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BEST EUROPEAN EXPERIENCES

From 'Me' School to 'We' School

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E-Book: Cultivating Personal and Social Growth for a Connected World

An interactive learning journey from "Me" to "We"



Me
Self-Awareness and Personal Development

Me and Others
Interpersonal Skills and Relationships

Me and Society
Social Responsibility and Civic Engagement

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How to Use This E-book

This resource (you may find the online version by clicking here: https://voluble-longma-7c2840.netlify.app) is designed as a practical companion to the B.E.E. Handbook. It translates the Handbook's three connected domains—"Me", "Me and Others", and "Me and Society"—into accessible explanations, reflective exercises, collaborative tasks and opportunities for action. It is not a diagnostic instrument or a substitute for professional psychological support. Activities can be adapted to age, language, culture, learning needs and local school policy.

The e-book can be used independently, in tutor groups, in subject lessons, during project weeks or as part of an international exchange. Readers may move through the chapters in sequence or select a topic relevant to a current goal. The recommended approach is to combine reading with practice: pause at the questions, complete the worksheets, discuss ideas with a trusted person where appropriate, and revisit earlier reflections to notice change over time.

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INTRODUCTION

Welcome from the Consortium

Welcome to Best European Experiences: Cultivating Personal and Social Growth for a Connected World. This e-book is an invitation to explore who we are, how we relate to others and how we can contribute to the communities of which we are part. It builds on a shared B.E.E. conviction: personal and social competencies are not optional extras added after academic learning. They help make learning meaningful, support well-being, strengthen relationships and enable active participation in society.

The B.E.E. consortium brings together educational communities with different histories, languages and local realities. This diversity is a resource. A strategy that works well in one school may need adaptation in another; a discussion that feels familiar in one cultural context may raise different questions elsewhere. The consortium therefore invites readers to compare experiences with curiosity rather than assume that one approach fits everyone.

A shared commitment, expressed locally

Shared Commitments, Expressed Locally

1. IES Cañada Real — Spain (Project Coordinator)

Our commitment: Building a shared European vision for PSD

As coordinator of the B.E.E. project, IES Cañada Real is committed to bringing together different educational experiences around a common vision of personal and social development. We aim to facilitate cooperation among partners, maintain a shared sense of purpose and ensure that the project's educational objectives translate into meaningful practice. We believe that schools must look beyond academic achievement to address emotional well-being, relationships, inclusion and student participation. By encouraging dialogue, mutual learning and the exchange of effective practices, we want to strengthen the capacity of our partner institutions to create supportive learning environments. Our ambition is to help transform the idea of moving from "Me" to "We" into a lasting educational commitment that connects individual development with collective well-being.

2. En.Ma. Evolution SL — Spain

Our commitment: Turning ideas into practical learning resources

En.Ma. Evolution SL focuses on translating educational priorities into practical approaches that learners and educators can use in everyday settings. Through B.E.E., we are committed to contributing to the development and exchange of accessible learning resources that support self-awareness, communication, collaboration and responsible behaviour. We see innovation as valuable when it responds to real educational needs and encourages learners to apply what they discover about themselves and others. Working with the consortium allows us to explore different methodologies, compare experiences and identify approaches that can be adapted to diverse school contexts. Our contribution is to help bridge the gap between shared educational principles and practical activities, supporting the integration of personal and social development into learning experiences that are engaging, relevant and transferable.

3. V.E.M. Srls — Italy

Our commitment: Connecting individual growth with inclusion and citizenship

At V.E.M. Srls, we believe that education should help every learner develop knowledge, confidence, empathy and a sense of responsibility. We are committed to creating a safe and inclusive environment in which students can understand their strengths, learn from mistakes, communicate respectfully and take part in the life of the community. Through the B.E.E. project, we want to learn with our European partners, 2iferent practical experiences and turn shared values into everyday educational practice. We see personal and social development as a continuous journey that connects individual growth with mutual understanding, inclusion and active citizenship. Our commitment is to contribute to a European learning community in which diversity is recognised as a strength and every learner is encouraged to participate, grow and contribute meaningfully.

4. CELFF SA–Colégio Guadalupe — Portugal

Our commitment: Strengthening student participation and school community life

IES Guadalupa views the school as a community in which learners develop not only their knowledge but also their ability to participate, cooperate and take responsibility for shared outcomes. We aim to encourage students to express their opinions constructively, listen to 3iferente viewpoints and take na active role in shaping their learning environment. Through B.E.E., we want to explore ways of making participation more meaningful and connecting classroom learning with the realities of school and community life. We recognise that a sense of responsibility develops through experience: learners need opportunities to make decisions, contribute ideas and reflect on the consequences of their actions. By sharing experiences with European partners, we hope to identify practical approaches that give students a stronger voice and help them become active contributors to their communities.

5. Gymnasio Gennadiou— Greece

Our commitment: Nurturing emotional awareness and personal identity

At Gennady School, we place particular importance on helping learners understand themselves and develop the confidence to express who they are. Personal growth involves recognising emotions, identifying individual strengths, learning from mistakes and understanding that development takes time. We want students to build a healthy relationship with themselves while learning to appreciate the individuality of others. Through B.E.E., we seek to exchange approaches that help educators create supportive conditions for reflection, emotional awareness and positive interpersonal experiences. We also want learners to recognise that asking for help is a responsible choice and that empathy begins with genuine curiosity about another person's perspective. By connecting self-understanding with respect for others, we aim to support students in developing a secure sense of identity and the social confidence needed to participate in school life.

6. Perifereiako Gymnasio Kitiou — Cyprus

Our commitment: Preparing learners for responsible participation in a connected world

Cyprus School recognises that young people are growing up in a world where relationships, communication and information increasingly cross geographical and cultural boundaries. We want students to develop the judgement needed to communicate responsibly, evaluate their choices and recognise how their actions may affect others, including in digital environments. Our contribution to B.E.E. centres on encouraging thoughtful interaction, respect for different perspectives and awareness of the responsibilities that accompany participation in connected communities. Through cooperation with our European partners, we aim to exchange practical experiences and explore learning activities that help students navigate social situations with confidence and consideration. We believe that preparing learners for a connected world means helping them balance individual expression with respect, privacy, inclusion and responsibility towards others.

7. Joniskio "Ausros" gimnazija — Lithuania

Our commitment: Building resilience, self-efficacy and a willingness to seek support

Joniskis School aims to help learners approach challenges with confidence, realistic expectations and a belief that their abilities can develop through practice, feedback and appropriate support. We want students to recognise that setbacks do not define their worth and that progress often requires trying different strategies. Equally, we believe that resilience should not be confused with having to manage every difficulty alone. Knowing when to ask for assistance, identify available resources or reconsider a 3onfide na 3onfidente 3onfide personal development. Through B.E.E., we intend to 3onfiden practical approaches that foster motivation, reflection and constructive responses to difficulties. Our 3onfide to help create learning conditions in which students can develop 3onfidente3e while feeling supported, recognise their 3onfident and become more 3onfidente in managing change.

