- Enhancing emotional skills.
- Developing a sense of equity.

General Comments



This activity was carried out once. The short film "It will not stay dark" was realised during Covid-19 lockdown, therefore each student had to film their own scene at home. Under normal circumstances, all the students would work together in the same environment. The roles were divided according to the different steps of the film-making process: screenwriter (research and writes script); director (planning, cast, set building, rehearsing, evaluation); actors (memorise the script); technical team (music, video & sound recording, editing, montage, subtitles: can be done by a separate team, screening). The final screening was open to the general public.

Overall everyone was motivated and very committed. Students and Teachers were very proud to be in part of this project and having contributed to the creation of an artwork. When it was ready, they shared the film with their friends and family. This activity helped enhance skills such as teamwork, collaboration, and creativity and had a positive impact on students' social life and self-confidence. Both the film-making process and the film's content contributed a lot to the students' technical and social-emotional skills.

100% of the students said that taking part in the short film-making process increased their satisfaction in being a student at this school.

Scan for the Activity Sheet to know every steps to follow.



Senaryo / Scenario
Selami Arı

ŞİİRLER/POEMS

Yalnızın Halleri – Özdemir Asaf
Nilüfer- Behçet Necatigil
Garip Kişi- Cahit Sıtkı Tarancı
Yalnız – Nilgün Marmara



MOOD BOARD



Preparation: Half Day
Activity: N/A

ACTIVITY: The Mood Board consists of a tool/poster which helps students to display their emotions and feelings and let their classmates know how they are feeling. Every day when students come to the school, they pin their emotions (happy, sad, bored, angry, etc.) on the Mood Board.

OVERALL AIM: To encourage peer support and self-expression.

WHO IS IT FOR? All interested students in the school.

CHECKLIST

- School & Parents permission.
- IT Tools: computer & video projector (Students powerpoint's presentation).
- Kahoot.
- Quiet classroom + chairs.

OBJECTIVES

- Learning how to convey abstract emotions & feelings to others.
- Encouraging openness & sensitivity.
- Developing a greater sense of equity and belonging to a community.

General Comments

This activity was carried out several times. The first time was online during Covid-19 lockdowns. It was a good reason for students to communicate but the ways to communicate were limited. It was first used at the beginning of the school year and it has regularly been used in English classes ever since. The teacher prepared with students a poster showing several emotions & feelings. The students are then encouraged to display their mood on the Board. Students should use the Mood Board independently during break times, when their feelings and emotions change during the day and at least twice: in the morning and before leaving class, at the end of the day. The teacher should only encourage its active use and the interactions between students. During discussions, it is possible to consult or refer to the Wheel of Emotions by Dr. Robert Plutchik (it is advised to explain and highlight the distinction between emotions and feelings). Students whose mood stays bad for some consecutive days should be directed to the school psychologist. Overall students enjoyed expressing something personal to the classroom, some friends who were on bad terms used it as a message board to express their feelings. The Board fostered peer support and tolerance.

61% of the students agreed that Mood Board is a good way to express feelings/emotions.



Scan for the Activity Sheet to know every steps to follow.





ONLINE SCHOOL PARTY



Preparation: Half Day
Activity: 1/2h

ACTIVITY: The Online School Party consists of an online gathering where every student can participate and enjoy being with schoolmates. This activity was designed and implemented during the Covid-19 lockdowns when students could no longer go to school.

OVERALL AIM: To provide students the opportunity to make new acquaintances and maintain friendships.

WHO IS IT FOR? All interested students in the school.

CHECKLIST

- Individual computer or tablet.
- Virtual conference tool (Zoom, Teams, Google Meet...).
- Collaborative tools (Padlet, Mural, Miro...).

OBJECTIVES

- Developing interpersonal communication, leadership & teamwork skills.
- Enhancing social & emotional skills.
- Encouraging new friendships.
- Developing a sense of equity.

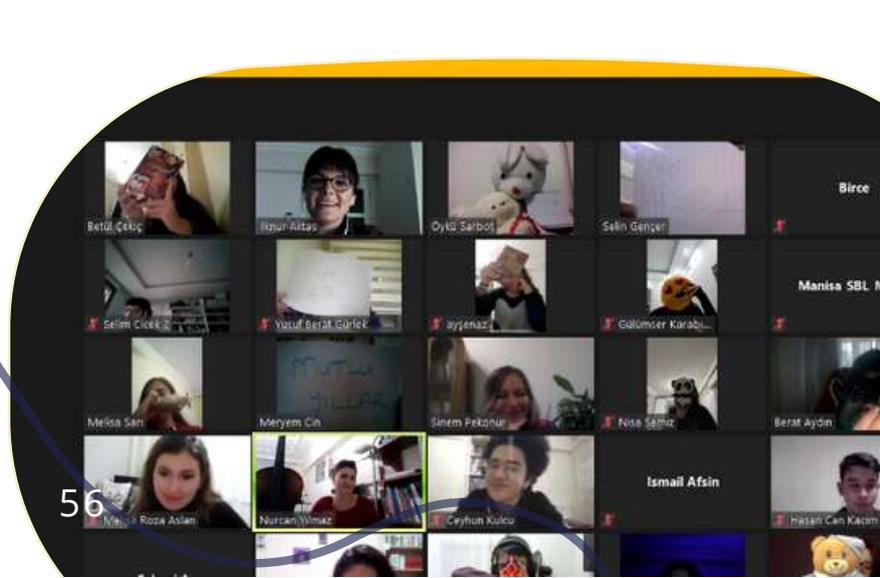
General Comments

This activity was intended to help students maintain a social life and enable them to communicate with schoolmates and make new friends despite the Covid-19 lockdowns. It is a good way to connect with students remotely and give them the opportunity to enjoy being part of the school community. A New Year's Party was carried out in December 2020. During the online party, students organised various small activities which they moderate themselves. Students were very happy to take part in a fun online activity, instead of routine online classes. Since this is an online activity, time management and the moderation of different parts needs careful planning in advance.

