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Máster Universitario en Profesorado de Educación Secundaria Obligatoria
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Especialidad en Lengua Extranjera: Inglés

**Promoting Mental Health Awareness in the
EFL Classroom. A didactic Proposal for
Compulsory Secondary Education.**

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Curso: 2023/2024

ABSTRACT

Nowadays, mental health problems are becoming increasingly prevalent, especially among young people. In such tumultuous periods of their lives, adolescents need to be aware of their emotions and be able to address their concerns in a safe and supportive environment. Through the implementation of methodologies such as suggestopedia, gamification, the communicative approach and the task-based approach, reflection on different mental health issues will be promoted. Also, the use of readings, such as *Heartstopper 4* (Oseman, 2021), and audiovisual media, such as Disney's *Inside Out* (2015) and Taylor Swift's *Anti Hero* (2022), will encourage introspection and analysis of these through more concrete representations. Consequently, students will be able to identify, research and talk about delicate topics and reflect it on a website created for this purpose.

Keywords: mental health, awareness, feeling(s), emotion(s), EFL, gamification, TBLT, suggestopedia.

RESUMEN

A día de hoy, los problemas de salud mental son situaciones cada vez más prevalentes sobre todo entre jóvenes. En periodos tan tumultuosos de su vida, los adolescentes necesitan ser conscientes de sus emociones y poder abordar sus preocupaciones en un entorno seguro y de apoyo. A través de la implementación de metodologías como la sugestopedia, la ludificación, el enfoque comunicativo y el enfoque por tareas, se promoverá la reflexión sobre diferentes problemas de salud mental. Asimismo, el uso de lecturas, como *Heartstopper 4* (Oseman, 2021), y medios audiovisuales, como *Inside Out* (2015) de Disney y *Anti Hero* (2022) de Taylor Swift, fomentará la introspección y el análisis de los mismos a través de representaciones más concretas. En consecuencia, los alumnos serán capaces de identificar, investigar y hablar sobre temas delicados y reflejarlo en una página web creada a tal efecto.

Palabras clave: salud mental, conciencia, sentimientos, emociones, ILE, ludificación, aprendizaje por tareas, sugestopedia.

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1. INTRODUCTION

Despite its relevance and prevalence, mental health is a current concern that suffers from prejudices and stigma. The field of education is one of the foundations of today's societies. As such, the Spanish Government attaches great importance to it both in its laws and the resources devoted to it. The progress of a country depends on it, as does individual and collective well-being. In a changing society such as the one we live in, this field has to adapt to new circumstances that might arise. There has been a significant decline in the general public's mental health, particularly among teenagers; people who are still developing as individuals and have been deprived of social interactions and connections throughout the recent epidemic. It is necessary to highlight social individuals' urge to engage in social interactions that enhance their development and personal growth. Given these circumstances and the general deterioration of mental health in the Spanish population, it can be of great use that teachers address personal blooming and mental health concerns in the classroom for people to be aware of these situations and to feel heard and seen.

This Master's dissertation aims to raise awareness about the rising rates of mental health concerns and to provide visibility to common mental health concerns teenage students may be suffering from in the EFL classroom. What is more, an exploration over some methodologies that may enhance students' implication and involvement in class will be carried out, as well as possible factors that hinder their acquisition: lack of rapport, inadequate environment, high affective filter, etc. Through novels, songs and movies, students are encouraged to reflect on their and others' emotions while acquiring the target language through constant exposure, contact and usage. That way, students not only acquire the English language, but also improve their critical thinking, reflection skills, and autonomy. The readings and media elements selected are *Heartstopper 4* (2021) by Alice Oseman; Disney's movie *Inside Out* (2015) and *Antihero* (2022) by Taylor Swift. Through the employment of books, movies and songs they are probably familiar with, students are expected to explore mental issues and complex emotions they may be feeling but through an outside perspective that allows them to talk about them more freely.

Following, the theoretical framework will be introduced in regards to mental health in adolescents, the school environment and the methods to use to enhance the teaching-learning process; followed by the lesson proposal aimed for 4th year students of Compulsory Secondary Education whose goal is to ease their concerns and raise awareness.

2. THEORETICAL FRAMEWORK

In this section, several arguments will be presented to support the importance of giving visibility to mental health issues, the potential reasons behind them, and how to approach said circumstances inside of the classroom to raise awareness.

2.1. Overview of Mental Health Issues in Teenagers

As English teachers, when dealing with a class full of students we deal with several aspects: their motivation, their proficiency, their age, their maturity, their interest... Nonetheless, there is one dimension that is normally overlooked: the way in which they feel. According to Liu (2006), high school students often feel insecure and misunderstood during their teenage years and, most importantly, they feel anxious in the EFL classroom. This anxiety is caused, mainly, by their lack of confidence and the fear and shame of being judged when engaging in conversations in the foreign language. Besides these fair emotions teenagers feel in the EFL classroom, there are many other mental issues that may affect their academic performance.

Despite its relevance and prevalence, mental health is a current concern that still suffers from prejudices and stigma even in the field of education. However, it is necessary to highlight how tightly linked mental well-being and academic performance are. Doctor Khest-Masjedi (2019) alludes to the significant and damaging relationship between psychological discomfort and academic failure. Dr Khest-masjedi adverts that “students’ performance in school, college, and university is influenced by the symptoms of depression, anxiety that could lead to difficulties in concentration, lack of motivation and interest, poor attendance, and physical health such as headache and fatigability” (Khest-Masjedi, 2019).

Mental health is, according to the World Health Organization, “a state of mental well-being that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community.” (World Health Organization, *Mental Health*, 2022). The challenging period of adolescence incites inherent problems that, combined with latent or prospective mental health issues, might trigger more significant repercussions in their future adulthood. According to the World Health Organization, one in seven teenagers suffers from any sort of mental disorder which means that more than 14% of people between 10 and 19 experience psychological unease. In many cases, it may be constraining and become an important cause of social and scholar exclusion (World Health

Organization, *Mental Health of Adolescents*, 2021). The most prominent mental health issues will be explored concerning teenagers and their possible effects inside the classroom.

Anxiety disorders are the most common mental illnesses. According to the World Health Organization, by 2019, 301 million people already suffered from diagnosed anxiety disorders. However, this figure is not an actual representation of the number of people who suffer from this disorder as it does not take into consideration the recent epidemic and its negative impact on people's mental health. Anxiety disorders respond as the "persistent and excessive worry that interferes with daily activities" (American psychiatric Association, *What are Anxiety Disorders?*, 2023) from which 3.6% of 10–14-year-olds and 4.6% of 15–19-year-olds suffer according to the World Health Organization (2022). As proven by figures, anxiety is a common disorder in teenagers whose venture into the educational process can deteriorate even more their mental well-being. Ergo, there exists a clear relationship between stress, anxiety, and academic life, which can include educational outcomes and abandonment (Khest-Masjedi, 2019).

Conversely, depression is another common disorder that is suffered by 1.1% of adolescents aged 10-14 years, and 2.8% of 15-19-year-olds (World Health Organization, 2022). Alternately, eating disorders are a rising issue among teenagers, with a rate of 4% of people ages 13 to 18. Generally speaking, "eating disorders involve abnormal eating behaviour and preoccupation with food, accompanied in most instances by concerns about body weight and shape." (World Health Organization, *Mental Health of Adolescents*, 2021). Both depression and eating disorders can lead to absenteeism and lack of interest in school, specifically in our case, the foreign language subject.

Within the spectrum of behavioural disorders, attention deficit hyperactivity disorder (ADHD) is the most common one present among the teenage population, which is endured by 3.1% of 10–14-year-olds and 2.4% of 15–19-year-olds (World Health Organization, *Mental Health of Adolescents*, 2021). ADHD is a chronic disorder that causes a lack of focus, excessive movement or energy, and impulsivity, which can be taken to the classroom. (American Psychiatric Association, *What is ADHD?*, 2022). As such, there exists a need for people with this disorder to be engaged in the lessons by providing motivating activities and tools that help them focus. As a final note, it is crucial to highlight that suicide is the fourth main source of demise among people ages 15 to 19. Suicide and suicidal thoughts can be

consequences of other active – or even latent – mental health issues. (World Health Organization, *Mental Health of Adolescents*, 2021).

Adolescence is a critical period for mental health development, and the Spanish young population face unique challenges. Therefore, it is crucial to raise awareness about the most common mental health issues suffered by teenagers and, also, about the potential causes or aggravating circumstances that can worsen one's well-being. As such, it is necessary to examine possible factors associated with their appearance or development.

- **Bullying**

Bullying can be understood as a recurring belligerent demeanour that often involves power disparity. There are two clear ideas about bullying: it is recurrent, and it involves power imbalance so the victims cannot defend themselves. This situation emerges in primary school, but it peaks during high school, around 11 to 14 years, when students have a weaker personality and a greater need for validation and approval (Smith, 2016).

Conversely, globalisation and digitalisation are the backbones of today's society. Nowadays, teenagers are born and raised in the height of the digital era and, as such, they do not envisage life without digital tools, including social networks. The use of social media is one of the most common activities for children and teenagers today and despite the many advantages it carries, its usage has many drawbacks. Nowadays, online technology is thriving and as a consequence of this constant access to the internet and to others, another form of maltreatment has appeared: cyberbullying. Cyberbullying can be defined as the “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices” (Hinduja and Patchin, 2014).

Hinduja et al. (2014) advert that cyberbullying, for it to be considered as such, needs to be a deliberate action or behaviour that extends over time and causes harm or pain to the victim but, what is more importantly, it is an attack that takes place through black goods such as computers or phones. This type of aggression does not involve physical superiority or social power, but the possession of information that may hurt the victim. The most challenging aspect of this abuse is that contrary to the usual presentation of bullying it does not stick to the classroom (Hinduja and Patchin, 2014).

As a result of research carried out by Save the Children in 2016, it was resolved that by that year 9,3% of Spanish high school students suffered from bullying, which corresponds

to 1 out of 10 students. As for cyberbullying, it was claimed to be suffered by 6,9% of teenagers (Sarasola et al., 2019). In 2018, the Organisation for Economic Cooperation and Development (OECD) performed its triennial Programme for International Student Assessment (PISA) in which it analysed the treatment variable, that refers to bullying. It shows that around 12% to 29% of the students have been victims of some sort of scholarly abuse (Rusterholz and Mediavilla, 2022).

- **Familiar environment**

The basic human yearning for belonging and connection serves as the foundation of personality development. The family is the most constant and direct influence on a child's life and, consequently, in its transition from childhood to adolescence. As such, Bronfenbrenner (1994) highlights the importance of noting the context people experience at home when exploring a teenager's enhancement, including their behaviour, attitude and academic performance. Said context includes the socioeconomic status, the cultural traditions within the family, the marital situation, the dynamic among the parents, siblings and with the children, etc. One crucial and disruptive situation teenagers may face in terms of familiar environment is the divorce of their parents. The convoluted amalgam of emotions the adults go through during this time is transferred to the offspring because of the non deliberate dereliction. Along with divorce, other forms of new relationships between the parent and the child can negatively affect the progeny: new marriages, cohabitation, shared custody, etc. The loss of family ties can lead to school maladjustment, delinquency, unsettling behaviour, substance abuse and the appearance of mental health issues such as depression and anxiety (Hines, 1997).

- **Social Environment**

Significantly, social surroundings also contribute to lessening the negative consequences of stress. A network of encouraging connections may provide us with the tools and resilience we need to overcome life's obstacles when faced with hardship. Social support may serve as a buffer against the negative effects of stress on people's mental health. Furthermore, the social surroundings have a big impact on someone's behaviour and way of life and determine the favourable or unfavourable influences that lead to adaptive or maladaptive behaviours, that may worsen pre-existing psychological issues or create new ones.

Socialisation is a process of interaction between individuals that enables the psycho-social development of human beings. In terms of socialisation in adolescence, it refers to the process by which teenagers acquire social norms and the skills needed to function in society (Smetana et al., 2015). Nonetheless, the complicated developmental period of adolescence makes teenagers more easily influenced and depending on how and with whom young people spend their time will greatly affect their outcomes and their behaviours. For instance, researchers have proved that risky behaviours are strongly linked to peer selection and occur mostly in the presence of partners rather than in isolation (Smetana et al., 2015). Then, it can be concluded that peer selection can lead to mental health concerns such as behavioural and conduct disorders.

Likewise, schools serve as one of the primary socialisation settings for teenagers, given the amount of hours they spend there. According to Bronfenbrenner's (1994) ecological models, schools are, indeed, ecological systems that involve interaction and personal relationships that frame adolescents. So much so that "schools provide the context in which the first significant relationships with people outside the family are formed" (Cemalcilar, 2010, p.248). Cemalcilar states that supportive social relationships within the educational centre provide a comfortable basis for students to engage in activities, enhance their motivation and perform better academically. Interpersonal relationships are crucial in this life period and the EFL subject may enhance those, given that "interpersonal communication is at the heart of classroom processes in EFL teaching" (Rasyid, 2015). Rasyid states that interpersonal communication occurs between peers and aids to create personal bonds between them.

That being said, the situations adolescents go through in their familiar context and social setting strongly affect their ability to coexist in society appropriately and can bring about damaging consequences in individuals' lives. Fathoming the complex dynamics in these settings is critical to fostering mental well-being, as it allows targeted interventions and potential mediation that prevents systemic influences that impact mental health.

2.2. School Environment in Compulsory Secondary Education

Given that this project revolves around English teaching and, therefore, the classroom, it is necessary to note how the school environment may affect and be affected by the student's baggage and, also, how to enhance their process through school.

2.2.1. Rapport

The relationship teacher-student is also a crucial aspect to take into consideration when dealing with language acquisition. According to the APA Dictionary of Psychology, rapport refers to “a warm, relaxed relationship of mutual understanding, acceptance, and sympathetic compatibility between or among individuals” (2018). This concept can be extrapolated to the academic environment, given the noteworthiness of the empathic and positive relationship between the teacher and the student. It has become evident that “teachers are reflected as the most noteworthy figure of any scholastic organisation and the positive rapport between students and teachers is significant for learners’ state motivation.” (Meng, 2021, p.1).

Meng alludes to the beneficial effects of having favourable relationships in the classroom. While learning engages with exposure to information, acquiring involves social, psychological and emotional junctions. Hence, a healthy and pleasant environment needs to be granted for the students, and it can be achieved by creating friendly interactions that foster successful communication (Meng, 2021). Furthermore, trustful bonds based on understanding and mutual implication, within certain and obvious limits, might guarantee proper progress towards the proficiency and intelligibility in the second language.

Hamre & Pianta (2006) acknowledges that building supportive relationships with teachers enables students' security and confidence in the school environment. Researchers state that students feel more capable of achieving greater academic success, they look more motivated to do so, and develop more positive relationships with their classmates. On the contrary, conflictive relationships with the teacher cause academic failure as they become unable to connect with the instructor, their peers and the institution. They tend to reject any help provided as they do not feel safe within that setting (Hamre & Pianta, 2006). Anderson & Carta-Falsa (2002) highlight that “effective, personal, and engaging modes of teaching often occur within a complex set of interpersonal relationships between students and faculty” (p. 134). Learning is most likely to be successful when there exists a sense of safety and belonging in relation to others, being others in the context of the classroom, the teacher and the peers. Anderson & Carta-Falsa (2002) state that meaningful connections between the teachers and the students improve their motivation, their confidence and their outcome. When ideas and opinions are respected and recognised, there exists better interpersonal bonds that foster greater understanding and involvement.