8. Alba County School Inspectorate — Romania

Our commitment: Supporting educational quality and sustainable PSD implementation

Alba County School Inspectorate approaches personal and social development as an important dimension of educational quality that requires attention at both classroom and institutional levels. We are committed to encouraging schools and educators to integrate PSD into their educational practices, identify learners' needs and create conditions that support inclusion, well-being and participation. Through B.E.E., we aim to exchange experiences with European partners and consider how effective approaches can be adapted to different institutional contexts rather than applied as isolated activities. We value collaboration among school leaders, teachers, students and communities, as sustainable improvement depends on shared responsibility and informed decisions. Our contribution is to promote a coherent approach in which personal and social competencies are recognised as part of educational development and supported through reflection, cooperation and continuous improvement.

9. Srednja Strucna Skola "Branko Radicevic — Serbia

Our commitment: Promoting intercultural dialogue and solidarity

Serbian School sees intercultural dialogue as an opportunity for learners to broaden their understanding of the world and develop relationships based on curiosity, respect and mutual recognition. We want students to question assumptions, appreciate different experiences and discover constructive ways to address disagreements. Through B.E.E., we are committed to sharing our educational perspective with European partners and learning how different school communities encourage empathy, cooperation and social responsibility. We also want learners to understand that solidarity is expressed through everyday actions: welcoming someone who feels excluded, listening without prejudice, offering support and participating in shared initiatives. By connecting intercultural understanding with practical experiences of cooperation, we aim to help students recognise both their individual responsibilities and the opportunities they have to contribute to a more respectful and inclusive society.

A Shared European Commitment

Each B.E.E. partner brings a distinct perspective to the common objective of strengthening Personal and Social Development in education. From coordinating European cooperation and developing practical learning resources to supporting student participation, emotional awareness, resilience, responsible digital behaviour, institutional improvement and intercultural dialogue, our contributions complement one another.

Together, we affirm that the transition from "Me" to "We" requires both individual development and learning communities that enable everyone to participate. Through the exchange of experiences, reflection on educational practice and commitment to inclusion, the B.E.E. consortium seeks to make personal and social development a meaningful and sustainable part of everyday education. Our shared ambition is to help learners understand themselves, build constructive relationships and contribute responsibly to the communities they belong to.

The Importance of Personal and Social Development

Personal and Social Development (PSD) is the ongoing process through which people become more aware of themselves, learn to regulate their responses, build relationships and participate responsibly in society. It includes emotional literacy, self-efficacy, resilience, goal-setting, communication, empathy, collaboration, conflict resolution, critical thinking, inclusion and civic engagement. These capacities are connected: recognising frustration can help a learner respond calmly in a group; listening to another perspective can improve a shared decision; understanding a community problem can motivate responsible action.

For students, PSD can support engagement with learning, confidence in decision-making, constructive responses to setbacks and stronger peer relationships. For educators, it offers a framework for creating classrooms where expectations are clear, mistakes are treated as opportunities to learn, and relationships support participation. For society, PSD can contribute to social cohesion, democratic participation, respect for rights and the ability to work across differences.

PSD is not about asking everyone to feel positive all the time, agree with others or hide difficult emotions. Anger, uncertainty, sadness and disagreement are part of human experience. The educational task is to recognise feelings,

consider context, choose safe and constructive responses, and seek support when needed. Likewise, resilience does not mean coping alone; knowing when and how to ask for help is a valuable competence.

The B.E.E. Handbook emphasises that the journey from "me" to "we" requires individual agency as well as relationships and communities that respect dignity. Self-development should not become constant self-optimisation or comparison. The goal is meaningful growth, not perfection.

Navigating This Resource

The e-book is organised into three domains. Each domain begins with a short orientation and contains three chapters. Every chapter offers explanations, activities, reflection questions and a podcast concept. Readers can use the activities alone or with a class, but sharing personal experiences must always be voluntary.

- Read: identify one idea that feels relevant to your life.
- Try: complete an activity in a way that is comfortable and appropriate for you.
- Reflect: consider what you noticed, what helped and what you might do differently.
- Connect: where useful, discuss learning with a peer, educator, family member or trusted adult.
- Apply: choose one small action that can be tested in daily life.

Understanding the PSD Framework

Domain A — "Me": Self-awareness and personal development

Domain A focuses on the inner landscape: identity, values, emotions, self-regulation, motivation, self-efficacy, goal-setting, resilience and a healthy self-image. Its guiding question is: "Who am I, what matters to me, and how can I choose my next step?" Learners practise noticing their experiences without reducing themselves to a label, a mistake or a single result.

Domain B — "Me and Others": Interpersonal skills and relationships

Domain B focuses on communication, active listening, empathy, cooperation, relationship-building, boundaries and constructive conflict resolution. Its guiding question is: "How can I understand others and relate to them respectfully?" Social competence does not require agreement in every situation; it requires the ability to communicate clearly, listen fairly and handle differences without humiliation or harm.

Domain C — "Me and Society": Social responsibility and civic engagement

Domain C extends learning to communities and society. It includes critical thinking, ethical reasoning, human rights, inclusion, intercultural understanding, community participation and global citizenship. Its guiding question is: "How do my choices affect others, and how can I contribute to a fairer and more inclusive community?" It connects personal values and interpersonal skills to action in the world.

The domains work together. A community project, for example, requires learners to manage uncertainty and frustration (A), share tasks and negotiate differences (B), and consider rights, fairness and consequences (C). This e-book encourages readers to make these connections visible.

DOMAIN A — SELF-AWARENESS AND PERSONAL DEVELOPMENT

Me, Myself, and I

Personal development begins with curiosity about oneself. It is not a fixed personality type or a race to become someone else. It is a practice of noticing patterns, identifying what matters, learning from feedback and making choices that are consistent with one's values. The B.E.E. Handbook connects self-awareness with emotional literacy, self-regulation, self-efficacy, resilience and a growth mindset.

What you will practise

- Recognising strengths, needs, values and changing aspects of identity.
- Naming emotions and choosing responses rather than acting automatically.
- Setting realistic goals and revising strategies when circumstances change.
- Building a self-image that makes room for both strengths and areas for growth.
- Using reflection as a source of agency, not shame or constant self-monitoring.

CHAPTER 1 — Exploring Your Inner Landscape

Self-awareness is the ability to notice and interpret thoughts, feelings, values, needs, strengths and habitual responses. It grows through experience and reflection. It does not mean that we can explain everything about ourselves or that our identity never changes. We are shaped by relationships, culture, opportunities, choices and events; we also influence how we respond to them.

1.1 Unveiling Your Identity

Identity includes many dimensions: interests, language, culture, family and community experiences, abilities, aspirations, beliefs and roles. Some dimensions are chosen, some are inherited, and some change over time. No single characteristic tells the whole story of a person. Personality quizzes can be entertaining prompts for reflection, but they cannot define a learner or reliably predict every behaviour. Use them to generate questions, not labels.

A useful self-portrait balances strengths and learning edges. A strength is not necessarily a talent that comes effortlessly; it may be a quality you practise, such as persistence, humour, curiosity or noticing when someone is left out. A learning edge is an area where a different strategy, more practice or support may help.

Interactive quiz: My current self-portrait

Purpose: help readers identify patterns without treating answers as a diagnosis.

1. Rate each statement from 1 (rarely true for me) to 5 (often true for me): I can name things I do well; I can describe what matters to me; I can recognise when my mood changes; I can ask for help; I can change my mind when I learn something new; I can accept feedback without defining myself by it.
2. Choose two statements you rated highly. Write one real example that supports each rating.
3. Choose one statement you rated lower. Describe a situation in which this skill would be useful.
4. Finish the sentence: "One thing I am learning about myself is…"

Reflect: Which answers describe a current pattern rather than a permanent trait? What might change with practice or support?