Overall both students and teachers enjoyed the activity. Teachers put a lot of effort into designing dynamic and inspiring different interactive games, quizzes and excersises. It is usually difficult for teachers to design activities that will achieve educational goals and at the same time be attractive to students. It was successfully done here. Students got the chance to practice certain aspects of their social and emotional skills, such as sociability, energy, creativity, responsibility, stress management and cooperation.

89% of the students reported that they feel happier to be a student of this school

Scan for the Activity Sheet to know every steps to follow.





THE PRAISE BOX



Preparation: Half Day

Activity: 20/30 mins

ACTIVITY: The Praise Box consists of an intervention to help students have a more positive self-image about themselves. The box contains praises, several times in the school year, students pick a praising sentence and reflect on what grounds they deserved that praise.

OVERALL AIM: To improve self-esteem and develop different methods of expression.

WHO IS IT FOR? All interested students in the school.

CHECKLIST

- School & Parents permission.
- Praise Box for students to insert their praises (an online document can, the praises must be printed and inserted in the Praise Box).
- A cupboard/locker to keep the box safe.

OBJECTIVES

- Enhancing sense of achievement & contentment.
- Developing communication skills.
- Acknowledging good in people & developing sense of belonging.
- Recognising value of effort.

General Comments

The Praise Box is adaptable to different class settings (can be done online) and is applicable to all ages/grades of students. Moreover it does not require a lot of time, materials or preparation. This activity has been carried out in several times with young students in counselling and english class. Each student picked a praise sentence from the Praise Box. Then they were given some time to reflect on what grounds they deserved the praise they have picked. The facilitator must encourage students to share their praise and reason/s to accept it/them with the class. This activity provides a good opportunity to reflect on the small good deeds students do during the day, such as: being the first person to say hi to a person, offering your seat to an elderly on the bus, sharing a snack with a friend, helping with the housework, holding the door for someone else... Overall, this activity helped increase students' self-esteem they got inspired by the good deeds their friends shared and understood the uplifting contribution to one's mood. Some students were emotional when thinking on their praiseworthy action. Focusing on small good deeds created a positive atmosphere.

85% of the students reported that reflecting on their praiseworthy deeds made them feel good about themselves.



Scan for the Activity Sheet to know every steps to follow.



Effective Impacts	Canine Therapy	Meditation Break	Know Yourself	Discussion Club	The Mailpal	Burtens Buddy	Drama Club	Game Hour	Speed Meetings	Group Work	Beach Cleaning	My New World	Commemoration Ceremony
Make young people aware of distorted views they may have										X		X	X
Support young people in overcoming distorted views					X	X			X			X	X
Increase presence of factors shown to be protective against chronic loneliness (self-efficacy, competence, self-esteem)	X	X	X	X			X	X	X			X	X
Enhance social and emotional skills and confidence in skills	X	X	X	X	X	X	X	X	X	X	X	X	X
Educate young people about the effects of rejection, exclusion and victimisation						X	X						X
Promote an inclusive attitude among peers	X			X		X	X	X	X	X	X	X	X
Support youth in developing and maintaining close and meaningful friendships	X	X	X	X	X			X	X		X		X
Provide young people with the opportunity to gain connections, make friends, and maintain friendships	X	X	X	X	X	X	X	X	X	X	X	X	X
Promote a supportive and inclusive school ethos		X			X			X	X			X	X
Promote positive student-teacher relationships		X					X					X	X
Encourage supportive peer experiences in schools	X	X	X	X	X	X	X	X	X	X		X	X
Explore the use of social media in a school environment												X	
Educate young people about the effects of cyberbullying													X
Explore cultural differences in loneliness and social relationships			X						X				X
Take into account differences and adapt focus/content									X			X	X
Explore whether young people want to make their loneliness visible												X	X
Explore with young people how to reduce stigma				X								X	X

Effective Impacts	Peer Learning	Therapeutic Groups	Quiz Day	Childhood Challenges	Escape Loneliness	Peer Support	Internet Safety Day	70's Costume Party	Find Your Motivation	Making a Short Film	Mood Board	Online School Party	Praise Box
Make young people aware of distorted views they may have		X					X			X			
Support young people in overcoming distorted views		X	X	X		X	X			X			
Increase presence of factors shown to be protective against chronic loneliness (self-efficacy, competence, self-esteem)	X	X	X					X		X			X
Enhance social and emotional skills and confidence in skills	X	X	X	X		X	X	X		X	X	X	X
Educate young people about the effects of rejection, exclusion and victimisation		X								X	X		
Promote an inclusive attitude among peers	X	X		X		X		X	X		X	X	
Support youth in developing and maintaining close and meaningful friendships		X				X	X			X	X	X	
Provide young people with the opportunity to gain connections, make friends, and maintain friendships	X	X				X		X	X	X	X	X	
Promote a supportive and inclusive school ethos	X	X	X			X	X	X	X	X	X	X	
Promote positive student-teacher relationships	X	X					X	X		X		X	X
Encourage supportive peer experiences in schools	X	X				X		X	X	X	X	X	X
Explore the use of social media in a school environment													
Educate young people about the effects of cyberbullying		X					X						
Explore cultural differences in loneliness and social relationships		X								X			
Take into account differences and adapt focus/content		X											
Explore whether young people want to make their loneliness visible		X					X						
Explore with young people how to reduce stigma		X				X				X			

FIT TO
BELONG



THANK YOU!

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