2.2.2. Affective Filter Hypothesis

Several aspects contribute to successful second language acquisition: motivation, implication, confidence, aptitude, etc. As such, both learner and teacher need to present a positive stance towards the language, the acquisition process and among them. The attitude of the educator towards the language and, most importantly, the student, will enhance or hinder the acquisition process of the pupil. That is explained by Krashen's Affective Filter Hypothesis, by which the researcher adverts the influence affective factors have on second language acquisition. According to Krashen (1982), the three affective factors that are most covered in most research are:

Motivation. Performers with high motivation generally do better in second language acquisition [...] Self-confidence. Performers with self-confidence and a good self-image tend to do better in second language acquisition. Anxiety. Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety. (Krashen, 1982, p.30).

As for the Affective Filter, Krashen states that it deals with the potential existent barrier in the learners that prevents the teacher or speaker's input from being registered by the student and hinders their comprehension and acquisition. Indeed, "The Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters." (Krashen, 1982, p. 30). Given that the EFL lessons should focus on acquisition and not learning, affective factors should be taken into consideration as well as the input provided for the students to feel confident in the classroom to leverage as much as possible the linguistic immersion and boost their attainment of the second language.

What is more, mental health concerns – covered in previous sections – serve themselves as affective factors that obstruct the acquisition process given the consequences that they carry for those who endure said issues. Mental disorders are disabling conditions that constrain daily chores such as studying or even attending school. According to Lawrence et al. (2019), "mental disorders are a significant cause of student absence from school, particularly in the secondary school years. [...] Early identification and appropriate management of mental disorders may also help to improve general school attendance." (Lawrence et al., 2019, p.30). In general terms, absenteeism leads to permanent dropout, which clearly hampers the acquisition of the language. However, in milder cases, the students

show no interest or motivation for any subject, including English, averting the possibility of obtaining the expected skills. Moreover, not-so-recurrent absences from school cause the learner to become unsure of their abilities, as they do not practise or engage in communication. Additionally, due to their lack of confidence, they may become fearful of speaking or intervening which can be stressful and a potential source of anxiety.

2.2.3. Teacher's Role

Bizumic et al. (2022) suggest that people with mental disorders suffer from prejudices that may lead to stigma and discrimination. Due to ignorance, the general population tends to have a simplified vision of mental health disorders and, consequently, experience bias and misjudgements. Mental health issues are prospective stigmatised topics that are surrounded by prejudices and misconceptions. For that, people who suffer from them avoid looking for help or talking about it in an effort not to be judged. Raising awareness from an early age can prevent these biases from developing. As such, it is crucial to explore possible ways to effectively deal with mental disorders, self-esteem, and emotional intelligence in the classroom.

Naumoska (2023) maintains that mental wellbeing should be treated in the classroom and that students should be made aware of the importance of mental health over academic performance or achievement, though they are linked (p.68). A healthy bond among the student and the teacher can facilitate proper communication and assistance in case they need it. The first step to raise awareness in class is for the teacher to be educated in the matter. Naumoska suggests that “teachers should have the chance to participate in seminars and workshops on student mental health so they can afterwards transfer their knowledge to their students” (p. 71). What is more, high schools should provide complete and functional counselling teams to which derive students who need it and that support teachers by educating them about different matters concerning mental health.

Naumoska (2023) maintains that EFL teachers play a crucial role in addressing and relieving student's concerns and problems. They are in an ideal position to witness and recognise signs of troubling circumstances or mental health issues in students. While being attentive to recognise these symptoms is crucial, it is even more important that teachers know what to look for. As such, they need to be aware of them in order to help the students or provide their support. The better prepared they are, the sooner these signs are identified and the faster they can be treated before serious consequences. By taking part in seminars,

workshops, and professional development programmes on student mental health, teachers may get the information and abilities necessary to identify signs, offer assistance, and establish a classroom climate that is supportive of mental health. It's also critical for educators to be conscious of their own preconceptions and biases in order to prevent inadvertent stigmatisation of mental health concerns.

To raise consciousness, educators may bring activities, projects and tasks that deal with mental health and bullying, in which learners reflect on their thoughts and engage in a debate (Naumoska, 2023, p.72). By doing so, the affective filter is lowered as they are heard and not judged, and the communication is encouraged despite mistakes. Therefore, learners develop communication skills, enhancing their proficiency while reducing their stigma and ignorance on the topic through the exchange of opinions. Students not only learn from the educator and the tasks proposed but also from their peers, which can be an appealing activity to foster their relationships (Vygotsky, 1978).

The task of promoting mental health awareness lies on teachers and the educational system as claimed by Wells et al. (2003), and there is a need to work on different approaches. Researchers advert the importance of approaches “aimed at children who are already manifesting signs of mental health problems (indicated programmes)” (Wells et al., 2003, p. 198). By recognising and addressing different concerns and foreshadowing, adolescents can identify if they need help and where to find it. On the other hand, Wells et al. advocates for other kinds of "targeted programs" (p. 198) that deal with the improvement of the mental health of children who are in vulnerable situations (bullying, complicated familiar or social environment, etc.) in order to provide solutions or coping strategies. What is more, “universal programs” (Wells et al., 2003, p. 198) focused on the enhancement of the general population's welfare are also required to reduce prejudices and minimise the rates of bullying.

In order to raise awareness in the classroom, school staff need to be provided with tools and information that grant effective strategies to be implemented during the lessons. Powers et al. (2014) states that “increasing teacher and staff awareness of student mental health issues may increase referrals to appropriate assessment and services for the youth” (p. 43). The students’ welfare should be a priority during the teaching process as it will affect the motivation, performance, and attendance. As such, Powers et al. (2014) suggests a training program about mental health to “increase school staff members’ knowledge of mental health problems to provide them with the information necessary for identifying and referring

students who would benefit from the new school-based services” (p. 44). In this program, teachers could be taught basic information about mental concerns and its prevalence amongst adolescence, common signs to recognise possible problems, and different support systems students may reach.

Naumoska (2023) highlights how important it is to promote a safe atmosphere for the pupils. Their welfare and behaviour will severely improve given the right circumstances. The paper explores the importance of promoting open communication by encouraging learners to speak freely about their concerns as it can help reduce potential prejudices and it may serve as the basis for a supportive community within the class. In the same vein, providing positive feedback regularly improves students’ confidence and self-esteem, boosting their participation and active communication both in the language and about their feelings – which is the aim of this proposal (Naumoska, 2023). The research proves that recognizing the pupils' achievements and accomplishments, even small ones, can guarantee the well-doing of the students, since they will strive to keep the good work and its recognition. EFL teachers should provide positive reinforcement whenever it is possible to promote judgeless participation. Additionally, given that teachers can be considered role models for students; by showing empathy and promoting positive interactions, pupils are more likely to support and help one another (Naumoska, 2003).

Likewise, Naumoska (2023) endorses that it is imperative that the EFL curriculum clearly include instruction on mental health. Teachers may implement activities, tasks, or projects that address aspects such as resilience, stress management or the value of mental welfare. By working on these aspects, the vocabulary is widened, they practise grammatical structures while engaging in meaningful debates and reflections. At the same time, those discussions help develop their critical thinking by promoting empathy and raising awareness. All in all, “educating both teachers and students on mental health awareness will help diminish stigma towards mental health, prevent misinformation and prejudice. In this regard, teachers have an active role in shaping students’ knowledge and attitudes about mental health and bullying” (Naumoska, 2023, p.77).

In general terms, teachers need to acknowledge the rising rates of mental health concerns among teenagers and educate themselves about these issues due to the potential implications those can have in the classroom. That way, they will be able to carry out awareness

campaigns and interventions that ensure the smooth development of both the class and the pupils.

2.2.4. Implications in the EFL classroom

It has become evident that the better students feel in the classroom, the better results they get and, more importantly, the more they learn. Nonetheless, for students to develop the trust and ease needed in class, they need to be surrounded by a teacher who warrants respect towards the students and amongst them, as well as a good support system that satisfies their demands in terms of mental well-being. As explored by Garcia-Ros et al. (2015), academic stress is an important topic because of its association with academic underachievement and dropout, and so is related to the welfare of the students. Likewise, the greatest stressors for teenagers are achieving good results, taking exams, choosing studies, studying for exams, as well as the pressure to do well. Accordingly, the implications of the prevalence of mental health issues and the benefits from having positive connections within the classroom will be examined in this section.

According to research carried out by Liu (2006), in which it was explored the consequences of anxiety in the EFL classroom, it can be concluded that “If a student feels nervous when speaking English to others, he doesn't want to contribute much to the conversation. Thus, he has less practice and thus can't improve his spoken English rapidly” (Liu, 2006, p.20). The main repercussion of high anxiety levels is the lack of confidence that leads to the lack of practice that thwarts improvement. In highly dynamic and interactive lessons, the scarcity of communication and interaction evokes tedium and aversion. As a matter of fact, students that participated in Liu research highlights certain outcomes of anxiety:

(1) fear or hatred of speaking English; (2) inability to say something even on a very easy topic; (3) inability to think clearly; (4) reduced interest in English, (5) more mistakes; (6) stammering during a speech; (7) inability to recall learned words; (8) increased anxiety; (9) fewer chances for practice. (Liu, 2006, p. 22).

Among the several consequences of the outcomes that have just been mentioned, it is crucial to highlight the impact on their performance, which may compel a negative sense of worth. Students who suffer anxiety in the EFL classroom may also tend to social isolation and impediment in language development. What is more, there are certain implications, such as potential frustration or burnout, that may affect teachers. Gerald Haigh, as cited by

Vandenberghe and Huberman (1999), claims that it is crucial for teachers to believe that they are making things work in their classroom and that they need to feel validated by the progress the students make, otherwise, teaching can become a noxious vocation (p. 116).

Teaching can be very time consuming and emotionally demanding given the number of hours a teacher spends in school and preparing the classes. As such, when the activities or the sessions do not work as expected or the students do not participate or advance, it can be draining for the educator and lead to what is known as burnout. Burnout corresponds to the deviation in everyday responses inflicted by extended periods of stress (Sarros & Sarros, 1987, p.217). The stress caused by the lack of effectiveness in one's labour can be highly challenging.

At the same time, absenteeism is also a significant implication in the EFL classroom. Due to mental health concerns or bullying suffering, many students refuse to attend schools. Whether it is because of inability to attend or rejection towards school due to the harmful situation they experience there, the consequences of non-appearance are numerous. It is said that “the long-term consequences of chronic absenteeism can lead to a population that is less educated, underemployed, less financially stable [...] and also less healthy” (Henderson, 2014, p. 10). Therefore, physical consequences can also be brought to school and cause delay in academic achievement.

2.3. Methods and approaches to promote mental health in the EFL classroom

The most important thing to guarantee efficient learning and good relationships among the students and with the teacher is promoting a healthy atmosphere in class. Healthy atmosphere can be defined by the respectful, engaging and implicated behaviour all the members of the classroom show. In an ideal lesson, the students will feel judgement-free, heard and encouraged, while teachers will likely enjoy being valued, understood and respected. This healthy relationship relies mostly on creating a good rapport, along with offering activities that assure the good development of the lesson and positive interrelationships between the students.

Along with the teacher's proper instruction about these issues, there exist certain methodologies and approaches that enhance the promotion of mental wellness in the EFL classroom. Among the methodologies and approaches that may be implemented in the EFL lessons to improve the classroom setting, we may highlight the communicative approach,

collaborative learning, task-based language teaching (TBLT), game-based learning, and suggestopedia.

2.3.1. Communicative approach

Communicative approach, also known as communicative language teaching, was created due to the necessity to emphasise communication in language learning classrooms. (Demirezen, 2011). Demirezen (2011) asserts that the communicative Approach has certain principles that set its basis. Firstly, there occurs an emphasis on the learner's needs, which guarantee a learner-centred intervention. Errors are mostly ignored not to hinder communication given that speaking is the main skill, and fluency and accuracy are overlooked against communication. Real-life situations and challenges are brought into the classroom to promote the use of the foreign language outside the classroom. What is more, cooperation is highly encouraged to guarantee information transfer and feedback among equals. (p. 62,63). All in all, "students must be given an opportunity to express their ideas and opinions" (Demirezen, 2011, 64), given that it has been proven that a foreign language is acquired through its usage.

Communicative approach owes its importance in EFL education given the functional and social meaning it grants the English language (Jabeen, 2014, p.68). This approach is characterised by providing students the opportunity to speak in different contexts and, as such, there are certain activities that are associated to it such as "group work, pair work, open or cued dialogues, role playing, etc." (Jabeen, 2014, p. 69). By communicating and contextualising their learning, the students appreciate the actual usefulness of the language and are more motivated to engage in the activities. What is more, learning the language realistically fosters more confidence in the speaker both inside and outside the classroom, improving one's participation, motivation and engagement (Sayera, 2019, p.472).

It has become evident the importance motivation has in learning as it can determine the effort the students make during the lessons and, consequently, will affect their outcome (Dörnyei, 1998, p. 117). Dörnyei states that motivation is the aspect of human behaviour responsible for energising its willingness. As such, it is crucial to engage students' motivation to learn a second language as it will foster students' interest and eagerness and will assure the positive development of the lesson, the appropriate atmosphere in class and student's performance (Dörney, 1998). Motivated and participative students incite a good environment in the class. In relation to intrinsic motivation, the learner needs to know the goal of the

learning process, while watching their interests and values reflected on it. As for the extrinsic motivation, positive encouragement and incentives are of great use to improve a student's attitude in the class (Buendía & Ortega-Martín, 2017, p. 31).

2.3.2. Collaborative learning

Implementing collaborative learning in the classroom may entail numerous benefits related to participation and the good environment. As stated by Imai (2010) “Collaborative learning involves social interaction where learners work together to achieve task goals” (p. 283). Therefore, the necessity for interaction can enhance the relationship within the class and amongst the peers. What is more, collaborative learning allows students to engage in group debates or discussions in which to learn, correct and develop concepts and ideas while cultivating social skills (Alahdal, 2019, p. 1029). Indeed, collaborative learning brings along multiple cognitive advantages that include internalising knowledge and developing critical thinking. Alahdal (2019) asserts that collaboration reduces the pressure students feel in the class when it comes to expressing themselves and promotes pleasing and nurturing relationships among the students and with the teacher. This situation guarantees a healthy atmosphere in the classroom in which to share and participate freely.

On another note, collaborative learning can be beneficial when it comes to promoting mental health and to giving visibility to emotions. Maynard (2002) argues that language, besides serving as a means to express facts, can also convey emotions. Consequently, Imai (2007) defends that, given that language conveys emotions and, within the classroom students closely collaborate with one another, “languaging may allow people to discover the meaning of their emotional experiences, which may ultimately lead to a new level and a quality of emotional experience” (p. 27). Through qualitative investigations, Imai (2007) ascertains that collaborative work and interaction optimise the emergence of emotions and feelings in the classroom, which favours their attitude in the class.