Identity map

Purpose: recognise the many influences that make each person unique.

5. Write your name or a symbol for yourself in the centre of a page.
6. Add branches for interests, languages, places, relationships, strengths, values, communities and hopes for the future.
7. Mark the branches you would like others to understand better.
8. Choose one branch to share with a partner, if you feel comfortable. You may keep any part private.

Reflect: Which parts of your identity are visible to others? Which are often misunderstood or overlooked?

1.2 Identifying Your Values

Values are principles that help us decide what matters and how we want to act. Examples include fairness, loyalty, curiosity, independence, kindness, creativity, responsibility, courage and belonging. Values can sometimes compete: honesty may feel difficult when we also want to protect a friend; independence may conflict with the need to cooperate. Reflection helps us consider these tensions thoughtfully.

Value sorting: choose what guides you

Purpose: turn abstract values into choices that can be observed in everyday life.

9. Select five values from this list or add your own: respect, fairness, courage, care, curiosity, freedom, achievement, creativity, reliability, inclusion, honesty, friendship, responsibility, learning, community.
10. Reduce your list to three values that feel especially important now.
11. For each value, complete: "This value matters to me because…" and "Someone could see this value in my actions when I…"
12. Consider a fictional dilemma: a friend is excluded from a group chat, but speaking up might make you unpopular. Which values are in tension? What are two safe and realistic options?

Reflect: Did you choose values because they are important to you, because others expect them, or for both reasons?

Reflective writing prompt: Describe a moment when you felt proud of a choice you made. Which value did that choice express? Describe a moment when your behaviour did not match a value you hold. What could help you respond differently next time? Focus on learning rather than self-judgement.

1.3 Understanding Your Emotions

Emotions provide information about how we interpret events, needs and relationships. They are not moral failures, and they do not always tell the whole story. Naming a feeling more precisely can make a response easier to choose: irritation, embarrassment, worry, disappointment and loneliness may all feel like "feeling bad", but each can call for different support.

A practical regulation sequence is: pause; notice body signals and thoughts; name the feeling tentatively; identify the situation or need; choose a safe response. Strategies may include slow breathing, grounding through the senses, movement, writing, taking a short break or talking with someone trusted. No technique works for everyone. If distress feels intense, persistent or unsafe, seek support from an appropriate trusted adult or professional.

Mood and needs tracker

Purpose: build emotional vocabulary without judging feelings.

13. Once a day for one week, record a feeling word, its intensity from 1 to 5, and the situation in broad terms.
14. Notice body signals, such as tense shoulders, a fast heartbeat, tiredness or restlessness, without assuming that one signal always means one emotion.

15. Record what you needed: rest, clarity, fairness, connection, space, help or something else.
16. Note what you tried and whether it helped a little, a lot or not at all. Change the strategy if needed.

Reflect: Are there patterns linked to particular times, situations or needs? Keep the record private unless you choose to share it.

Podcast Episode 1 — "The Journey Within"

Purpose: explore self-discovery, emotional literacy and regulation through a conversation among educators, a suitably qualified expert and students who choose to participate.

https://youtu.be/xw4wEFK3m5E

CHAPTER 2 — Setting and Achieving Personal Goals

Goals help turn intentions into action. A goal is useful when it reflects something meaningful, can be broken into manageable steps and leaves room for adjustment. A goal is not a promise that circumstances will always cooperate. Progress depends on strategies, time, resources, relationships and opportunities as well as effort.

2.1 Defining Your Aspirations

Begin by distinguishing a broad aspiration from a next action. “I want to do well at school” is an aspiration; “I will review my notes for fifteen minutes after two lessons this week and ask one question when something is unclear” is a practical experiment. A strong goal states what you will do, when you will try it, what support may be needed and how you will review the result.

SMART and humane goal planner

Purpose: make goals specific and achievable without turning them into a source of shame.

1. Write one aspiration in a sentence.
2. Make it specific: what action could you observe?
3. Make it measurable: what evidence would show that you tried or progressed?
4. Check whether it is achievable and relevant to your life now.
5. Set a time to review it, then list possible barriers and one support or adjustment for each.
6. Write a flexible version: “If my original plan does not work, I can…”

Reflect: Does this goal depend entirely on your own actions, or also on circumstances beyond your control? What can you reasonably influence?

Vision board: future possibilities

Purpose: connect aspirations with values and practical steps.

7. Collect words, drawings, symbols or images representing skills you want to develop, relationships you value and contributions you hope to make.
8. Arrange them around three headings: “What I want to learn”, “How I want to relate to people”, and “How I want to contribute”.
9. Add one small action under each heading that you could try in the next month.
10. Review the board after a few weeks and update it if your interests or circumstances change.

2.2 Developing a Growth Mindset

A growth mindset treats abilities as capable of development through practice, useful strategies, feedback and support. It does not mean that effort alone guarantees success or that structural barriers can be ignored. When something goes wrong, ask what the experience reveals: Was the task clear? Did I use an effective strategy? Do I need more time, feedback, accessibility support or a different approach?

Resilience is not pretending that difficulty does not hurt. It is the capacity to respond to setbacks, use resources, learn and continue where appropriate. Sometimes resilience means changing a goal, resting, seeking help or deciding that a particular path is not right for you.

From setback to strategy

Purpose: practise separating an outcome from identity.

11. Choose a low-stakes learning challenge, real or fictional.
12. Write the first thought that might appear, such as “I am not good at this.”

13. Rewrite it as a specific observation: "This attempt did not work because…"
14. List two strategies, one person or resource that could help, and one next step.
15. Identify what is within your control and what is not.

Reflect: Which wording makes action more possible without pretending the challenge is easy?

2.3 Building a Positive Self-Image

A healthy self-image allows a person to recognise strengths and limitations without treating either as the whole self. It is supported by realistic self-talk, meaningful relationships, opportunities to contribute and feedback that describes behaviour rather than labelling identity. Comparing our private doubts with other people's carefully selected public images—especially online—can distort how we see ourselves.

Strengths evidence and self-compassion

Purpose: build a balanced view of the self.

16. List three strengths, including one that may be quiet or easily overlooked.
17. For each strength, write a concrete example of when you used it.
18. Write one difficulty you are facing and respond as you would to a friend in the same situation: with honesty, kindness and a practical next step.
19. Complete: "I am more than one result, one mistake or one person's opinion because…"

Reflect: What is the difference between encouraging yourself and denying a problem?

Podcast Episode 2 — "Charting Your Course"

Purpose: make goal-setting realistic and relatable through student stories, with emphasis on small steps, setbacks and the role of support.

https://youtu.be/5VfAGncRSC4

https://youtu.be/olr7mNLUF-g

CHAPTER 3 — Reflective Practices for Personal Growth

Reflection helps turn experience into learning. It can be brief: what happened, what did I notice, what did I learn, and what will I try next? Reflection should support choice and well-being, not become an obligation to analyse every feeling. Learners can write, draw, record audio, use a checklist or speak with a trusted person.