2.3.3. Task-based language teaching

Nunan (2004) defines a task in the EFL classroom context as a piece of classroom work that involves interaction in the target language and the resolution of a realistic challenge. Consequently, task-based language learning (TBLT) can be understood as an experiential learning method that, by the implementation of a sequence of tasks, engages language comprehension, production and cognitive processes in an effort to fulfil the

requirements of real-world tasks (Nunan, 2004). TBLT encourages the transformation and establishment of knowledge, and fosters pupils' participation as it prioritises the process to the result focusing on communicative skills. Nunan also asserts that TBLT promotes intrinsic motivation as it is a self-directed and learner-centred learning.

Long (2016) advocates for the efficacy of TBLT in EFL classrooms as a way in which students may acquire different contents, forms, or vocabulary as they carry out the tasks instead of being given actual instruction over said topics. That way, pupils learn through exposure and repetition with no need of targeted instructions. Despite some theorists asserting that TBLT leads to ungrammatical structures and error fossilisation, Long (2016) endorses that constant exposure to the L2 and continuous interaction among the peers, far from leading to mistakes, enhances the autonomy of the learner to self-correct themselves.

As TBLT provides real-life situations and challenges, students are more likely to extrapolate their knowledge outside the classroom. Realistic learning enhances motivation among the pupils which benefits the acquisition of the language. Motivation will be subordinated by two aspects, according to Dörnyei (1998): “the individual's expectancy of success in a given task and the value the individual attaches to success in that task” (p. 119). Tasks need to be challenging for the learners, nonetheless, they also need to be solvable and comprehensible. The likelihood of goal-attainment will ensure that students are implicated and involved in achieving said task. On the other hand, it needs to align to the pupils' interests and needs: non-realistic situations do not captivate interest nor entice involvement.

2.3.4. Games-based learning

Gamification can be considered another beneficial strategy to implement in the EFL classroom in order to promote a healthy atmosphere in the classroom. Gamification entails the employment of game-like mechanics that prove to be entertaining and pleasing to the students and that promote learning and engagement (Kapp, 2012). This strategy involves challenges and a certain level of positive competitiveness that makes boring tasks appear appealing to the students. Therefore, demotivation and low academic performance can be prevented by implementing these techniques that seem interesting and stimulating. Gamification caters to an enjoyable approach for the students who through interactive methods and mechanics obtain a greater deal of confidence and motivation to acquire the second language (Redjeki & Muhajir, 2021). Besides incrementing student's determination

and keenness, Pacurucu & Garzón (2022) reveal that by using game-like approaches students improve considerably their speaking skills, gaining fluency and assuredness.

Hence, digital literacy is expected of and required for EFL teachers (Zhang & Hasim, 2023). Given the globalised setting in which we live that requires constant employment of ICT's, teachers need to be aware of the digital tools and options available to carry out gamification-based activities. Zhang and Hasim's (2023) study concludes that "gamification was mainly used to teach vocabulary, and very little used to teach content knowledge and English grammar, not to mention other aspects of English learning" (Zhang & Hasim, 2023, p. 7). Ergo, gamification can be an interesting tool to use in the classroom though it is needed to do a further examination before carrying it out. In order for this approach to work and fulfil the requirements of the curriculum and the students, the teacher needs to prepare the activities and "games" beforehand in an effort to create adequate tasks that involve all competencies pupils are expected to acquire.

2.3.5. Suggestopedia

Suggestopedia is "a language learning method which is based on an idea that new information can be easily absorbed in a relaxed and positive learning environment" (Altun, 2023, p. 278). This methodology upholds that comfortable and confident students are more eager to acquire a foreign language. Altun highlights the significance the emotional and psychological aspects have when it comes to language learning. As such, the creation of a friendly and comfortable setting for the pupils is encouraged given the benefits it entails. Suggestopedia "uses music, drama, and role-play activities to create learners a supportive and engaging learning environment" (Altun, 2023, p. 278). Positive suggestions and affirmations are highly used in suggestopedia (Altun, 2023). Altun asserts that positive reinforcement fosters self-confidence and motivation in the EFL classroom. Also, constructive feedback is a beneficial tool to encourage confidence and motivation. As such, it can be said that this method implies the active involvement of the teacher as to create a relaxed and supportive environment and also to create the tasks that will be developed in the lesson (Altun, 2023). Other tools that are implemented in the classroom are music, role play and dramatisations. These tools help pupils to practise the language in realistic situations through engaging dynamics.

As it has already been explored, Krashen's affective filter hypothesis and the lack of rapport in the classroom can be a cause of academic underachievement. According to

Mehmood (2018): “there is a direct relationship between classroom atmosphere and learner's negative self-evaluation (self-confidence) causing learners to raise their affective filters” (p. 139). Therefore, positive variations, such as the one suggestopedia implies, can be beneficial to lower affective filters and encourage a healthy atmosphere. According to Lin (2008), by analysing the student's responses to methodologies that focus on the affective scope of the students, it can be determined that relaxing and amiable environments improve student's willingness and motivation to learn. Hence, the lack of direct mistake-correction and the employment of friendly attitudes may enhance the class setting. Likewise, “a great deal of attention is given to students' feelings” (Rustipa, 2011, p.3). That is since this method is learner-centred that includes playful manners to promote acquisition. By being surrounded by an enjoyable setting, students develop long-term learning motivation. As a result, students' autonomy and curiosity is enhanced. What is more, this method helps “to reduce their nervousness and anxious tension” (Rustipa, 2011, p. 6).

3. LESSON PROPOSAL

3.1. Introduction

The lesson plan *A Running Battle* aims to raise awareness towards mental health concerns, to enhance the students empathy and to improve the introspection and interpersonal relationships of the learners. There will take place a combination of deductive activities and tasks related to literature as it can help them to reflect and learn both by discovery and collaboration. Through novels, songs and movies, students are encouraged to reflect on their and others' emotions while acquiring the target language through constant exposure, contact and usage. That way, students not only acquire the English language, but also improve their critical thinking, reflection skills, and autonomy. The readings and media elements selected are *Heartstopper 4* (2021) by Alice Oseman; Disney's movie *Inside Out* (2015) and *Antihero* (2022) by Taylor Swift. Through the employment of books, movies and songs they are probably familiar with, students are expected to explore mental issues and complex emotions they may be feeling but through an outside perspective that allows them to talk about them more freely.

The proposal *A running Battle* is aimed for 4th of Compulsory Secondary Education students given their age and proficiency. The main goal is to introduce and normalise mental issues for students that may struggle with them or know someone who is. By the end of the lesson proposal, students will be asked to prepare a final task that will demonstrate the

development of their critical thinking and their awareness towards such relevant issues as mental health. They will focus on language learning while exploring and learning realistic situations very prevalent nowadays. Therefore, the proposal focuses on the acquisition of the English language and personal growth.

3.2. Context and Temporalization

This lesson plan, just like every educational lesson plan should be, is based and designed taking into consideration the education regulatory laws. Education legislation is divided into three levels: Supra, Macro and Meso level. This section summarises key information in reference to such legislations and the context of the institution in which it will take place.

First of all, the ideal high school in which to implement this lesson proposal is a non-bilingual centre which is located in the province of Castilla y León. The neighbourhood in which it is located stands out for its diversity, multiculturalism and multilingualism. Additionally, the students might belong to medium-upper class families. The centre is in possession of an appealing computer system and other electronic devices to which students have access, since the proposal employs ICT as a means for language acquisition. As it has been anticipated, this lesson proposal is aimed for a 4th year of Compulsory Secondary Education class. It is an average group in terms of capacity, with 20 students of 15 or 16 years old. In this class, there are no cases of students with specific needs and, therefore, there exists no need for a space dedicated to attention to diversity. The pupils are normally sat in pairs; and the classroom bears a computer, a digital board, internet connection and a whiteboard. The interpersonal relationships within this class are favourable. There exists a good atmosphere in the classroom and active collaboration and cooperation are encouraged to promote collaborative learning and enhance friendliness among the students. The pupils actively participate in most of the subjects and present no signs of insecurity or discomfort before their peers or teachers.

Regarding the Supra level of education legislation, it is crucial to note the regulations provided by the *Common European Framework of Reference for Languages* (CEFR). This composition establishes some guidelines regarding the assessment and evaluation of the main competencies that speakers should procure when acquiring a language. What is more, the significance of encouraging learners to explore multilingual and multicultural settings through language education is reflected in the CEFR. In regard to the students to whom this proposal

is aimed, their proficiency in English language agrees with a B1 from the CEFR. The learners do not present any difficulties or problems at any of the skills implemented in the classroom being those oral expression and comprehension, written expression and comprehension and interaction. It is worth mentioning that most of them have had previous contact with the language and the culture of the English-speaking countries while studying abroad.

Additionally, in relation to the Supra level of education legislation, we may highlight the *2030 Agenda for Sustainable Development* promoted by the United Nations. The main aim of this agenda is to build a better future for all people. To do so, there are certain problems and challenges that need to be addressed even in educational contexts such as high schools. The main problems the UN includes in this project are poverty, well-being and health, quality education, equality and environmental deterioration. All these challenges need to be fixed and addressed to raise awareness and promote respectful and sustainable development. That includes children and teenagers, given that they are the future and those who will have to advocate for these issues in later years. *Sustainable Development Goals* (SDGs) intend to guarantee the well-functioning of the population by promoting equality, economic growth and environmental awareness. This proposal aligns with these goals as the main aim of this unit is to promote equality disregarding mental issues, foster mental health welfare – which translates into general well-being –, and to quality education as it addresses problems that may hinder student’s academic performance.

The Macro level includes key competencies that students are expected to attain in regard to language acquisition. Ergo, the activities designed aim to promote students to achieve said competencies and objectives. The Macro level is regulated by the *Real Decreto 217/2022, published on March 29th*. In the article 7 of this document there are included the 15 objectives students must acquire by the end of the Compulsory Secondary Education stage. Those related to the subject of Foreign Language: English will be elaborated on in the following section. What is more, as included in Anexo I from *Real Decreto 217/2022, published on March 29th*, all high school students are expected to have achieved certain competencies that allow them to coexist in social life and to have obtained strategies and tools to face daily challenges. Those competencies are known as key competencies, which aim is to guarantee that adolescents are ready to end their period though compulsory education. These concepts were created from “la necesidad de vincular dichas competencias con los retos y desafíos del siglo XXI [the need to link these competences to the challenges of the 21st century]” (Ministerio de Educación y Formación Profesional, 2022, p. 41596). These

competencies are cross-curricular, which mean they are common to all subjects and are expected to be developed through the entirety of their path through the educational system. That way, students will obtain the skills necessary to face the problems included in *the 2030 Agenda for Sustainable Development*, mentioned above. Further examination of key competences will be carried out in later sections.

In regard to the Meso level, it is committed to the *Decreto 39/2022, published on 29th September*. This paper establishes the curriculum for the high schools in Castilla y León, to which this proposal will concord. Additionally, according to this document, the number of weekly teaching hours for the subject Foreign Language in the 4th year of ESO corresponds to 3 hours per week. The sessions will take place on Mondays, Thursdays and Fridays. Given that October 10th is the International Mental Health Day, it is that day when the lesson proposal shall start and will take place until October 24th. The lesson proposal consists of eight sessions divided into two different learning situations. The first one is called *Mental Health 101* in which both students and teachers will explore their concept of mental health and what they know about it, while devoting sessions to the most common mental issues among adolescents. The second and last learning situation is called *Spread the Word*, where students will develop their final tasks, in which they need to carry out a thorough research over a topic of their choice among those provided by the teacher. The timing of the sessions will be as followed:

Date	Learning situation	Session	Name of the session
10th October	Mental Health 101	Session 1	Mental Health 101
11th October		Session 2	A hard nut to crack
14th October		Session 3	Unveiling the blues
17th October		Session 4	Stress Busters
18th October	Spread the word	Session 5	Mind over matter
21st October		Session 6	Inner Peace

24th October		Session 7	All hands on deck
25th October		Session 8 - Final Task	Spreading the word

Table 1. Temporalization of the sessions

3.3. Objectives

The curriculum's both general and specific objectives have guided the creation of this lesson plan. As such, the *Real Decreto 217/2022*, of March 29th enumerates the overall goals that will be aimed to fulfil during these sessions. These objectives determine the achievement expected to be acquired by the pupils. Of the 12 objectives included in the RD 217/2022, those that has been taken into consideration for the crafting of this activities are the following:

b) To develop and consolidate habits of discipline, study and individual and team work as a necessary condition for the effective performance of learning tasks and as a means of personal development.

d) To strengthen their affective capacities in all areas of their personality and in their relationships with other people, as well as to reject violence, prejudices of any kind, sexist behaviour and to resolve conflicts peacefully.

e) To develop basic skills in the use of information sources in order to acquire new knowledge with a critical sense. To develop basic technological competences and to advance in an ethical reflection on their functioning and use.

g) To develop an entrepreneurial spirit and self-confidence, participation, a critical sense, personal initiative and the ability to learn to learn, plan, make decisions and assume responsibilities.

i) To understand and express oneself in one or more foreign languages in an appropriate manner.

k) Knowing and accepting the functioning of one's own body and that of others, respecting differences, strengthening body care and health habits and incorporating physical

education and the practice of sport to favour personal and social development. Know and value the human dimension of sexuality in all its diversity. Critically assess social habits related to health, consumption, care, empathy and respect for living beings, especially animals, and the environment, contributing to their conservation and improvement.

These are the general objectives that have been taken into consideration as a reference for the creation of the lesson proposal aimed for 4th of Compulsory Secondary Education students. Students are expected to develop critical thinking and reflect on serious matters such as mental health, discrimination of different natures (sexism, prejudices due to mental health concerns, etc.) as well as to identify and resolve personal and external problems in the most proper and effective way possible. On the same line, it is crucial that students are encouraged to create a reading habit by providing readings that may evoke their interest and motivation. What is more, the students need to be provided with learning instruments and strategies that may enhance their comprehension and acquisition, something that is aimed to be achieved in this proposal.

Most importantly, through the fulfilment of the activities proposed, students are expected to express themselves fluently and confidently in the English language both during oral and written interactions, including those involving ICTs. Students will be promoted to use new technologies in a respectful and safe way during this proposal. Additionally, given that the aim of this proposal is to raise awareness about mental health, students will develop and strengthen their entrepreneurial spirit through creative and innovative practices. Teamwork and collaboration are strongly furthered as a means for personal and academic growth. Finally, through the reading of fragments of novels, it is intended that students perceive the artistic and literary value of readings.

3.4. Key Competences

As mentioned previously, the Real *Decreto* 217/2022, published on March 29th, and the *Decreto* 39/2022, published on September 29th, also set the key competences that standardise the teaching-learning process. Key competences are designed to prepare students for life and work as they ensure multifaceted development. They also intend to promote social inclusion, reduce inequalities, and increase one's capability. These competences ensure that students obtain the necessary knowledge, skills and other attitudes to succeed in their personal and professional lives. What is more, the establishment of a common framework for the entirety of the national territory guarantees the standardisation and uniformity of the

educational system, which ensures coherence and consistency in the policy of each autonomous community.