3.1 Journaling for Self-Discovery

A journal is a private space for noticing patterns, clarifying values and recording progress. There is no single correct style. Some people prefer a few bullet points; others use drawings, letters, mind maps or voice notes. A journal should not be graded for how personal or emotionally revealing it is. Readers can use fictional examples or skip prompts that do not feel right.

- Today I noticed...
- Something that gave me energy was...
- A moment that challenged me was...
- One thing I handled better than I expected was...
- A question I am still exploring is...
- Something I would tell a friend facing this challenge is...
- One action that would make tomorrow a little easier is...

Creative writing: a letter to my future self

Purpose: connect present choices to future hopes without demanding certainty.

1. Write the date and describe what matters to you at this point in your life.
2. Write about one skill you are practising and one challenge you are learning to navigate.
3. Offer your future self encouragement, including permission to change plans.
4. Choose a date to reread the letter. You may keep it private or delete it when it has served its purpose.

3.2 Self-Assessment Tools

Self-assessment is most useful when it focuses on specific behaviours and progress over time. A checklist can help a learner notice whether they prepared for a conversation, asked for feedback or tried a regulation strategy. It should not be used to rank students or assign fixed labels. Combine self-reflection with feedback and observable examples where appropriate.

Weekly growth check-in

Purpose: identify a next step rather than produce a score for personal worth.

5. Rate from 1 to 4 how consistently you practised one chosen skill this week: 1 = not yet; 2 = tried once; 3 = practised several times; 4 = used it in different situations.
6. Write one example that explains your rating.
7. Identify one thing that helped and one barrier.
8. Choose a small next step for the coming week.
9. Decide whether you want support from a peer, educator or another trusted person.

Reflect: What does your example tell you that the number alone cannot?

3.3 Mindfulness and Meditation

Mindfulness means bringing attention to present experience with curiosity and without immediate judgement. It may help some learners pause and notice thoughts or bodily sensations. It is not suitable or comfortable for everyone in every moment; eyes may remain open, movement may be used, and anyone can stop. Mindfulness is not a replacement for mental-health care.

One-minute grounding practice

Purpose: offer a brief, optional pause before a task or conversation.

10. Sit or stand in a comfortable position, keeping your eyes open if you prefer.
11. Notice three things you can see, two sounds you can hear and one point of contact between your body and the chair or floor.
12. Take a natural breath; do not force deep breathing.
13. Notice whether anything has changed in your attention. If the exercise is uncomfortable, stop and choose another grounding method.

Reflect: Which part felt useful, neutral or uncomfortable? What other strategy might suit you better?

Podcast Episode 3 — "The Power of Reflection"

Purpose: educators discuss how reflection can support learning, agency and classroom climate.

https://youtu.be/PIrBKw74nyI

https://youtu.be/sGKiETS_a1c

Interactive element — Digital journal template

Use this page in a compatible reader, copy it into a private document, or print it. The journal is for the learner; educators should explain any safeguarding limits to confidentiality before inviting students to use it.

Date / context:

What happened? (facts, not assumptions)

What did I notice in my thoughts, feelings or body?

What mattered to me in this situation?

What did I do? What were the effects?

What helped or could help?

What did I learn?

One small next step:

Would I like support? If yes, from whom?

Privacy reminder: avoid entering passwords, identifying information about other people or details that you do not want stored digitally. Use a school-approved platform and follow its data-protection rules.

DOMAIN B — INTERPERSONAL SKILLS AND RELATIONSHIPS

Connecting with Others

Human connection depends on more than speaking clearly. It also requires listening, recognising boundaries, checking assumptions and making room for different experiences. Domain B builds on Domain A: understanding our own reactions can help us respond to others with greater care. The B.E.E. Handbook highlights effective communication, cooperation, empathy and constructive conflict resolution as central interpersonal competencies.

CHAPTER 4 — Effective Communication and Collaboration

Communication is a shared process of expressing, listening, interpreting and checking meaning. Misunderstandings happen because people bring different experiences, assumptions and emotional states to a conversation. Effective communication does not guarantee agreement; it creates a better chance that people understand one another and can decide what to do next.

4.1 Active Listening and Empathetic Communication

Active listening means giving attention to the speaker, avoiding premature judgement and checking that you have understood. It can include open body language where culturally appropriate, short acknowledgements, clarifying questions and paraphrasing. Empathy is an attempt to understand another person's perspective; it does not require pretending to feel exactly what they feel or agreeing with every interpretation.

- Pause before replying, especially when a topic is emotionally charged.
- Ask open questions such as "What was most difficult about that?" rather than questions that imply blame.
- Paraphrase: "If I understand correctly, you felt left out when the decision was made without you."
- Use "I" statements to describe your experience: "I felt confused when the plan changed without notice."
- Check assumptions: "Have I understood you correctly?"
- Respect a person's choice not to discuss something.

Role-play: listen before solving

Purpose: practise listening without immediately taking control of another person's problem.

1. Work in pairs. Person A describes a fictional, low-stakes problem for two minutes.
2. Person B listens without interrupting or offering solutions.
3. Person B summarises what they heard and asks one clarifying question.
4. Person A says what was understood accurately and what was missed.
5. Switch roles and discuss which listening behaviours helped.

Reflect: Was it harder to listen without solving? When might advice be welcome, and how can you ask first?

4.2 Teamwork and Cooperation

Teamwork requires a shared purpose, clear roles, fair participation, communication and accountability. A group is not automatically collaborative just because its members sit together. Effective teams make decisions visible, distribute work transparently and review how they worked as well as what they produced.

Team agreement and project plan

Purpose: establish clear expectations before a group task.

6. Agree on the shared goal and the criteria for a successful result.
7. List the tasks, deadlines and resources needed.

8. Assign roles according to interest and opportunity to learn; rotate roles when possible.
9. Agree how decisions will be made and how members can raise concerns.
10. Choose a check-in date and a respectful process for handling missed commitments.
11. At the end, review both the product and the team's process.

Collaborative problem-solving cycle: define the problem together; gather relevant information; generate several options before judging them; compare benefits, risks and fairness; choose a testable action; review what happened. This sequence prevents teams from rushing to the first idea or confusing confidence with evidence.

4.3 Digital Communication Etiquette

Digital messages lack many cues available in face-to-face conversation. A short reply may look angry when the sender is busy; a joke may be misunderstood; a screenshot can travel beyond its intended audience. Responsible digital communication requires clarity, respect, privacy and awareness that online actions can have lasting effects.

- Read a message again before sending, especially when upset.
- Use a tone that makes your intention clear; avoid sarcasm when context is uncertain.
- Do not share screenshots, personal details, images or voice notes without permission.
- Challenge ideas without insulting people. Do not join in cyberbullying or pile-ons.
- Check information before forwarding it, and distinguish fact, opinion and speculation.
- Respect different response times and agreed boundaries; not everyone is available continuously.
- Use school platforms and reporting routes when a message threatens safety or targets someone.

Rewrite the message

Purpose: notice how wording changes the likely impact of a digital message.

12. Read this fictional message: “You never do your part. Whatever.”
13. Rewrite it to describe the issue and make a specific request: “The slides for section two are not in the shared file yet. Can you add them by 4 p.m. or tell us what support you need?”
14. Identify which words describe observable facts and which would have blamed a person.
15. Discuss how the revised message preserves accountability while reducing unnecessary hostility.