Real Decreto 217/2022, published on March 29th and *Decreto 39/2022*, of September 29th gather eight key competences of which the main were selected for this proposal. Those that have been employed for the development of this didactic proposal were linguistic communication, multilingual competences, digital competence, personal social, and learning to learn competence, and citizenship competence. Now, a deepened exploration on why these were chosen and how they are carried out in the proposal will be carried out:

- Linguistic communication. Linguistic communication Competence corresponds to that that allows students to “identificar, comprender, expresar, crear e interpretar conceptos, pensamientos, sentimientos, hechos y opiniones de forma oral (escuchar y hablar), escrita (leer y escribir) o signada [...] [identify, understand, express, create and interpret concepts, thoughts, feelings, facts and opinions orally (listening and speaking), in writing (reading and writing) or signed]” (Consejería de educación, 2022, p. 48886). This competence is boosted as students interact with one another and with the teacher. The students and the teacher are expected to make use of the foreign language regularly. Therefore, both by production but also by receiving input this competence is enhanced. This lesson proposal focuses mostly on reflection and debates which allow students to engage in discussions and interactions. This approach promotes their linguistic and communicative skills as they need to make use of them constantly. This competence is the most important and most used in the EFL classroom since students need it and use it anytime they communicate whatever the message it conveys.
- Multilingual competences: as for the *Decreto 39/2022*: “La competencia en comunicación plurilingüe es la habilidad de utilizar distintas lenguas de forma adecuada y efectiva para el aprendizaje y la comunicación [Multilingual communication competence is the ability to use different languages appropriately and effectively for learning and communication.]” (Consejería de educación, 2022, p. 48887). In the real world, people tend to communicate proficiently using any combination of languages available to them, so they should not be discouraged from doing so in the classroom. Using both native and non-native languages at the same time can help the development of both languages, as

learning and progressing in each language can strengthen the other. In short, the use of both languages in the classroom should be balanced in order to achieve effective communication.

- Digital competence: The digital competence concerns the creative, safe, healthy and responsible use of digital technologies for academic, personal or work purposes (Consejería de educación, 2022). Through the development of this proposal, this competence will be fostered at many levels. First of all, as it will make use of game-like mechanics through websites such as mentimeter.com or paslet.com, students come into contact with ICT's. Nonetheless, the momento in which this competence will be worked on is in the creation of a web in which to talk about mental health. Students will be taught and asked to create a website in which they can upload their group tasks about different topics related to mental wellbeing. What is more, as they will present this task for the rest of the centre, they will have to make use of Canva or PowerPoint to create a visual presentation that supports their research.
- Personal social, and learning to learn competence: as included in the *Decreto 39/2022*, this competence aims, among many other things, for students to be able to “contribuir al propio bienestar físico y emocional, conservar la salud física y mental, y ser capaz de llevar una vida saludable y orientada al futuro, expresar empatía y gestionar los conflictos en un contexto integrador y de apoyo [contribute to one's physical and emotional well-being, maintain physical and mental health, and be able to lead a healthy and forward-looking life, express empathy and manage conflict in an inclusive and supportive context.]” (Consejería de educación, 2022, p. 48888). Given that this proposal is focused on raising awareness about mental health issues and concerns, pupils are expected to develop mechanisms that help them maintain an adequate state of health both physical and mental and also to obtain resilience, empathy and emotional intelligence when dealing with others and themselves.
- Citizenship competence: citizenship competence entails the “habilidad de actuar como ciudadanos responsables y participar plenamente de forma responsable y constructiva en la vida social y cívica [ability to act as responsible citizens and to participate fully and constructively in social and civic life in a responsible and

constructive manner]” (Consejería de educación, 2022, p. 48888). Social life involves being aware of concerns or limitations that may hinder other people’s interactions and being aware and empathic about them. Through the activities prepared for these sessions, it is presumed that students will develop an attitude of understanding and responsibility that guarantees their ideal development in social life.

3.5. Contents and cross-curricular contents

The subject contents that will be explained in this section were extracted from *Decreto 39/2022*. In the aforementioned paper, there exists a clear division into three different categories: block A corresponds to communication-related contents; block B includes those related to plurilingualism, while block C collects the contents that deal with interculturalism.

The Communication block does not exclusively cover communication as such, but also the process of understanding and producing the English language, as well as the mental processes that are involved during the interaction. From this section, three of the sixteen contents were selected for this lesson proposal: A1, A10 and A17. A1 alludes to the confidence and ambition students need to have or obtain in order to evolve in their learning and to settle their knowledge. A1 refers to the strategies the students make use of to properly understand and produce messages in the target language, as well as the ability to recognise mistakes, weaknesses and strength and boost them. On the other hand, A1 implies the need for autonomy and autonomous learning in order to progress in the acquisition of the language. A17 alludes to the adequacy of the tools, both analogue and digital, implemented in the classroom that assists to the learner’s acquisition. Given that this lesson proposal focuses on the employment of all sorts of devices and techniques to foster the students' learning, this content is boosted. Additionally, the use of ICTs in a respectful and responsible way is promoted through this proposal.

The contents included in block B refer to the ability of the pupils to integrate and apply their mother tongue into the foreign language classroom in an effort to make the learning easier, more significant, and prosperous. Using both L1 and L2 may contribute to the buildout of both language’s proficiency as the acquisition of one may enhance the other. EFL students should not be banned from using the L1 if needed as it can be beneficial to establish concepts of the L2 and assist in effective communication in the target language. Therefore, two contents from this section have been retrieved: B1 and B3. B1 refers to the ability and

strategies the student follows to communicate effectively even if some limitations are present. B3 alludes to their capacity to detect their and their peers' deficiencies and assets.

Block C compiles those contents related to interculturality and cultural enrichment. Despite the great importance culture and cultural awareness have, this lesson proposal only includes one of the contents included in this section: C7. C7 refers to the employment of literature to explore the culture of foreign countries. In this case, this content will be briefly introduced through the reading of the graphic novel *Heartstopper*.

As for the syntactic discursive elements, students will work on those reflected on items 7, 9 and 14. They will need to give advice through the usage of modal verbs such as “should” or “would”, and expressions like “you’d better” “I would recommend”. What is more, pupils will have to express both their emotions and opinions through the usage of expressions such as “I think”, “in my opinion”, “from my point of view”, among others, and they will also make use of a wide repertoire of mood adjectives.

Notwithstanding, it is worth mentioning that besides the contents included in previous paragraphs, *Decreto 39/2022* and *Real Decreto 217/2022* take into account other sorts of contents: cross-curricular contents. Those refer to the non-linguistic contents and knowledge that students should acquire through all subjects. As included in article 6 from *Real Decreto 217/2022*: “ se fomentarán de manera transversal la educación para la salud, incluida la afectivo-sexual, la formación estética, la educación para la sostenibilidad y el consumo responsable, el respeto mutuo y la cooperación entre iguales. [health education, including affective-sexual education, aesthetic education, education for sustainability and responsible consumption, mutual respect and cooperation between equals will be promoted in a cross-cutting manner.]” (Ministerio de Educación y Formación Profesional, 2022, p. 41576). This cross-curricular content resonates to the following proposal as it highlights the importance of health, where to include mental health. This proposal revolves around the good development of students' mental welfare as it is an indicator of physical well being and adequate academic development.

As for the *Decreto 39/2022*, article 10 includes several cross-curricular contents that align with this proposal as it aims to create empathy among the students and , being those: “la educación para la convivencia escolar proactiva, orientada al respeto de la diversidad como fuente de riqueza [education for proactive school coexistence, oriented towards respect for diversity as a source of wealth.]” (Consejería de Educación, 2022, p. 48859). By raising

awareness about potential mental health issues and addressing different emotions, students are encouraged to improve their interpersonal relationships within the centre and the classroom, promoting a positive, respectful, and proactive coexistence. Additionally, educational centres must foster “ la prevención y resolución pacífica de conflictos en todos los ámbitos de la vida personal, familiar y social [the prevention and peaceful resolution of conflicts in all areas of personal, family and social life]” (Consejería de Educación, 2022, p. 48860). Learners need to be given strategies and tools to face real-life challenges and conflicts so they can solve them peacefully and respectfully.

3.6. Methodology

This didactic proposal has been designed following a wide amalgamation of methodologies that ensures the interest and motivation of the learners. Among the methodologies, approaches and strategies that are employed in this lesson proposal we can highlight: the communicative approach, collaborative learning, task-based learning, game-based learning, and suggestopedia.

The main approach which the rest of the proposal revolves around is the communicative approach. Given the functional and social importance that the communicative approach gives to the English language, it plays a major role in teaching English. This approach is characterised by the fact that students are given the opportunity to speak in different situations. By communicating and integrating learning into situations, students can experience practical language use and become more motivated to participate in activities. In addition, language learning boosts speakers' confidence both in and out of the classroom, thereby increasing personal engagement and commitment. Given that this didactic proposal deals with triggering or uncomfortable topics, it is important that students are motivated and eager to participate to counter the insecurity these themes may entail.

Likewise, the communicative approach delivers many more advantages for students. As it focuses more on fluency than accuracy, students tend to participate more and interact with one another without worrying about potential mistakes. While the activities, interaction and oral production are somehow guided, the way in which they express themselves, the vocabulary they use and the confidence they show is completely free and up to them. That entails students' confidence and encourages the use of language in real-life situations. What is more, as language is used in meaningful contexts, it fosters long-term assimilation.

Collaborative learning is fostered by the teacher due to the fact that it encompasses many benefits for the pupils' development. Collaborative learning involves social interaction where learners work together. This interaction facilitates the completion of tasks and strengthens interrelationships among the classmates and with the instructor. This sort of cooperative learning creates an atmosphere where students can participate in grouped debates and discussions, by which to learn from others, correct misconceptions, and develop new ideas. Additionally, as students need to interact and communicate with one another, they improve their social skills which can be beneficial for their personal and professional lives. What is more, cooperation ensures the internalisation of concepts and the enhancements of critical thinking. Furthermore, collaboration reduces their pressure and insecurity when it comes to participating, so students feel more comfortable and motivated to contribute.

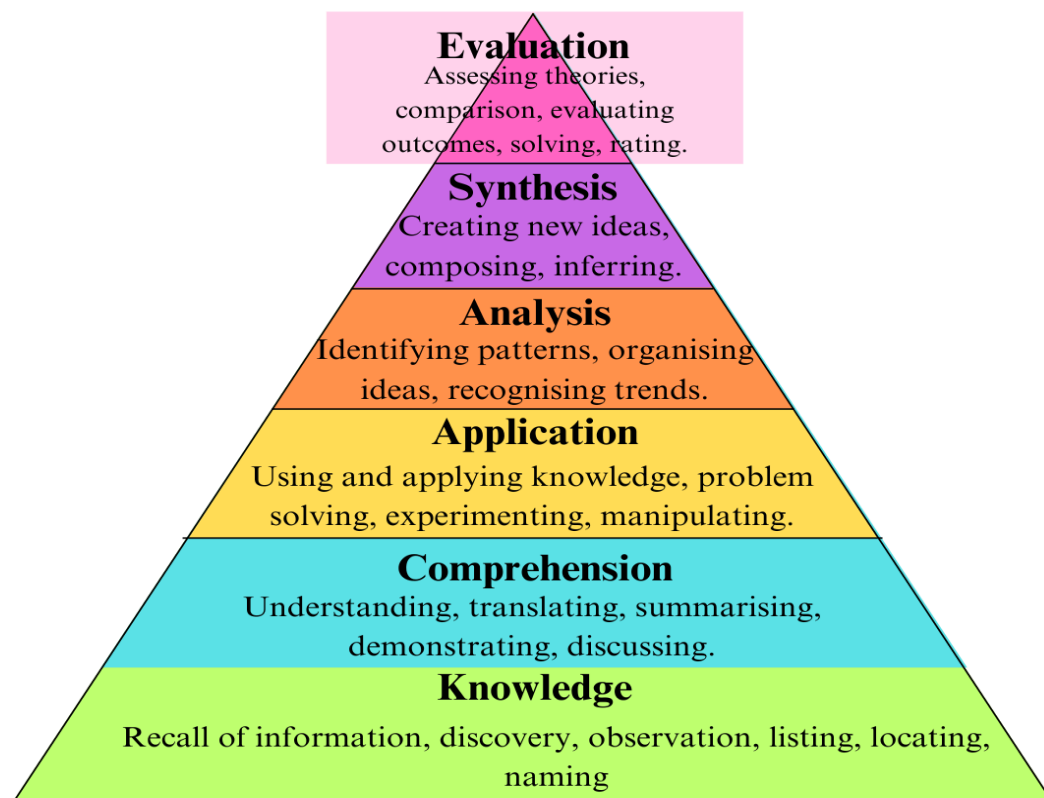
Task-based language teaching (TBLT) focuses on the employment of meaningful tasks as means for language acquisition. TBLT encourages pupils to use the foreign language through realistic and practical tasks involving active participation and critical thinking. It is, like the flipped classroom, a learner-centred approach in which students are responsible for their own learning. The tasks normally involve several language skills, which makes the activities very complete for the learner. What is more, the use of real scenarios or real objects (realia) engage the students to a greater extent. All in all, TBLT enhances learners' motivation, improves their proficiency by providing real-life situations and challenges and helps them develop critical thinking and adaptability.

Given the tedium EFL lessons sometimes produce in students, a good strategy to engage them into conducting the tasks is by using game-like dynamics. Gamification alludes to the application of game-like mechanics into non-game environments to increase pupils' engagement, motivation and interest. Additionally, by making language learning into a game and playful experience, learners stay more focused and retain the information provided better. The reward-based or competition nature of this strategy motivates students to make greater efforts. As a final note, suggestopedia will be implemented in the classroom through the inclusion of music during the elaboration of tasks and the creation of a comfortable and safe environment in which to develop their language and social skills, confidence and critical thinking.

On another note, the eight sessions proposed consist of a sequence of enabler activities that allow students to carry out the final task. These activities foster active participation and

language acquisition, and students are more involved in the teaching-learning process than through mechanical exercises. The engagement it entails boosts understanding as they need to examine and reflect over the concepts and information provided and not just memorise it. On the same line, activities require critical thinking and autonomy which help pupils develop higher cognitive skills and help them adapt to real-world challenges. Most of the activities created involve collaboration and communication to help learners develop social skills and better oral production given that interaction is necessary.

The activities shall be sequenced in such a way as to increase difficulty and require more mental processing. As such, the sequence of activities proposed will follow Bloom's Taxonomy. The first activities of the session deal with recalling information or naming concepts, to continue with those that require further explanation, such as discussions. Afterwards, the activities created will deal with the actual application of the information and concepts compiled in the previous ones, and also it will involve the analysis of those. The stages of synthesis and evaluation will take place during the last session as students need to compile thorough information, compose a writing in relation to a given topic and then evaluate their outcomes and their peers'.



Bloom's Taxonomy (Bloom et al., 1964)

3.7. Sessions and Activities

The main aim of this proposal is for students to learn about mental health and to raise awareness about potential issues themselves or people around them may suffer from. As well, the goal is for them to develop a greater deal of empathy and emotional intelligence. Further information as to which curricular elements correspond to the proposal and to each session can be found in the appendix

3.7.1. Session 1

Session one serves as an introduction for the didactic proposal. This session introduces learners to mental health and welfare topics through group-based activities. The session consists of five activities that are created to be engaging and interactive in order to foster participation, teamwork, collaborative learning and a positive atmosphere in the classroom. The session begins with a dynamic check in which students are presented the objectives of the didactic unit and are grouped into five groups of four people. Each of those groups will be assigned a name related to wellness and wellbeing, and they will remain together for the entirety of the proposal (eight sessions). A poster with their names will be hung up on the wall where the points they obtain as they fulfil tasks will be written down. The activity sets the tone for collaboration and introduces the game-like element of the *Wellness Cup*, where points are obtained through participation. Additionally, as the sessions will involve music when they work together, they will be given a code they need to scan in order to add songs to a common playlist. The songs that are in said playlist will be played whenever they work in class to create a friendly and nice environment.

Once the introduction is finished, they will be told where to sit so each group has their own separate space. Each team is given a mind map with terms related to mental health. They need to add as many concepts, situations, expressions, etc. as they may think of related to the topic. That is to know how much they know about those topics and to test how comfortable they feel talking about it. Afterwards, they will share the concepts, terms and expressions they have come up with, focusing on oral production, enhancing their communicative skills and promoting confidence.

Following, they will make use of the website *mentimeter.com* as they need to answer some questions regarding their emotional state to the extent they feel comfortable with. In that web they will also be asked to rank some statements and to grade them in a scale to

represent if they agree or disagree with those. This activity is aimed to settle the mood and the tone of the rest of the sessions, as learners need to be in contact with their emotions. What is more, the main aim of this kind of activity is to promote a safe environment in the classroom in which to speak about their feelings. Finally, in an effort to promote self and co-assessment along with critical thinking and autonomy of thought, teams will be given several prompts regarding the session (e.g.: this group has effectively communicated their opinion and upheld it.) In response, students will write down the group they think has fulfilled said statement the best. Votes will be counted and that group will obtain one point per prompt..

3.7.2. Session 2

Session two starts with an activity that fosters pupils to share elaborated opinions over readings and mental health issues. Students were told to read some fragments from *Heartstopper Volume 4*. The teacher will give them some questions to guide their opinions. Students work for 5 minutes in groups to later share their opinions with the rest of the class. The activity focuses on sharing their opinions about the comic, whether they liked it or not, if it was too triggering or uncomfortable to read or whatever emoting the reading evoked on them. To continue with those topics, they will be given a comic template with several situations related to *Heartstopper* and they need to reflect and portray what they would do in each problematic situation while the songs they have added to the playlist are playing. This activity aims to promote their critical thinking, empathy and decision-making abilities. Afterwards, pupils are asked to participate and share the solutions and ideas they have written down.

Later students need to come up with some advice or options to help Charlie, the protagonist of *Heartstopper*. Charlie suffers from eating disorders making students aware of certain mental health issues. The paper will be given to the teacher for feedback. The main aim of this activity is to practise written production and to enhance critical thinking, decision-making, and problem-solution. Finally, just like the previous session, each team will vote for the other teams in terms of originality, participation, etc., to promote self and co-assessment along with critical thinking and autonomy of thought.

3.7.3. Session 3

Session 3 focuses on depression, a common mental health issue among teenagers. To provide a sensitive insight on depression and sadness, students will be played fragments from the movie *Inside Out*. After watching the videos students need to share opinions and write a letter or email to advise or support Riley, that is so students may reflect on depression, support systems and options. Then, students must share their opinions and advice to the rest of the groups. This activity aims to promote sharing opinions and feedback with each other's perspectives over the same topic.

The fourth activity of session three involves exploring one's feelings. To do so, students will be given one of the several emotions that appear in *Inside Out 2*. They need to provide an elaborated situation in which one person would feel that emotion and share it with the class. The first one to come up with one obtain one point for their team. Finally, once again, students will vote for the other groups to keep on promoting self and co-assessment.

3.7.4. Session 4

Session four focuses on anxiety, stress and worries, given that most students face these feelings and struggles not to overthink or over react when facing moments of stress. Through the reproduction and analysis of the song *Antihero* by Taylor Swift, they will explore the character's worries as well as their own. Then, they need to reflect and examine what the song means for them by reading and analysing the lyrics. As anxiety refers to the state of persistent and excessive worry about the past, the present and, mostly, the future, learners need to come up with several future scenarios that may cause anxiety and also, try to realistically minimise those worries. They will share it as they work.

Afterwards, an activity that enhances and promotes students to uphold their opinions will be carried out. They are introduced to some prompts or statements about mental health but, in particular, about anxiety. They have to uphold their opinion as to whether they agree or disagree. To do so, they are given one green flashcard and one red flashcard. If they agree, the green flashcard or "flag" will be raised, and if they do not, the red flag will be raised. Lastly, to explore their emotions, they will engage in a game-like dynamic. in groups they will play a game similar to *taboo*. Each member will pick up a card in which a feeling is written down, but they cannot see it. The rest of the group need to come up with things that resonate to that feeling for them (a colour, a season, an artist, a situation, etc). The category

they must provide will also be given by a set of cards they have to pick up from the table. The person that has picked up the feeling has to guess which one it is.

3.7.5. Session 5

This session will take place in the computer's lab. During this session, students will be introduced to the topics of the research they need to elaborate. Nonetheless, firstly there will take place a mood settler to expand their vocabulary and explore their emotions. Pupils will need to come up with realistic and elaborated situations in which they will experience certain feelings. The feelings will be extracted from the Wilcox's Feeling Wheel. It will be made twirled, and in the feeling it stops is the one they need to work on. The first group that comes up with a situation obtains one point. After the ten minutes that the activity lasts, they will be presented with several topics for their research and presentation. They will discuss the options and choose one. Once they have chosen their topic, the whole class will propose different categories and aspects that need to be included in the research (definition, figures, images, etc.). Finally, the rest of the session will be devoted to the compilation of information about their topic.

3.7.6. Session 6

In order to continue talking about mental health, and wellbeing, students will engage in a game called "someone who...". Most of the time, emotional distress comes from the way others speak to and about us and also from how we speak to ourselves. As such, this first activity introduces good personality traits and, individually, they need to write one person for each trait. If possible, they cannot repeat names. Later, they will share the person they have chosen for each statement. By doing so, pupils acknowledge their and their peer's virtues. This activity is a mood settler as they will continue for the rest of the class with the draft of their research. The draft needs to be 500 words at least and include all the categories the pupils and the teacher agreed on in the previous session. Therefore, students continue writing their project. The teacher will be walking around the class providing aid and feedback as well as correcting mistakes in their writings if needed. At the end of the class, they will hand their drafts to the teacher for its correction so in session 7 they may correct their issues and upload their essay.

3.7.7. Session 7

Session 7 will be devoted to the uploading of their essays and the creation of a canva presentation. Once again in the computer's lab, students will be introduced to the web that has been created for them to upload their projects. Additionally, they will be explained how it was created and how it works for them to be able to edit and add entries. They will upload their research while correcting the mistakes provided by the teacher in the feedback. The final result will be assessed. By doing this, pupils need to work with technologies in a responsible way. Afterwards, Learners will prepare a brief presentation about their project to present it to the rest of the high school during the next day's session. Lastly, teams will be given several prompts regarding the session (e.g.: this group has effectively communicated their opinion and upheld it.) In response, students will write down the group they think has fulfilled said statement the best. Votes will be counted and that group will obtain one point per prompt. As previous days they did not vote, they will take into consideration the rest of the sessions development.

3.7.8. Session 8

Students have been working on mental health through these eight sessions and, given that it is such an important matter, they will carry out a campaign to raise awareness about mental health and bring people closer to instruction about those topics. With their research and the presentation they created the previous day, pupils will introduce the rest of the members of the centre to their web and their research. That way, they enhance their public speaking skills while raising awareness about such important and sensitive matters as mental health is. After a brief introduction made by the teacher about the web itself, each group will have 5 minutes to talk about their work.

Once they have finished, students go back to the classroom to carry out self and co assessment. That is to acknowledge their hard work and promote their autonomy. Firstly, they will complete a mood tracker about their performance during the sessions as well as their progress. Afterwards, they will vote on the most liked presentation and research to later engage in the prize-giving ceremony for the winning team of the *Wellness Cup*

3.8. Assessment

According to *Real Decreto 217/2022*, students' assessment needs to be continuous, formative, and inclusive. The assessment prepared for this proposal is continuous, given that

constant assessment is made during the elaboration of tasks. The main method employed to do so is observational assessment as the teacher grades and notes the students' participation, attitudes, and interest while working with their peers. To guarantee the objectivity of this assessment, a portfolio needs to be fulfilled by the teacher. Continuous assessment contributes to a more engaging environment of constant involvement from the pupils. This method guarantees active and regular participation and effort, given that their performance through the entirety of the didactic unit will be assessed and affect their final grade. Additionally, as the weight of the mark does not exclusively involve a final test or exam, they may feel more comfortable and less anxious as their progress and efforts are taken into consideration.

What is more, in order to guarantee that learners have achieved the contents expected, the assessment chosen blends both formative and summative assessment. Formative assessment provides ongoing and useful feedback that grants insight into the pupils' learning process. The constant assessment, deficits and major assets can be easily identified both by the teacher and the student. The acknowledgement of each student's progress ensures tailored measures by which to adapt the teaching-learning process to the student so they can benefit as much as possible. Likewise, through formative assessment, motivation is enhanced as it provides a more engaging and interactive dynamic into the classroom. Students feel more confident about their skills and backed by the teacher which increases their eagerness to participate and actively use the foreign language. What is more, self-reflection is promoted through this assessment, which enhances learners' independence and autonomy. To carry formative assessment out, students will be observed as to how they develop the tasks provided. Furthermore, the activities that involve writing will be given feedback from the teacher to guarantee the improvement of the students in regard to cohesion, coherence and adequacy. To do so, several checklists will be employed. Summative assessment refers to the elaboration of the final tasks, which consists of the creation of a research essay to include on their web along with the presentation they need to prepare and present in front of the rest of the centre. Two different rubrics will be used to assess these two tasks.

Inclusive assessment stands for the compilation of information in regards to the students' efforts and progress and not only about their knowledge. What is more important for this sort of assessment is that the pupils develop and evolve and not just the acquisition of all the knowledge and information the teacher provides. It also takes into consideration the personal context of the students given that individual circumstances may hinder or enhance

their academic performance. Likewise, it notes the teaching-learning process setting, the interrelationships within the class and the interest and motivation the students show in the subject. All in all, inclusive assessment includes elements from formative, continuous and summative assessment.

As for *Decreto 39/2022*, it is highlighted that assessment needs to be criterial and orienting for the region of Castilla y Leon. As such, it is crucial noting that the employment of different and diverse assessment criteria is employed in order to effectively assess learners. Based on the several assessment criteria selected, multiple can-do statements have been redacted. Can-do statements refer to actions or behaviour students have carried out through the implementation of these eight sessions. This criteria guarantees objectivity and provides clear statements as to which academic achievements students have fulfilled. On the other hand, assessment will be orienting, as it aims to guide students on their development. They will be given tools, strategies and constant feedback in an effort to support their learning and, if needed, compensate for different conditions.

All in all, as stated in the *ORDEN EDU/424/2024*, of May 9th, “Las técnicas a emplear permitirán la valoración objetiva de los aprendizajes del alumnado. Para ello se emplearán instrumentos variados, diversos, accesibles y adaptados a las distintas situaciones de aprendizaje que se planteen. [The techniques to be used will allow for the objective assessment of student learning. For this purpose, varied, diverse and accessible instruments will be used, adapted to the different learning situations that arise.]” (Consejería de Educación, 2024, p. 48868). By means of a wide variety of assessment instruments and procedures – as it has been noted previously –, it will seek to ensure the assessment of all aspects and skills involved in the teaching-learning process, along with the progress of the students. In addition, this assessment guarantees the objectivity and transparency of the evaluation, as students will have access at all times to the criteria, percentages, and their evolution.

Furthermore, self and co assessment will be fostered throughout the development of this proposal. Students are asked to provide feedback to the rest of their peers during most of the sessions. To do so, they will be given prompts as to which group or student has fulfilled the best the activities. Additionally, co-assessment is also promoted in the last session as students need to carry out one final votation as to which presentation they have enjoyed the most. The student(s) who have the most votes at the end of the proposal will obtain the whole

of the 10% the continuous peer assessment weights in the final mark. The final assessment carried out in the last session will weigh another 10% and it will correspond to the average mark provided by the rest of the groups.

On the other hand, other sorts of co-assessment are implemented in this proposal since pupils need to fulfil a checklist with several statements and determine if their peers have achieved what was expected of them during the last session. What is more, they will be given a “mood tracker”, in which they need to rank how happy they are with their outcome and performance in regards to several prompts. With this assessment students are expected to develop critical thinking and autonomy, as well as to be able to analyse their mistakes and their peers’ to contribute to their improvement. Constant reflection on how they have been performing helps them identify their strengths and weaknesses and work on them. Additionally, receiving feedback from their peers enhances interaction and communication, as well as a more active engagement and a more positive attitude as the opinions come from equals. As well, co-assessment boosts accountability and consciousness over one’s mistakes or assets.

The following chart represents the percentages that correspond to each aspect to be assessed:

Procedure	Percentage	Comments
Active participation within groups	20%	The most important part of this proposal is that students are able to reflect on several aspects, uphold their opinions and produce proper messages. Oral production and interaction is valued in this section.
Written activities	15%	Most sessions involve some sort of written activity that can be beneficial to obtain tangible assessment of the student’s critical thinking and writing ability.
Web entry	20%	After being provided feedback, students will upload their research on the web and the final result will be assessed.
Presentation	20%	Students' ability to speak in public and deliver important messages while raising awareness will be assessed.
Continuous peer assessment	10%	In order to provide diverse perspectives, students are asked to assess one another’s performance during all the sessions.
Final peer assessment	10%	Likewise, peers are asked to assess the final product of the rest of the groups in order to obtain a wider perspective.
Self-assessment	5%	Self-reflection and the identification of weaknesses and strengths is encouraged as to comprehend and analyse a student's progress from their

		own point of view.
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Table 2. Percentages in regards to the assessment designed for this lesson proposal

4. CONCLUSIONS

All in all, it can be concluded that it is crucial for teenagers, in such tumultuous periods in their lives, to be aware of their emotions and concerns. That awareness not only allows them to know themselves better, but also grants them the ability to express their feelings and opinions and seek help if needed. Mental health consciousness and emotional intelligence are key factors students should acquire during their passage through the educational system – particularly through high school – given that the aim of this institution is to prepare them for their adult life. Acknowledging possible issues and feelings either positive or negative may guarantee that people can function in society and face different challenges. Additionally, being able to recognise these issues and concerns in themselves grant them greater chances to help other people who may be struggling. Mental health awareness is crucial at all stages of life to avoid bias, stigma, misconceptions, and prejudices and enhance equality and a welcoming social environment based on understanding and empathy.