Podcast Episode 4 — “The Art of Connection”

Purpose: explore listening, clear expression, collaboration and online communication.

https://youtu.be/1jjgIU1K5Vc

CHAPTER 5 — Building Positive Relationships

Positive relationships are built through respect, trust, reciprocity, boundaries and repair after mistakes. No relationship is perfect, and disagreement is not automatically a sign that a relationship has failed. What matters is whether people can express needs safely, respect each other's dignity and take responsibility for harmful behaviour.

5.1 Empathy and Understanding

Empathy begins with recognising that another person may interpret an event differently from us. Perspective-taking asks what information, needs, pressures or experiences might shape their response. It is not mind-reading: the respectful next step is to ask rather than assume. Empathy must also include attention to power and fairness; understanding why someone acted harmfully does not make the harm acceptable.

Three perspectives

Purpose: practise considering a situation from more than one viewpoint.

1. Read the fictional scenario: a student is quiet during a group discussion and later receives criticism for not contributing.
2. Write what the student might be thinking or feeling, while marking these ideas as possibilities rather than facts.
3. Write what a group member might have noticed or misunderstood.
4. Write what the teacher might need to do to ensure fair participation.
5. Generate two questions that could clarify the situation without blaming anyone.

Reflect: What information was missing? How could the group create more than one way to contribute?

5.2 Conflict Resolution and Negotiation

Conflict is a difference in needs, expectations, goals or interpretations. It can become harmful when people use threats, humiliation, exclusion or intimidation. Constructive resolution focuses on the issue, the impact and a workable agreement. If there is a significant power imbalance, harassment, violence or a safety concern, a private negotiation may be inappropriate; follow school safeguarding and reporting procedures and involve a trusted adult.

A practical conflict-resolution sequence

6. Pause and ensure that everyone can participate safely. If emotions are too intense, agree to return to the discussion later.
7. Describe the issue using observable facts rather than labels or accusations.
8. Give each person time to explain their perspective without interruption.
9. Identify interests and needs beneath stated positions: fairness, time, recognition, clarity, safety or belonging.
10. Generate possible solutions and consider who benefits, who may be harmed and whether the agreement is realistic.
11. Agree on specific actions, responsibilities and a review point.
12. Check whether the agreement worked and repair any remaining harm.

Negotiation simulation: the shared space

Purpose: practise reaching an agreement when resources are limited.

13. Scenario: two student groups need the same room at the same time. One needs quiet for a presentation; the other needs space for a practical activity.
14. Each group lists its needs and what it can be flexible about.

15. Generate at least three options, such as time-sharing, using another room, changing the activity order or adapting the room.
16. Evaluate each option for fairness, feasibility and impact on others.
17. Agree on a plan and identify what would trigger a review.

Reflect: Did the group focus on positions ("we must have the room") or underlying needs? Whose perspective might still be missing?

5.3 Respecting Diversity and Inclusion

Diversity includes differences in culture, language, disability, family experience, beliefs, identity, socioeconomic circumstances, communication styles and ways of learning. Inclusion is not simply inviting everyone into the same activity; it means identifying and removing barriers to meaningful participation. Equality may require identical treatment in some situations and different support in others, depending on what is needed for fair access.

- Use language that describes people respectfully and avoid reducing someone to one characteristic.
- Do not expect one student to represent an entire culture or community.
- Offer multiple ways to participate, such as speaking, writing, drawing or contributing digitally.
- Challenge stereotypes by asking what evidence supports a claim and whose voice is missing.
- Make group roles and expectations explicit so that less confident learners are not routinely overlooked.
- Ask people about access needs where appropriate, rather than assuming what they can or cannot do.

Inclusion audit

Purpose: identify practical changes that make a group activity more accessible.

18. Choose a classroom task, school event or online meeting.
19. Ask who can participate easily and who might face barriers related to language, mobility, sensory needs, cost, timing, technology or confidence.
20. Identify one change that can be made immediately and one that requires planning.
21. Ask affected learners for feedback without making them responsible for solving the whole problem.
22. Review whether the change improved access and what still needs attention.

Podcast Episode 5 — "Building Bridges, Not Walls"

Purpose: feature student voices from different countries and explore intercultural understanding without stereotyping.

https://youtu.be/BbrrEbZRi9w

https://youtu.be/ZYZXnY8rSYM

CHAPTER 6 — Navigating Social Contexts

Social contexts have explicit and implicit expectations. People may communicate differently in a classroom, sports team, family gathering or online group. Social awareness means noticing cues while remembering that cues are not universal: silence can mean reflection, discomfort, disagreement or simply a preference not to speak. Ask respectfully rather than treating one interpretation as certain.

6.1 Understanding Social Cues

Social cues may include tone, pace, facial expression, body position, turn-taking and the surrounding context. They can offer clues but are not reliable proof of what someone thinks. Culture, disability, neurodiversity, language proficiency and personal preference can influence how cues are expressed or interpreted. Good social judgement combines observation with respectful checking.

Observe, interpret, check

Purpose: separate what you observed from what you assumed.

1. Read a fictional scenario: during a group activity, one person looks away and speaks very little.
2. List only observable details: for example, they spoke twice and looked toward the window.
3. Generate three possible interpretations without deciding which is correct.
4. Write a respectful check-in question, such as "Would you prefer time to think, or is there another way you would like to contribute?"
5. Discuss how offering options can be more inclusive than demanding immediate speech.

6.2 Building Healthy Friendships

Healthy friendships usually involve mutual respect, trust, shared enjoyment and room for individuality. Friends do not have to agree about everything or be available at all times. Boundaries help people maintain friendships without giving up privacy, safety or other relationships. A friendship should not require threats, constant monitoring, humiliation or pressure to do something unsafe.

- Show interest and remember that connection grows through small, repeated interactions.
- Be reliable where possible and communicate when you cannot keep a commitment.
- Respect privacy and ask before sharing someone else's story or image.
- Allow friends to have other friendships and interests.
- Express disagreement respectfully and apologise specifically when you cause harm.
- Seek support if a relationship feels controlling, frightening or persistently disrespectful.

Friendship check-in

Purpose: reflect on the qualities that help relationships feel safe and reciprocal.

6. Choose three qualities you value in friendship.
7. Think of one action that shows each quality in practice.
8. Identify one boundary that matters to you, such as privacy, time, physical space or online availability.
9. Practise a respectful sentence for communicating that boundary.

6.3 Dealing with Peer Pressure

Peer pressure can be direct ("Come on, everyone is doing it") or indirect, when someone fears exclusion or wants to fit in. Belonging is a real human need, but it does not require agreeing to every request. Preparing a response in advance can make it easier to act in line with personal values when a situation becomes stressful.

Pause, decide, respond

10. Read a fictional scenario: friends encourage someone to share a humiliating photo of another student.
11. Identify the pressure, the possible harm and the values at stake.
12. Practise three responses: a clear refusal ("I'm not sharing that"), a redirect ("Let's do something else"), and an exit or support-seeking option.
13. Discuss what the person could do if the pressure continues or the situation becomes unsafe.
14. Identify a trusted person or reporting route that could help.

Reflect: Which response feels realistic for you? What support would make it easier to use?