Through the buildup of a healthy and welcoming working environment, the creation of pleasant bonds between the students and the teacher, and the employment of different strategies that foster students’ comfort, interest and motivation, a reconciliation between teenagers and taboo topics such as mental health issues is attempted. Students are encouraged to reflect and express their opinions and emotions freely, while they acquire the target language through exposure and active usage, overlooking accuracy. Pupils are invigorated to interact and participate at all times, given that the main goal of the subject is for students to communicate. That is achieved thanks to the setting cultivated by the teacher and the implication of the students.

However, the adequate environment is also promoted by the employment of three main methodologies: Task-Based Language Teaching (TBLT), Gamification, and Suggestopedia. By relaxing the learners and creating a comfortable environment for them through suggestopedia, they are more willing and eager to engage in the task proposed by the teacher (TBLT) while the implementation of game-like dynamics captivates their attention and increases their disposition to participate. Acquiring a language should be approached as

an enjoyable endeavour in which to use the language through real-life situations – in this case the reflection and exploration of emotions and concerns – instead of studying grammatical structures.

Additionally, the implementation of contemporary readings, movies and songs that resonate to their experiences can enhance their involvement and willingness to learn and participate. Through the reading of fragments from *Heartstopper 4*, students can reflect on Charlie's struggles and deepen their understanding on eating disorders, sexual identity and coming to terms with oneself. Given that the protagonist is a teenager himself, students can feel identified with his problems and find potential solutions, help and support. The visualisation of movies that sensitively deal with mental concerns can be beneficial for them to fathom how challenging it can be. As *Inside Out* is a movie they may be familiar with and they have probably watched, deeper analysis can be achieved as they already know most of the superficial story. Watching a representation of how our minds and brains do not process things as they should can also help them to be more empathetic with people as they do not know what is happening to them. Using music not only as a means for learning but also to create a comfortable and friendly environment in class can also be beneficial for students' well-being. As for the main song of their proposal: *Anti Hero* by Taylor Swift, students may reflect on those things that makes them overthink or worry them in excess, while learning that most people suffer from stress and worries from time to time, and even anxiety as such.

The creation of a web in which to upload their work does not exclusively serve as another mural where to display their work, but also works as a social contribution. This web can be beneficial not only for the students in the classroom but also for people from outside who may find support and advice in their work. What is more, it is also helpful for them to learn how to create a website and how to edit and add entries as they may need it in the future.

Further studies may deepen into an actual implementation of these cross-curricular contents into the curriculum of ESO and Bachillerato for teachers to make the effort to educate themselves and the students.

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6. APPENDIX

6.1. General Chart of the Lesson proposal

Level: Compulsory Secondary Education		Level/course: 4th			Time: 8 SESSIONS		
Aims: b, d, e, i, k							
Key Competences CCL, CP, CD, CPSAA, CCEC				Specific Competences SC1, SC2, SC3			
Contents A1, A10, A17 // B1, B3 // C7		Syntactic-discursive structures 7, 9, 14			Assessment Criteria 1.1; 1.2; 2.1; 2.2; 2.3; 2.4; 3.1; 3.2		
Learning situation 1 - Mental Health 101				Learning situation 2 - Spread the word			
ACTIVITIES PER SESSION							
Session 1 - Mental Health 101	Session 2 - A hard nut to crack	Session 3 - Unveiling the blues	Session 4 - Stress Busters	Session 5 - Mind over matter	Session 6 - Inner peace	Session 7 - All hands on deck	Session 8 - Spreading the word
1.Dynamic check	1. Reading club	1. Inside Out	1.Antiheroes	1.Something that...	1.Someone who...	1.Web creation	1. Let the rest know
2. Mind the map	2. What would you do?	2. Heartfelt reflections	2. Becoming Heroes	2. Topic selection	2. (Over)sharing		
3. Care to share?	3. Market of ideas	3. Shared voices	3. Future scenarios	3. Brainstorming	3. Drafting	2.Canva your ideas	2.The wellness Cup
4. How you doing?	4. Path to wellness	4. Emotion wreck	4. Clash of slants	4. Let's start digging!		3. Let's wrap up	
5. Choose your fighter	5. Top picks	5. Peer showcase	5. Emotional role				

6. 2. Session charts

Session 1 - Mental Health 101			
Specific Competences: SC1 SC2 SC3	Achievement Indicators 1.2.1. The student properly understands the input provided. 2.1.1. The student expresses clear statements and/or opinions related to the activity's content. 3.1.1. The student exchanges information related to the activity while working with peers, contributing to the development of the task.		
Contents: A1, A10 B1, B3			
Syntactic-discursive structures: 7 9 14	Cross-curricular contents 6.5. Health education, including affective-sexual education, aesthetic education. (Ministerio de Educación y Formación Profesional, 2022, p. 41576). 10.2. Education for proactive school coexistence, oriented towards respect for diversity as a source of wealth. (Consejería de Educación, 2022, p. 48859).		
Tasks	Specific Competence(s)	Contents	Achievement Indicators
1. Dynamic check	1	A1	1.2.1
2. Mind the map	2, 3	A1, A10 // B1	2.1.1 // 3.1.1
3. Care to share?	2	A10 // B1	2.1.1
4. How you doing?	2	A1 // B1	2.1.1
5. Choose your fighter	2	A10 // B1, B3	2.1.1

Session 2 - A Hard Nut to Crack			
Specific Competences: SC1 SC2 SC3	Achievement Indicators 1.1.1. The student can identify and interpret key points and supporting details in texts 2.1.2 . The student produces oral messages fulfilling the aim of upholding one’s opinions 2.3.1. The student creates coherent texts suitable to the communicative situation understanding the requirements of said writings. 3.1.1. The student exchanges information related to the activity while working with peers, contributing to the development of the task. 3.2.1. The student uses adequate strategies to maintain communication. 3.2.2. The student respects the implications of a debate, allowing others to speak and intervening when told, to guarantee effective and respectful communication.		
Contents: A1 A10 B1 C7			
Syntactic-discursive structures: 7 9 14	Cross-curricular contents 6.5. Health education, including affective-sexual education, aesthetic education. (Ministerio de Educación y Formación Profesional, 2022, p. 41576). 10.2. Education for proactive school coexistence, oriented towards respect for diversity as a source of wealth. (Consejería de Educación, 2022, p. 48859). 10.3. The prevention and peaceful resolution of conflicts in all areas of personal, family and social life. (Consejería de Educación, 2022, p. 48860)		
Tasks	Specific Competence(s)	Contents	Achievement Indicators
1. Reading club	1, 2	A1 // B1 // C7	1.1.1 // 2.1.2
2. What would you do?	2, 3	A1, A10 // B1	2.1.2 // 3.1.1
3. Market of ideas	2, 3	A10 // B1	2.1.1 // 3.2.2
4. Path to wellness	2, 3	A1 // B1	2.3.1 // 3.1.1 // 3.2.1
5. Top picks	2	A10 // B1, B3	2.1.2

Session 3 - Unveiling the blues			
Specific Competences: SC1 SC2 SC3	Achievement Indicators 1.2.1. The student properly understands the input provided. 2.1.2 . The student produces oral messages fulfilling the aim of upholding one’s opinions 2.4.1. The student clearly expresses their opinion. 2.4.2. The student clearly expresses their emotions. 3.1.1. The student exchanges information related to the activity while working with peers, contributing to the development of the task. 3.2.1. The student uses adequate strategies to maintain communication.		
Contents: A1 A10 B1 B3			
Syntactic-discursive structures: 7 9 14	Cross-curricular contents 6.5. Health education, including affective-sexual education, aesthetic education. (Ministerio de Educación y Formación Profesional, 2022, p. 41576). 10.2. Education for proactive school coexistence, oriented towards respect for diversity as a source of wealth. (Consejería de Educación, 2022, p. 48859). 10.3. The prevention and peaceful resolution of conflicts in all areas of personal, family and social life. (Consejería de Educación, 2022, p. 48860)		
Tasks	Specific Competence(s)	Contents	Achievement Indicators
1. Inside Out	1	A1	1.2.1
2. Heartfelt reflections	2, 3	A1, A10 // B1	2.4.1 // 2.4.2 // 3.1.1
3. Shared voices	2, 3	A1, A10 // B1	2.1.2 // 3.2.1
4. Emotion wreck	2, 3	A1, A10 // B1	2.4.2// 3.1.1
5. Peer showcase	2	A10 // B1, B3	2.1.2

Session 4 - Stress Busters			
Specific Competences: SC1 SC2 SC3	Achievement Indicators 1.1.1. The student can identify and interpret key points and supporting details in texts 1.2.1. The student properly understands the input provided. 2.1.1. The student expresses clear statements and/or opinions related to the activity's content. 2.3.1. The student creates coherent texts suitable to the communicative situation understanding the requirements of said writings. 2.4.2. The student clearly expresses their emotions. 3.1.1. The student exchanges information related to the activity while working with peers, contributing to the development of the task. 3.2.1. The student uses adequate strategies to maintain communication. 3.2.2. The student respects the implications of a debate, allowing others to speak and intervening when told, to guarantee effective and respectful communication.		
Contents: A1 A10 B1 B3			
Syntactic-discursive structures: 7 9 14	Cross-curricular contents 6.5. Health education, including affective-sexual education, aesthetic education. (Ministerio de Educación y Formación Profesional, 2022, p. 41576). 10.2. Education for proactive school coexistence, oriented towards respect for diversity as a source of wealth. (Consejería de Educación, 2022, p. 48859). 10.3. The prevention and peaceful resolution of conflicts in all areas of personal, family and social life. (Consejería de Educación, 2022, p. 48860)		
Tasks	Specific Competence(s)	Contents	Achievement Indicators
1. Antiheroes	1	A1	1.2.1
2. Becoming heroes	1, 2, 3	A1, A10 // B1	1.1.1 // 2.4.2 // 3.1.1
3. Future scenarios	2, 3	A1, A10// B1	2.3.1 // 2.4.2 // 3.1.1
4. Clash of slants	2, 3	A1, A10 // B1	2.1.1 // 3.2.2
5. Emotional role	2, 3	A10 // B1, B3	2.4.2 // 3.2.1

Session 5 - Mind over matter			
Specific Competences: SC1 SC2 SC3	Achievement Indicators 1.2.1. The student properly understands the input provided. 2.2.1. The student makes responsible and proper use of the digital tools provided while fulfilling the task's requirements. 2.4.1. The student clearly expresses their opinion. 2.4.2. The student clearly expresses their emotions. 3.1.1. The student exchanges information related to the activity while working with peers, contributing to the development of the task 3.2.1. The student uses adequate strategies to maintain communication.		
Contents: A1 A10 A17 B1 B3			
Syntactic-discursive structures: 7 9 14	Cross-curricular contents 6.5. Health education, including affective-sexual education, aesthetic education. (Ministerio de Educación y Formación Profesional, 2022, p. 41576). 10.2. Education for proactive school coexistence, oriented towards respect for diversity as a source of wealth. (Consejería de Educación, 2022, p. 48859). 10.3. The prevention and peaceful resolution of conflicts in all areas of personal, family and social life. (Consejería de Educación, 2022, p. 48860)		
Tasks	Specific Competence(s)	Contents	Achievement Indicators
1. Something that...	1, 2, 3	A1 // B1	1.2.1 // 2.4.1 // 2.4.2 // 3.1.1
2. Topic selection	2, 3	A1, A10 // B1	2.4.1 // 3.2.1
3. Brainstorming	2, 3	A1, A10 // B1	2.4.1 // 3.2.1
4. Let's start digging!	2, 3	A1, A17 // B1	2.1.1 // 2.2.1 // 3.1.1 // 3.2.1

Sess6 - Inner peace			
Specific Competences: SC1 SC2 SC3	Achievement Indicators 1.2.1. The student properly understands the input provided. 2.2.1. The student makes responsible and proper use of the digital tools provided while fulfilling the task's requirements. 2.4.1. The student clearly expresses their opinion. 2.4.2. The student clearly expresses their emotions. 3.1.1. The student exchanges information related to the activity while working with peers, contributing to the development of the task.		
Contents: A1 A10 B1 B3			
Syntactic-discursive structures: 7 9 14	Cross-curricular contents 6.5. Health education, including affective-sexual education, aesthetic education. (Ministerio de Educación y Formación Profesional, 2022, p. 41576). 10.2. Education for proactive school coexistence, oriented towards respect for diversity as a source of wealth. (Consejería de Educación, 2022, p. 48859). 10.3. The prevention and peaceful resolution of conflicts in all areas of personal, family and social life. (Consejería de Educación, 2022, p. 48860)		
Tasks	Specific Competence(s)	Contents	Achievement Indicators
1. Someone who...	1, 2, 3	A1	1.2.1 // 2.4.1 // 3.1.1
2. (Over)sharing	2, 3	A1, A10 // B1	2.4.1 // 2.4.2 // 3.1.1
3. Drafting	2, 3	A10, A17 // B1, B3	2.2.1 // 3.1.1

Session 7 - All hands on deck			
Specific Competences: SC1, SC2, SC3	Achievement Indicators		
Contents: A1 A10 A17 B1	<p>1.2.1. The student properly understands the input provided.</p> <p>2.2.1. The student makes responsible and proper use of the digital tools provided while fulfilling the task's requirements.</p> <p>3.1.1. The student exchanges information related to the activity while working with peers, contributing to the development of the task.</p> <p>3.2.1. The student uses adequate strategies to maintain communication.</p>		
Syntactic-discursive structures: 7 9 14	Cross-curricular contents		
6.5. Health education, including affective-sexual education, aesthetic education. (Ministerio de Educación y Formación Profesional, 2022, p. 41576).			
Tasks	Specific Competence(s)	Contents	Achievement Indicators
1. Web creation	1, 2, 3	A1, A16	1.2.1 // 2.2.1 // 3.1.1
2. Canva your ideas	2, 3	A1, A10, A17 // B1	2.2.1 // 3.1.1
3. Let's wrap up	1, 2	A10 // B1	1.2.1 // 3.2.1

Session 8 - Spreading the word			
<p>Specific Competences: SC1 SC2 SC3</p>	<p>Achievement Indicators 2.1.3. The student is able to adapt their speaking to the context and communicative purpose.</p>		
<p>Contents: A1 A10 A17 B1 B3</p>	<p>2.4.1. The student clearly expresses their opinion.</p> <p>3.2.1. The student uses adequate strategies to maintain communication.</p>		
<p>Syntactic-discursive structures: 7 9 14</p>	<p>Cross-curricular contents 6.5. Health education, including affective-sexual education, aesthetic education. (Ministerio de Educación y Formación Profesional, 2022, p. 41576). 10.2. Education for proactive school coexistence, oriented towards respect for diversity as a source of wealth. (Consejería de Educación, 2022, p. 48859). 10.3. The prevention and peaceful resolution of conflicts in all areas of personal, family and social life. (Consejería de Educación, 2022, p. 48860)</p>		
Tasks	Specific Competence(s)	Contents	Achievement Indicators
1. Let the rest know	2 3	A1, A10, A17 B1	2.1.3 3.2.1
2. The Wellness Cup	2 3	A1, A10 B1, B3	2.4.1 3.2.1

6.3. Activity charts

- Session 1

Task 1 - Session 1		
Title: Dynamic Check	Type: Warm-up / introductory activity.	Time: 10 minutes
Classroom management: Students will remain in their places until they are grouped.	Resources: <ul style="list-style-type: none"> - Canva presentation. - <i>Wellness Cup</i> Poster. (Figure 1) - Teams' badges. (Figure 2) - Spotify code poster (Figure 3). 	
<p>Linguistic input: Good morning, guys! Today is October 10th. Does anyone know what day it is today? (the teacher waits for answers if any). Today is the International Mental Health Day. As such, I have prepared several activities in relation to mental health for the following 8 sessions. We are going to explore some mental issues and reflect on our emotions. What is more, we are going to create some sort of awareness campaign: you will write a research essay about a topic that will be introduced later in the sessions. That essay will be uploaded to a website we are going to create for people to have access to your work. Additionally, you are going to present this campaign to the rest of the centre on October 25th. So, to sum up, eight sessions for mental health, on session 5, October 18th, you will choose a topic to work on and on October 25th you will present it to the rest of the centre. Got it? However, I will include the temporalization in our TEAMS group for you to check whenever you want. For these sessions, I want you to create 5 groups of 4 people each. (The students create the groups, if there is any problem the teacher will intervene and no student will be left out.) These five groups will remain together for the entirety of the unit because we are going to carry out a tournament. Each group will be assigned a name and badge that I have already come up with: we have <i>The Mind Masters</i>, the <i>Health Heroes</i>, <i>Mood Boosters</i>, the <i>Bliss Bunch</i>, and the <i>Positivity Patrol</i>. At the end of each session, you will vote for the group that has performed the best: that group will obtain one point. In later sessions we will play some game-like tasks that will also make you obtain points but I will explain that to you at due time. The thing is that, I have set aside one whole point of the final mark of this unit for this activity. The group that has the most points will get the whole point, while the rest will obtain the proportional note to the points they have gotten. That is, if the winners had 6 points, that equals one point so if your group had 4 points you get 0.7 worth of that point. Is it understood? Then, here you have your badges (the teacher hands each group their badges), and I will hang this poster on the wall so we can write your points down (the teacher hangs the poster). Additionally, I have created a shared playlist on Spotify in which I want you to add songs. I have printed this poster with the code (the teacher shows the poster to the students). I will hand this right next to the Cup's poster so you can scan it afterwards. The songs in this playlist will be played whenever you work in groups. As you can read, they must be English songs and appropriate. I do not want curse words or bad topics in our playlist. I have added some you can take a look at later.</p>		

So, any questions? (The teacher waits for questions if any and answers to the students' concerns)
Let's start then!

Task 2 - Session 1		
Title: Mind the map	Type: Reinforcement. Written production: information gap.	Time: 15 minutes
Classroom management: The teams are seated together and they work together.	Resources: - Mind map worksheet (Figure 4)	
<p>Linguistic input: First of all, let's relocate the class (the teacher places each group in different sports in the class so they can work together properly. The students sit where they are assigned.) Now I will hand you a mind map. A mind map is a visual representation of any sort of information that can help you organise and structure your ideas. You may make use of this strategy when you study at home, but for today we will use it to express what you know about mental health. You have one main concept: mental health, from which 6 branches come out. I want you to write whatever words, expressions, situations, whatever you think of in relation to those branches. Those are: a definition, then mental health issues, signs of those issues, emotions you may think of when thinking of mental health, options for self-care, and support systems. (the teacher hands the mindmaps as she explains it). Any questions? (The teacher waits for questions if any and answers to the students' concerns). Okay, then. I am going to be playing some of the songs on the playlist while you work (the teacher plays some song). Let's start! I will be walking around in case you need anything. (The students work in groups while the teacher walks around for assistance).</p>		

Task 3 - Session 1		
Title: Care to share?	Type: Reinforcement. Oral production: debate.	Time: 10 minutes
Classroom management: Teams remain together.	Resources: - Mind map worksheet (Figure 4)	

Linguistic input:

Time is up, guys! Now, let's start sharing what you come up with. So, I need a definition, *Mind Masters*, do you mind starting? (the first group shares their definition). Great, good job! What about yours, *Health Heroes*? (the group shares their definition). Perfect! Nicely done! Mood Boosters, what do you have? (the group shares their definition). Good one! What does the *Bliss Bunch* have? (the group shares their definition). You are doing amazing! And finally, *Positivity Patrol*, care to share? (the group shares their definition). Very well done!

You all have come up with great definitions! Let's continue with mental health issues [...]

(The teacher continues asking the groups about all the categories they needed to fill and trying to provide positive reinforcement at all times. The order to answer will change in every round, and all members of the groups will be encouraged to speak but no one will be forced to do so if they do not feel like it.)

Task 4 - Session 1		
Title: How you doing?	Type: Reinforcement. Written production: answer questions.	Time: 10 minutes
Classroom management: While seated in groups, students work individually.	Resources: - Mobile phone devices - Smartboard - Mentimeter poll.	
Linguistic input: In order to address mental health and wellbeing, I want you to undertake this poll. First, I want you to enter this website: <i>mentimeter.com</i> and enter the code that appears on the screen. You will be asked to write, rate or select the answer that is more suitable for you for each question that appears. [...] (In each question, the teacher will comment with the students the most repeated words or statements.)		

Task 5 - Session 1		
Title: Choose your fighter	Type: Closing	Time: 10 minutes
Classroom management: Seated in groups and working together.	Resources: - Small whiteboards - Markers.	
Linguistic input: As I told you at the beginning, I am going to give you these small whiteboards and		

markers. I need you to discuss within your group which team has performed the best in your opinion. I am going to write down in the blackboard some categories that you have to take into consideration. These are: original ideas, confidence, and clarity. You have to write down which group has had the most original ideas, which one has spoken with the most confidence and which one has expressed themselves with the most clarity. After the discussion, I am going to say each category out loud and you need to write the team chosen and raise it. Please, do not say one group just because, you have to elaborate on that. Is it clear? (the teacher waits for potential questions and concerns and, if any, answers to them or rephrases the explanation)

Let's start!

(After 5 minutes, the teacher says each category aloud for the students to vote. They are asked to explain why they have chosen each group).

[...]

As a final note I want to remind you that tomorrow we will work on the fragments of *Heartstopper* that I told you about last week. I would like to believe that all of you have already read it, but just a friendly reminder that the pdf is in our TEAMS group.

See you tomorrow! Have a good day!

- Session 2

Task 1 - Session 2		
Title: Reading Club	Type: Introductory	Time: 10 minutes
Classroom management: Seated in teams, working together.	Resources: - None needed.	
<p>Linguistic input: Good morning, guys! How are you feeling today? Today I want to start the session with a “reading club” reunion. I asked you to read last week the fragments of <i>heartstopper</i> I uploaded to TEAMS. Did you like it? (the teacher waits for answers). I have to admit though I am not a huge fan of graphic novels, the plot of this series is very well worked and very interesting since it included a lot of themes. Can you tell me some of those you have seen while reading? (The teacher waits for answers and writes the topics on the blackboard. If students do not come up with all of them, the teacher will write them down.). Well, you have great sight since you identify all/most of the topics covered! Now let's discuss a little bit of your opinions, okay? So in regards to mental health: how do you think Charlie’s mental health issues affect his relationships with others? (the teacher gives the groups time to discuss and then waits for answers. The students and the teacher engage in a discussion about their perspectives.) And how do different characters in the story respond to Charlie’s issues? (the teacher gives the groups time to discuss and then waits for answers. The students and the teacher engage in a discussion about their opinions.) Now let’s talk about relationships, which one is the main couple? (the teacher waits for answers). You are right, Charlie and Nick are the main characters and the main couple of the story. And, what do you think of their relationship? Is it good, neutral, toxic? What are</p>		

the main strengths and challenges they face as a couple? (the teacher gives the groups time to discuss and then waits for answers. The students and the teacher engage in a discussion about their opinions.)

Do you think they accept themselves and their sexual identities? (the teacher gives the groups time to discuss and then waits for answers. The students and the teacher engage in a discussion about their opinions.)

How do you think these characters cope with bullying and homophobia? (the teacher gives the groups time to discuss and then waits for answers. The students and the teacher engage in a discussion about their opinions.)

Now, let's deepen a bit and talk about your general feelings. These questions are individual so you do not need to discuss with your group first. Which character of the storyline did you enjoy or relate to the most? Why? (the teacher waits for answers)

How did reading these fragments make you feel? Was it touching, uncomfortable, emotional? (the teacher waits for answers)

Did you learn something about life, relationships, mental health or any other category written on the blackboard? (the teacher waits for answers)

Thank you very much for your interventions, class! It has been great! If you enjoyed this reading there are more volumes that you may delight in. What is more, if you are interested in exploring more contemporary literature and engage in discussions or debates, let me know so we can think of something.

Now, let's continue!

Task 2 - Session 2		
Title: What would you do?	Type: Reinforcement: creative writing + comic elaboration.	Time: 10 minutes
Classroom management: Seated in teams, working together.	Resources: - Heartstopper's worksheet. (Figure 5)	
<p>Linguistic input: In relation to what you have read in <i>Heartstopper</i>, I have created this worksheet. (the teacher shows the worksheet in the smartboard to explain the task). It resembles comic vignettes, as it is inspired in the graphic novel, but instead of drawing, I want you to write what would you do in each of the situations I provide.</p> <p>The first one relates to what would you do if someone was being bullied.</p> <p>The second one deals with what would you tell or how would you tell your parents that you like someone of the same gender. I want to clarify that there is no need to tell anyone about your orientation or likes, but as the novel explores the theme of coming out and coming to terms with their identity, I included this situation. I hope it is not triggering nor offending for anyone and, if it is, I am deeply sorry.</p> <p>The third one explored what would you do if your friend was overly worried about their appearance, just like Charlie who suffers from eating disorders.</p> <p>Lastly, I just want you to do an examination as to what makes you so happy that your heart could stop. What you enjoy, what makes you forget your worries and problems?</p>		

That being said, let's get into it! If you need me I will be walking around and talking to you as you go.
(the teacher plays songs from the playlist while the students work).

Task 3 - Session 2		
Title: Market of ideas	Type: Reinforcement: oral production + interaction: debate.	Time: 10 minutes
Classroom management: Seated in groups but the class participates as a whole.	Resources: - Heartstopper's worksheet (Figure 5)	
Linguistic input: Time is up, people! Let's see what you have. Okay <i>positivity patrol</i> , care to share the first situation? (the teacher asks each group about their answer to all four vignettes).		

Task 4 - Session 2		
Title: Path to wellness	Type: Reinforcement. Written production: creative and cooperative writing.	Time: 15 minutes
Classroom management: In groups.	Resources: - Paper - pen	
Linguistic input: Very well done, all of you! I am quite impressed! Now that I know you do such a great job finding solutions and you are very sensible and sensitive while doing so, I want you to write down some advice or options to help Charlie with the problems he has faced in the fragments you have read. I will take this piece of writing home so please, write it readable! You may start! You have 15 minutes to do it so I will set a timer so you can see how much time you have left at all times. (The teacher plays songs from the playlist while the students work and walks around in case they need something). [...] Time is up guys! I will be picking it up!		

Task 5 - Session 2

Title: Top picks	Type: Closing	Time: 5 minutes
Classroom management: Seated in groups and working together.	Resources: - Small whiteboard - Markers	
<p>Linguistic input: Now we have to do the same as yesterday: choose the team that has done the best. I am going to give you these small whiteboards and markers. Does anyone remember the categories we mentioned yesterday? (the teacher waits for the students to answer, if not she writes them herself) So they were original ideas, confidence, and clarity. So, let's start! (After 3 minutes, the teacher says each category aloud for the students to vote. They are asked to explain why they have chosen each group).</p>		

- Session 3

Task 1 - Session 3		
Title: Inside Out	Type: Introductory. Oral Comprehension: video playing for subsequent activities.	Time: 5 minutes
Classroom management.: Seated in groups	Resources: - Smartboard - Videos	
<p>Linguistic input: Good morning everyone! How is your day going so far? I hope you feel like speaking and working together! As for today's session I have brought some fragments from a movie you might have already watched: <i>Inside Out</i>. Have you seen this movie? (The teacher waits for answers and, if someone has, proceeds with more questions). What is it about? May you summarise it? (The teacher allows students to tell the plot to those who have not watched it). As you already know what it is about you can pay attention to details more thoroughly. Then, shall I play the videos? (the teacher plays some selected fragments from <i>Inside Out</i> in which they deal with depression and sadness).</p>		

Task 2 - Session 3		
Title: Heartfelt reflections	Type: Reinforcement.	Time: 15 minutes

	Communicative activity: Opinion Exchange. Written production: letter writing.	
Classroom management: In groups	Resources: - Paper - Pen - Email template (Figure 6)	
Linguistic input: Perfect! Have you liked it? I think it is very instructive since I think we all have felt the way Riley feels. It is very common to feel low sometimes, the important thing is to look for help and get better. As such, I want you to comment on the fragments we have just watched with your classmates and write Riley an email giving her advice or comfort to keep on going and get better. As always, I will be walking around in case you need it. (The teacher hands the worksheet and plays the common playlist).		

Task 3 - Session 3		
Title: Shared Voices	Type: Reinforcement. Interaction: information exchange.	Time: 10 minutes
Classroom management: Seated in groups but the class participates as a whole	Resources: - Student's letter	
Linguistic input: Time is up, class! I am going to take it home to take a look but before I want us to share what we have so, who wants to start? (The teacher guides the sharing activity, asks questions if needed and provides more ideas while the groups comment on their emails).		

Task 4 - Session 3		
Title: Emotion Wreck	Type: Reinforcement. Interaction: exchange of ideas.	Time: 15 minutes
Classroom management: Individually	Resources: - Paper - Pen - Emotions' flashcards (figure 7)	

Linguistic input:

You have come up with great advice and support! You did a great job, class!
 Now let's continue with another task. I have brought these flashcards with the characters from *Inside Out 2*. You have to choose one spokesperson, let's call it. That person of each group will come up here and pick up one flashcard without looking. Then, each group needs to provide an elaborated situation in which one person would feel that emotion and share it with the class. The first one to come up with one obtain one point for their team, Is it clear? You have 40 seconds to choose your spokesperson.
 Ready? Let's start.

Task 5 - Session 3		
Title: Peer Showcase	Type: Closing	Time: 5 minutes
Classroom management: Seated in groups and working together.	Resources: - Small whiteboard - Markers	
Linguistic input: You have done amazing today! Thank you for that! Now, let's carry out our daily votation. Remember: you need to vote in terms of originality, confidence and clarity. (The teacher hands the whiteboards and markers) So, let's start! (After 3 minutes, the teacher says each category aloud for the students to vote. They are asked to explain why they have chosen each group).		