Podcast Episode 6 — "Social Navigation"

Purpose: discuss social situations, belonging, boundaries and peer pressure with a psychologist or appropriately qualified practitioner, educator and student contributors.

https://youtu.be/QjWLgyUmMV8

Interactive element — Virtual role-playing scenarios

The e-book can host branching scenarios through a compatible platform, H5P, a learning management system or linked interactive presentation. The example below can also be completed as a classroom activity.

Scenario A: The group chat

A class group chat starts making jokes about a student who is not present. What do you do?

- Option 1: Add another joke to avoid standing out. Discuss: what short-term benefit might this offer, and what harm could it cause?
- Option 2: Do not contribute and privately check on the targeted student. Discuss: what support might be helpful, and what are the limits of acting alone?
- Option 3: Say that the messages are not okay and ask the group to stop. Discuss: how can you do this safely, and when should an adult be involved?
- Option 4: Save relevant evidence and report the behaviour through the appropriate school route. Discuss: why is it important not to forward harmful content more widely?

There is no universal script for every situation. Choose an action that protects safety and dignity, and seek help when the behaviour persists or there is a risk of harm.

Scenario B: Unequal group participation

One student makes every decision while another has not spoken. Choose whether to invite additional views, assign rotating roles, ask the quieter student privately how they prefer to contribute, or continue as before. For each choice, consider autonomy, fairness, time and inclusion. The aim is not to force everyone to speak publicly but to create genuine opportunities to participate.

DOMAIN C — SOCIAL RESPONSIBILITY AND CIVIC ENGAGEMENT

Our Role in Society

Domain C asks learners to connect personal values and interpersonal skills with the wider world. It includes understanding social issues, evaluating information, recognising rights, considering ethical consequences and taking part in community life. Civic engagement does not mean that every learner must take the same political position. It means developing the knowledge and habits needed to participate thoughtfully, respectfully and responsibly.

CHAPTER 7 — Understanding Social Issues

Social issues are questions that affect people's opportunities, rights, well-being and participation in society. They may include discrimination, poverty, access to education, digital exclusion, migration, public health, accessibility, environmental pressures or loneliness. Understanding an issue requires more than reacting to a headline: learners need to examine evidence, listen to affected communities and distinguish facts from interpretations.

7.1 Exploring Global Challenges

Local and global challenges are interconnected. A problem that appears local may be influenced by economic, technological, environmental or political systems beyond a community. At the same time, global issues are experienced differently depending on place, resources, history and policy. Learning should avoid portraying communities as helpless or reducing complex problems to a single cause.

From headline to inquiry

Purpose: turn an initial reaction into a fair research question.

1. Choose a public issue reported by more than one credible source.
2. Write what is known, what is claimed and what remains uncertain.
3. Identify who is affected, whose perspective is included and whose voice may be missing.
4. Develop a research question that can be explored with available evidence.
5. Find at least two sources with different roles or perspectives and compare their evidence.
6. Propose one realistic response at school or community level and identify its limitations.

Reflect: Did your view change when you examined more evidence? What information would help you avoid overgeneralising?

7.2 Developing Critical Thinking Skills

Critical thinking means examining claims carefully, asking how evidence was produced and considering alternative explanations. Online content may be incomplete, outdated, misleading or designed to provoke strong emotion. A professional-looking website or a large number of shares does not guarantee accuracy. Learners should verify the original source, date, author, evidence and context before accepting or forwarding a claim.

A practical source-checking routine

7. Pause before sharing, especially when a claim triggers anger or fear.
8. Identify the original publisher or author and their relevant expertise or purpose.
9. Check the date, location, context and whether the information is still current.
10. Look for the evidence behind the claim and whether the source links to it.
11. Compare with independent, credible sources; notice whether they simply repeat the same original claim.
12. Separate verifiable facts from opinions, predictions and value judgements.
13. Correct an error openly if you shared inaccurate information.

Fact, opinion or interpretation?

Purpose: practise distinguishing different kinds of statements.

14. Statement A: "The school library closes at 4 p.m." Identify what evidence could verify it.
15. Statement B: "The library should stay open later." Identify it as a proposal or opinion and list reasons that could support or challenge it.
16. Statement C: "Students do not use the library because they are lazy." Identify the assumption and list other possible explanations.
17. Rewrite the third statement as a researchable question, such as "What factors influence students' use of the library?"

7.3 Understanding Human Rights

Human rights express the principle that every person has dignity and is entitled to fundamental freedoms and protections. In an educational context, rights-related learning includes equality and non-discrimination, safety, privacy, freedom of expression, access to education and respect for the rights of others. Rights may raise difficult questions when they appear to conflict; learners should examine the relevant legal framework, context and impact rather than rely only on slogans.

Human-rights education should connect principles to everyday practice. Who is able to participate in a school decision? Are rules applied fairly? Can students raise concerns without humiliation or retaliation? Are privacy and safety protected online? A rights-based approach also recognises that responsibility does not mean blaming people for barriers they face; it includes examining how institutions can remove those barriers.

Rights in everyday life

Purpose: connect rights language with practical school situations.

18. Choose a fictional school scenario involving exclusion from an activity, sharing a private image, unequal access to a learning resource or a student expressing a view respectfully.
19. Identify the people affected and the rights or responsibilities that may be relevant.
20. List the facts you would need before making a judgement.
21. Suggest a response that protects dignity, safety and fair participation.
22. Identify the appropriate adult or school procedure if the issue requires formal support.

Reflect: How can a school protect freedom of expression while also preventing harassment and discrimination?

Podcast Episode 7 — "Voices for Change"

Purpose: create a respectful discussion in which students explore a social issue, explain their reasoning and hear different perspectives.

https://youtu.be/RrfD1ItWvlU

https://youtu.be/KIYAxUByVXg

CHAPTER 8 — Contributing to the Community

Community contribution turns concern into action. Volunteering and civic participation can help learners understand local needs, work with people outside their usual circles and see how small actions connect to wider change. A good project begins by listening to the community rather than assuming what people need. It should be safe, inclusive, feasible and respectful of existing services and expertise.

8.1 Community Service and Volunteering

Community service may involve supporting a local library, helping organise an inclusive event, collecting resources in partnership with a recognised organisation, tutoring with appropriate supervision, improving a shared space or creating accessible information. The best project is not necessarily the largest. It is one with a clear purpose, meaningful participation, appropriate safeguards and a way to learn from the people affected.

Plan a small community action

Purpose: design a realistic project with community input and clear responsibilities.

1. Describe a need you have observed, avoiding assumptions about the people affected.
2. Identify a local organisation or community representative who can help confirm the need.
3. Define a specific and achievable objective, target group and expected benefit.
4. List tasks, roles, materials, budget, permissions, accessibility arrangements and safeguarding considerations.
5. Set a timeline and identify how participants will communicate and make decisions.
6. Choose proportionate indicators: activities completed, people reached, feedback received and lessons learned.
7. After the activity, ask partners what was useful and what should change.

Reflect: Did the project respond to a need identified by the community, or mainly to an idea held by the organisers?

8.2 Civic Duties and Rights

Civic participation includes understanding how decisions are made, knowing where to find reliable information about public services and learning how to express views constructively. Depending on age and national law, opportunities may include student councils, school consultations, youth forums, public meetings, petitions, volunteering or local campaigns. Legal rights and obligations differ by country; learners should consult official national or local sources for current requirements.

Map a decision-making pathway

Purpose: understand where a community concern can be raised.

8. Choose a school or local issue, such as accessibility, safe routes, library hours or youth activities.
9. Identify which body or organisation has responsibility for the issue.
10. Find the official process for submitting a question, proposal or request.
11. Draft a concise message that describes the issue, provides evidence and proposes a feasible next step.
12. Consider how to include people affected and how to follow up respectfully.

8.3 Environmental Awareness and Action

Environmental responsibility can be included in PSD as an example of shared responsibility, ethical decision-making and collective action. Learners can investigate energy use, waste, transport, access to green spaces or biodiversity in their local setting. The educational focus is on evidence, participation and realistic action—not on blaming individuals for problems that also depend on infrastructure, policy and industry.

School sustainability inquiry

Purpose: connect observation, teamwork and civic responsibility.

13. Select one local question, such as how the school manages waste or how students travel to school.
14. Agree on a safe and proportionate way to gather information, such as a short anonymous survey or observation.
15. Check permissions and protect personal data.
16. Analyse what the evidence can and cannot tell you.
17. Develop one feasible proposal with estimated resources and possible unintended effects.
18. Present the proposal to the relevant school body and invite feedback.

Podcast Episode 8 — "Making a Difference"

Purpose: bring together students and community leaders to discuss meaningful participation, volunteering and responsible project design.

https://youtu.be/Bei-7nnaTQQ

https://youtu.be/H5GdL1ZVJ_M

CHAPTER 9 — Fostering a Sense of Belonging

Belonging is the experience of being recognised, respected and able to participate without having to hide important parts of oneself. It grows through everyday interactions, fair procedures, representation, accessibility and opportunities to contribute. A person can be physically present and still feel excluded; therefore, inclusion must be evaluated through both the design of activities and the experiences of participants.

9.1 Building Inclusive Communities

An inclusive community does not require everyone to be the same. It creates shared expectations of dignity while making room for different identities, perspectives and needs. Schools can strengthen belonging by welcoming new students, using accessible communication, addressing bullying promptly, providing varied ways to participate and involving learners in decisions that affect them.

Belonging walk-through

Purpose: look at a school or online space from several perspectives.

1. Choose a place or activity: a classroom, school website, club, event or group chat.
2. Consider how a newcomer would find information, understand expectations and ask for help.
3. Check accessibility, language, cost, timing, representation and the tone of interactions.
4. Ask whose voices are heard in decisions and whose participation may be difficult.
5. Suggest two changes: one immediate and one requiring planning.
6. Invite feedback from a range of participants and review the changes after implementation.

9.2 Participating in Local Initiatives

Local initiatives allow students to practise agency and see how collective decisions are made. Examples include a welcome activity for new learners, a reading partnership, an accessible cultural event, a youth consultation, an intergenerational project or a community information campaign. Students should work with local organisations, clarify responsibilities and ensure that participation is voluntary and safe.

Local initiative canvas

Purpose: move from an idea to a practical plan.

7. Need: what community issue or opportunity have we identified?
8. People: who is affected, who should be consulted and who can help?
9. Purpose: what change can we reasonably influence?
10. Actions: what will we do, by whom and when?
11. Inclusion: what barriers might prevent participation and how can we reduce them?
12. Evidence: what will we observe or ask to understand whether the activity was useful?
13. Continuity: what happens after the first event or project?

9.3 Developing Global Citizenship

Global citizenship means recognising that people and communities are connected across borders through culture, trade, technology, migration, the environment and shared human concerns. It involves curiosity, critical thinking, respect for human rights and willingness to learn from perspectives beyond one's immediate experience. It does not erase local identity; it invites learners to connect local choices with wider consequences.

Local-to-global connection map

Purpose: trace how a local issue connects to wider systems.

14. Choose an issue that matters locally, such as access to education, digital communication, food waste or public space.
15. Map the people, institutions and resources involved in the local context.
16. Identify connections to other regions or countries, using credible sources.
17. Record similarities and differences without assuming that one community's experience represents all others.
18. Develop one question for an international partner school and exchange responses.
19. Summarise what you learned and one action that is possible in your own context.

Podcast Episode 9 — "Belonging and Beyond"

Purpose: explore belonging, inclusion and global citizenship with educators and students from participating countries.

https://youtu.be/cpv7qjjzaSU

Interactive element — Online map of community-service opportunities

The consortium can publish a shared map using a school-approved mapping tool. Each partner school should add verified opportunities from its own country. The map should be maintained by a named editor and reviewed periodically.

Suggested fields for each map entry

- Organisation or initiative name and official website/contact route.
- Country, region and town or service area; avoid publishing private addresses unnecessarily.
- Type of opportunity: environment, inclusion, culture, youth participation, education, community support or another locally relevant category.
- Age requirements, supervision, accessibility information, language needs and any costs.
- How to apply or ask questions, with a date on which the information was checked.
- Safeguarding and privacy note, including whether parental or school permission is required.

Map activity: choose one verified opportunity, explain why it may be useful, identify the skills and support needed to participate, and write one question to ask the organisation before joining. Do not publish personal contact details or information about vulnerable service users.

CONCLUSION

Continuing the Journey

Personal and social development is a continuing journey rather than a final destination. The movement from "Me" to "We" begins with the ability to notice what is happening within us, continues through respectful relationships and collaboration, and reaches into the choices we make as members of a community. None of these capacities develops once and for all. They grow through practice, feedback, supportive relationships and opportunities to contribute.

As you finish this e-book, resist the pressure to change everything at once. Choose one small action that matters to you: naming an emotion more precisely, asking a clarifying question, setting a manageable goal, checking a source before sharing it, repairing a misunderstanding or joining a community initiative. Notice what happens, ask for support where needed and adjust your approach.

For educators, the invitation is to embed PSD into everyday teaching rather than treat it as a one-off event. Clear routines, inclusive participation, collaborative tasks, thoughtful feedback and safe opportunities for reflection can make personal and social competencies part of the learning environment. Learners should not be labelled according to a single self-assessment, and progress should be interpreted with attention to context, opportunity and support.

For school communities, the next step is collective: listen to students, families and staff; identify a realistic priority; test a practical response; evaluate what changed; and keep what works. The B.E.E. vision is not simply to help individuals succeed alone. It is to build learning communities in which people can flourish together.

A final reflection

Complete these sentences in your journal:

- One thing I understand better about myself is...
- One relationship skill I want to practise is...
- One issue in my community I would like to understand better is...
- One action I can take in the next seven days is...
- One person or resource that could support me is...

Feedback and Evaluation

Your feedback helps the consortium improve this resource. Responses may be collected anonymously through a school-approved survey. Do not include sensitive personal information. Participation should be voluntary, and the consortium should explain how responses will be stored and used.

Click here for the Interactive Elements

Reader feedback survey

1. Which chapter was most useful to you, and why?
Response: _____

2. Which activity helped you connect an idea with everyday life?
Response: _____

3. Were the explanations clear and accessible?
Response: _____

4. Did the e-book represent different experiences respectfully?
Response: _____

5. Which interactive feature did you use: quiz, journal, worksheet, scenario, podcast or community map?
Response: _____

6. What would make the e-book easier to use on your device or in your language?
Response: _____

7. What topic should be explored in greater depth?
Response: _____

8. What is one idea or action you intend to take forward?
Response: _____

PODCAST PRODUCTION AND ACCESSIBILITY GUIDE

Episode-by-episode editorial map

Podcast integration and episode alignment

Each episode is linked to its corresponding chapter and should extend the learning through lived experience, discussion and practical examples. Episode 1 supports Chapter 1; Episode 2 supports Chapter 2; Episode 3 supports Chapter 3; Episodes 4–6 support Chapters 4–6; and Episodes 7–9 support Chapters 7–9. Where available, embed or link the audio player directly in the e-book; otherwise provide a clearly labelled, accessible link.

Diverse voices and interactive segments

Include students, educators, experts and community leaders from participating countries. Where possible, include short segments in the speaker's native language alongside an English summary or translation. Add moderated Q&A, polls or reflection questions when the hosting platform supports them. Provide transcripts and subtitles for every episode, and offer a text-based alternative for readers who cannot access audio.

Episode	Linked chapter	Main focus	Interactive segment
1. The Journey Within	Chapter 1	Identity, emotional vocabulary, self-regulation	A one-minute optional pause and a poll about coping strategies.
2. Charting Your Course	Chapter 2	Goals, growth mindset, self-efficacy	Listeners choose a small goal and a review date.
3. The Power of Reflection	Chapter 3	Journaling, formative feedback, mindful reflection	Pause for a three-question journal entry
4. The Art of Connection	Chapter 4	Active listening, teamwork, digital etiquette	A short communication scenario and poll
5. Building Bridges, Not Walls	Chapter 5	Empathy, conflict resolution, diversity and inclusion	Guests respond to a fictional misunderstanding.
6. Social Navigation	Chapter 6	Social cues, friendships, boundaries and peer pressure	Listeners select a response to a peer-pressure scenario.
7. Voices for Change	Chapter 7	Social issues, critical thinking and human rights	Listeners identify a claim that needs verification.
8. Making a Difference	Chapter 8	Volunteering, civic participation and community action	Listeners identify a local need and a possible partner.
9. Belonging and Beyond	Chapter 9	Inclusive communities and global citizenship	Listeners propose one change to improve participation.

Template 1 — Personal values card sort

Choose or add values: respect; fairness; creativity; courage; care; curiosity; honesty; belonging; independence; learning; responsibility; inclusion; friendship; reliability; justice; wellbeing.

My top three values: 1. _____ 2. _____ 3. _____

A behaviour that expresses value 1: _____

A situation where two values may conflict: _____

A question I want to think about: _____

Template 2 — Personal goal plan

My aspiration:

_____

Why it matters to me:

_____

My next observable action:

_____

When I will try it:

_____

How I will notice progress:

_____

Likely barrier:

_____

Support or resource I may need:

_____

If the plan needs to change, I can:

_____

Review date and learning:

_____

Template 3 — Emotion-to-action record

Situation (brief and factual):

_____

Feeling word(s):

_____

Intensity from 1–5 (optional):

_____

What might I need?

_____

Possible safe responses:

_____

What I chose:

_____

What I learned / support needed:

_____

Template 4 — Teamwork agreement

Our shared goal:

Tasks and responsibilities:

How we will make decisions:

How everyone can contribute:

How we will communicate:

How we will address a missed commitment:

Review date:

What we learned about working together:

Template 5 — Conflict conversation planner

What happened (observable facts):

How it affected me or the task:

What I need or hope will change:

What the other person may need (as a possibility):

A respectful opening sentence:

Possible options:

Safety or power concerns that require adult support:

Agreed next step and review:

Template 6 — Community action plan

Community need, checked with whom?:

Purpose and intended benefit:

People and organisations involved:

Actions, roles and timeline:

Resources, permissions and safeguarding:

Accessibility and inclusion measures:

How we will collect feedback:

What we learned and what happens next:

Template 7 — Digital source-check

Claim or post:

Original source / author:

Date and context:

Evidence provided:

Independent sources checked:

Fact, opinion, interpretation or prediction?:

What remains uncertain?:

Decision: share, verify further, correct or do not share:

Template 8 — Belonging and inclusion audit

Setting or activity reviewed:

Who can participate easily?

Who may face barriers, and what evidence supports this?

Whose views should be consulted?

Immediate improvement:

Longer-term improvement:

How we will review impact:

A SIMPLE DEVELOPMENTAL RUBRIC

This rubric is for formative reflection, not grading personality or comparing students. Use examples and allow learners to comment on their own progress. A single observation should not be treated as a complete picture.

Area	1 — Emerging	2 — Developing	3 — Practising	4 — Applying flexibly
Self-awareness	Beginning to name feelings, values or needs with support.	Identifies some feelings and strengths; can describe a situation.	Uses reflection to choose a strategy in familiar situations.	Adapts strategies across contexts and can explain what support helps.
Goal-setting	Needs help turning an aspiration into an action.	Sets a small goal with prompts and identifies a barrier.	Plans steps, reviews progress and adjusts a strategy.	Uses evidence and feedback to revise goals realistically.
Communication	Needs support to take turns or express a view safely.	Practises listening and clear expression in structured tasks.	Checks understanding and communicates respectfully in groups.	Adapts communication, repairs misunderstandings and supports fair participation.
Collaboration	Needs support to understand roles or shared expectations.	Completes an agreed role with reminders.	Shares responsibility and contributes to problem-solving.	Helps the group review participation and improve its process.
Civic participation	Recognises an issue with guidance.	Identifies affected people and asks questions.	Uses evidence to plan a realistic contribution.	Considers impact, inclusion and sustainability and learns from feedback.

Use the rubric as a conversation starter: “What example supports this description?”, “What context made the skill easier or harder?”, and “What would be a useful next step?” Consider accessibility, language, opportunity and the support available before interpreting differences in performance.

INTERACTIVE FEATURES

The e-book combines reading with practical activities. The exact behaviour of embedded features depends on the digital format and reader used; where an activity cannot be completed directly inside the file, provide a downloadable worksheet or a link to a compatible platform.

Quizzes and assessments

Use short self-reflection quizzes and progress check-ins to support self-awareness. These are learning prompts, not diagnostic tools or fixed personality labels.

Multimedia content

Embed or link videos, images and audio clips that clarify key ideas and include captions, alternative text or transcripts where appropriate.

Downloadable templates and worksheets

Provide printable or editable templates for journaling, goal-setting, emotion tracking, teamwork, conflict resolution, source-checking and community action.

Interactive scenarios

Use branching choices and role-playing activities to practise communication, empathy, inclusion and problem-solving. If branching is not supported by the e-book reader, link to a compatible learning platform.

Community forums (optional)

If a moderated forum is used, establish clear conduct rules, safeguarding procedures and data-protection arrangements. Participation should be voluntary.

Links to external resources

Use clearly labelled links to reliable resources and check that links remain valid, relevant and accessible.

Digital journal

The journal template may be completed in a compatible reader, copied into a private document or printed. Explain privacy and safeguarding limits before inviting learners to record personal reflections.

Virtual role-playing scenarios

Offer choices and follow-up questions that help readers consider consequences, dignity, safety and alternative responses rather than treating one response as universally correct.

Community-service map

Provide a map or directory of verified community-service opportunities in participating countries. Include organisation, location, eligibility, contact details, accessibility information and the date each entry was checked.