- Session 4

Task 1 - Session 4		
Title: Antiheroes	Type: Introductory. Oral comprehension. Song playing.	Time: 5 minutes
Classroom management: Individually	Resources: - Smartboard - Song video	
Linguistic input: Good morning, people! How are you feeling today? Today we are going to start by listening to a song. I have probably mentioned before that my favourite singer is Taylor Swift so I could not miss the opportunity to bring her here. Have you heard the song <i>Antihero</i> ? Though it is not one of her greatest songs for me at least, I think it fits our narrative for this session. Before talking more about it, let's play it, okay? (The teacher plays the lyrics video of <i>Antihero</i>).		

Task 2 - Session 4		
Title: Becoming heroes	Type: Reinforcement. Written comprehension and production.	Time: 10 minutes
Classroom management: Individually	Resources: - Song lyrics (Figure 8)	
<p>Linguistic input: So, what do you think? Have you liked it? Now, I am going to hand you the lyrics because we are going to do some tasks on those. (the teacher hands the lyrics to each student). This task is individual, that is why each one of you has one paper. What I need you to do now is look for sentences that you like, or resonate to you, or you do not understand or you think are deeper than they seem at first. Then, you may answer these two questions:</p> <ol style="list-style-type: none"> 1. How do the themes of self-criticism and insecurity in the song relate to your experiences? 2. Are there any specific lyrics that make you feel understood or less alone in your struggles with anxiety? <p>Just to clarify, I want you to write what you feel comfortable. If you do not want to talk about things that make you feel anxious, it is okay, try and write hypothetical situations. Do you understand? Let's start then! (The teacher plays Taylor Swift's songs from the common playlist) [...] So, time is up guys! I am going to take it home with me and give it back the next day, okay? I am sure you have written very interesting reflections.</p>		

Task 3 - Session 4		
Title: Future Scenarios	Type: Reinforcement. Interaction: information exchange. Written production: cooperative writing.	Time: 15 minutes
Classroom management: In groups	Resources: - Paper - Pen	
<p>Linguistic input: Let's continue, class! This task deals with future scenarios and you need to work on groups again. As anxiety refers to the state of persistent and excessive worry about the past, the present and, mostly, the future, you need to come up with several future scenarios that may cause</p>		

anxiety or stress and also, you need to try to realistically minimise those worries. We will share it as we go. So take a seat with your teammates and let's start! Once you have 3 raise your hand and I will check. (Music is playing and students are working while the teacher walks around and helps them out. Once they all have come up with some scenarios, they start sharing and commenting on each other's situations).

Task 4 - Session 4		
Title: Clash of Slants	Type: Reinforcement. Oral comprehension: Listen and react.	Time: 10 minutes
Classroom management: Individually	Resources: - Green and red flashcards.	
<p>Linguistic input: For this task, I am going to give each one of you two flashcards. Let's call them red and green flags. I am going to read some statements about anxiety, they may be true or false, actual definitions or misconceptions about this mental issue. I want you to raise the green flag if you agree with the statement and the red one if you do not. You can elaborate on your opinion by raising your hand. Then, Let's start. (the teacher reads each of the following statements allowing some time for students to raise their flashcards and talk about their opinions).</p> <ol style="list-style-type: none"> 1. Anxiety can make your heart beat faster. 2. Anxiety means you are weak. 3. Everyone feels anxious sometimes. 4. Avoiding everything that makes you anxious will make anxiety go away. 5. There are different kinds of anxiety disorders. 6. Anxiety only affects your thoughts, not your body. 7. Talking to a therapist can help with anxiety. 8. Medicine is the only way to treat anxiety. 9. Breathing exercises can help calm anxiety. 10. You can always stop anxiety if you try hard enough. 		

Task 5 - Session 4		
Title: Emotional Role	Type: Closing	Time: 10 minutes
Classroom management: In groups	Resources: - Cards (Figure 9 and 10) - Headband	
<p>Linguistic input: To finish today's session, I brought a game. In groups, I am going to give you two different</p>		

heaps of flashcards: one with feelings and one with categories. One by one, you will put this headband on your forehead and pick up one emotion. The rest will pick up one category. You need to give an example of each category that aligns with the emotion your peer has. That is, if someone has “inspired” as an emotion and my category is a season, I would say Spring because I think it is the most inspiring season. Do you get it? (If not, the teacher will explain it again). Perfect, let’s start!
 (the teacher locates two heaps of cards in each group for them to start playing and walks around checking the good development of the game).

- Session 5

Task 1 - Session 5		
Title: Something that...	Type: Introductory. Interaction: exchange of opinions and ideas.	Time: 10 minutes
Classroom management: In groups in the computer’s lab.	Resources: <ul style="list-style-type: none"> - Wilcox’s Feeling Wheel (Figure 11) - Paper - Pen 	
<p>Linguistic input: Good morning, everyone! How are you today? I hope you feel like working! Today I have brought a sort of game for us to play. Does anyone know what this wheel is? (the teacher shows Wilcox’s Wheel and waits for answers if any). This is Wilcox’s Feeling Wheel. Here you can see that according to each colour you have a category of emotions. For example, red is for mad. From mad we then obtain twelve more adjectives that relate to that one. This can give you ideas for synonyms by the way. What we are going to do now is to twirl the wheel and, whenever it stops, you need to write down something that makes you feel that way: a situation, a comment, whatever that makes you feel that emotion. Understood? The first group to come up with an elaborated situation in which they feel like they obtain one point. Raise your hand when you have it and you can share it. Let’s start, then! (The teacher calls each team’s names and they choose one person to twirl the wheel. Once they have).</p>		

Task 2 - Session 5		
Title: Topic Selection	Type: Reinforcement. Interaction: exchange of opinions and ideas.	Time: 5 minutes
Classroom management:	Resources:	

In groups in the computer's lab.	- Topic cards (Figure 12)
<p>Linguistic input: Now that we are set in our emotional mood, you need to pick a topic for the final task. As I have anticipated, we have created a website in which you will include a research essay of 500 words approximately about mental health. I have come up with twelve topics. I am going to display them on the smartboard and you may discuss among your group which one you like the most. (The teacher shows and reads the topics and explains what is expected of each theme). [...] (Students discuss which one they like and choose one per group).</p>	

Task 3 - Session 5		
Title: Brainstorming	Type: Reinforcement.	Time: 5 minutes
Classroom management: In groups.	Resources: - None needed	
<p>Linguistic input: Now that everyone has a topic, we need to determine which categories we must include in the essay. I want that we all reach consensus in regard to what to include, any ideas? (the teacher and students discuss which to include.)</p>		

Task 4 - Session 5		
Title: Let's start digging!	Type: Reinforcement. Interaction: information exchange. Written comprehension: information compilation	Time: 30 minutes
Classroom management: In groups in the computer lab	Resources: - Computer - Internet connection	
<p>Linguistic input: Now that you know what you have to look for and write down you may start digging and compile information! If you struggle to find sources or need anything, just raise your hand and I'll be there! (The teacher plays music and walks around the class).</p>		

- Session 6

Task 1 - Session 6		
Title: someone who...	Type: Introductory. Communicative activity.	Time: 8 minutes
Classroom management: Individually	Resources: - Worksheet. - Pen.	
<p>Linguistic input: Good Morning, guys! How are you feeling today? Today I want to start the lesson by playing a game. It is important to know the people surrounding you and highlight the things we like about others. Do you like when someone tells you that you're nice or you're responsible or you are a good person or even that they like how you dress? Because I do, and I think it is a nice thing to do to point out those things. It is as important to talk nicely about others as it is to talk nicely to oneself. As such, I am going to hand you a worksheet in which you have several statements. You have to write one person in this class for each of the statements. Try not to repeat the same person. (The teacher hands the worksheet to each one of the students) You can talk to each other and move around the class as long as you behave properly and do not make a mess. (the teacher plays the common playlist as they work).</p>		

Task 2 - Session 6		
Title: (Over)sharing	Type: Interaction. Opinion exchange.	Time: 7 minutes
Classroom management: Individually, sharing with the rest of the class.	Resources: - Worksheet	
<p>Linguistic input: Time is up, guys! Go back to your seats, please. I hope you have enjoyed this first activity and you get to know each other a bit more if there was something more to know after so many years of being in class together. Now, let's share who you have, shall we? (The teacher reads the statements so the students can share the person they have chosen for each).</p>		

Task 3 - Session 6		
Title: Drafting	Type: Reinforcement. Interaction: information exchange. Written production: drafting	Time: 35 minutes
Classroom management: In groups	Resources: <ul style="list-style-type: none"> - Computer - Internet - Microsoft word/google docs/teams docs 	
<p>Linguistic input: Okay, guys! I want you now to start drafting the research. Remember that you need to write a 500 word-essay about your topics in which you include most of the categories we chose the previous session. If you need any help or assistance, do not hesitate to call me! You may use Microsoft Word, Google docs, TEAMS docs or whatever platform you know of. Just bear in mind that you need to send it to me via TEAMS. You may start! I will help you with anything you need. (The teacher plays music as they work and walks around checking on them).</p>		

- Session 7

Task 1 - Session 7		
Title: Web creation	Type: Introductory	Time: 18 minutes
Classroom management: Each student sits on a computer next to the rest of the members of their groups to work together.	Resources: <ul style="list-style-type: none"> - Computer - Internet - Web site. 	
<p>Linguistic input: Good morning guys! I need you to sit in groups but on different computers. That is, sit on computers that are next to or near each other so you can cooperate. (the teacher waits for the students to sit and helps them if needed). Okay, so as you can see in the smartboard, this is our brand new website. I have uploaded the link to our TEAMS group. When you enter, you need to register so I know who edited the entries. (The teacher proceeds with a brief explanation on how the web works, how they can edit it and add their research, images or links. After that, students register and upload their work after correcting the mistakes the teacher provided in the feedback).</p>		

Task 2 - Session 7		
Title: Canva your ideas!	Type: Reinforcement. Written production: script creation. Interaction: exchange of information.	Time: 30 minutes
Classroom management: Each student sits on a computer next to the rest of the members of their groups to work together.	Resources: <ul style="list-style-type: none"> - Computer - Internet - Canva. 	
Linguistic input: As you already know, tomorrow you need to present your work to the rest of the students so I need you to create a canva presentation. As we have already used it, you already have an account so you know a little bit how it works. There are many templates so you can choose one and fill it with your information so it doesn't take too long. If you have any questions you can ask me! (the students work in groups).		

Task 3 - Session 7		
Title: Let's Wrap up	Type: Closing	Time: 3 minutes
Classroom management: Seated in groups and working together.	Resources: <ul style="list-style-type: none"> - Small whiteboard - Marker. 	
Linguistic input: Okay, guys! As we haven't voted these days, today we are going to choose the team that has done the best during all these sessions we haven't voted. Okay? I am going to give you these small whiteboards and markers. Does anyone remember the categories we mentioned the other day? (the teacher waits for the students to answer, if not she writes them herself) So they were original ideas, confidence, and clarity. So, let's start! (After 3 minutes, the teacher says each category aloud for the students to vote. They are asked to explain why they have chosen each group).		

- Session 8

Task 1 - Session 8

Title: Let the rest know	Type: Reinforcement. Oral production: public speaking.	Time: 35 minutes
Classroom management: in the school's auditorium/common room.	Resources: - Student's presentations	
Linguistic input: (The teacher helps the students set the presentations and tell them when to start).		

Task 2 - Session 8		
Title: The <i>Wellness Cup</i>	Type: Closing. Peer and self assessment.	Time: 15 minutes
Classroom management.: in the classroom. They sit in their normal seats and work individually.	Resources: - Self-assessment mood tracker. - Co-assessment checklist. - Pen.	
<p>Linguistic input: You have done amazing, guys! I am so happy for you and your great job, you should be as proud of yourself as I am. I hope you have enjoyed these sessions and you have learnt a lot about mental wellbeing and emotions. I want us to keep on this good work and this smooth development of the lessons. As feelings and mental health have been covered I want to remind you that I am at your complete disposal if you need anything. Now, I want you to talk within your groups and discuss which presentation you have enjoyed the most. You cannot vote yours though. (the teacher waits 2 minutes for the students to discuss.) Okay so, let's vote (the teacher hands the whiteboards and markers so the groups can vote). (After voting, the teacher grants one point to the group that has the most votes. The team that has obtained the most points through the sessions are proclaimed winners and given a personalised band that will also be used for subsequent units.) Now, let's get back to your seats. I will hand you two worksheets. One to assess your teammates and one to assess yourselves. I want you to be completely honest and critical. (Students fill the assessment and hand it back to the teacher when finished). Okay, that was all, folks! Once again, thank you for your great work!</p>		

6.4. Assessment

6.4.1. Teacher's Portfolio.

P R O G E S S
TRACKER

	10th October			11th October			14th October			17th October		
	P	A	I	P	A	I	P	A	I	P	A	I
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PROGRESS TRACKER

	18th October			21st October			24th October			25th October		
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STUDENT												
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6.4.2. Writing's checklist

writing

CHECK LIST

- IDEAS ARE ORIGINAL AND INSIGHTFUL.
- ALL PARTS OF THE PROMPT OR ASSIGNMENT ARE ADDRESSED.
- TRANSITIONS BETWEEN PARAGRAPHS AND IDEAS ARE SMOOTH AND EFFECTIVE.
- THE WRITING IS EASY TO FOLLOW AND UNDERSTAND.
- SENTENCES ARE CLEAR AND CONCISE.
- THE TONE AND PURPOSE ARE APPROPRIATE FOR THE AUDIENCE.
- WORDS ARE USED CORRECTLY IN CONTEXT.
- THE WRITING INCLUDES ORIGINAL IDEAS OR PERSPECTIVES.

6.4.3. Website rubric.

CAN-DO STATEMENTS	MAXIMUM LEVEL OF ACHIEVEMENT (2)	HIGH LEVEL OF ACHIEVEMENT (1,5)	SUFFICIENT LEVEL OF ACHIEVEMENT (1)	INSUFFICIENT LEVEL OF ACHIEVEMENT (0)
2.2.1. The student makes responsible and proper use of the digital tools provided while fulfilling the task's requirements.	The student demonstrates skills by effectively integrating digital tools into the development of the tasks and meets the length expected (480-520 words.)	The student makes proper use of the tools provided and partially meets the specified requirements (420-480 words.)	The student attempts to use the digital tools provided and provides a text that do not meet completely the requirements of the task (less than 350 words)	The student struggles to make use of the digital tools provided or makes inadequate use, resulting in an incomplete or deficient task (less than 200 words.)
2.3.3. The student creates coherent and adequate texts that are suitable for the format: web entry.	The student produces coherent, well-organised, adequate, and engaging texts that meet perfectly the format required.	The student creates coherent texts suitable for the format required with 2-3 mistakes.	The student creates text partially suitable for the format required with 4-5 mistakes	The student creates texts not suitable for the format required with 6-7 mistakes.
2.3.4. The student produces written texts that are comprehensible for the audience it is aimed for: students from 12 to 18.	The student produces clear, engaging and suitable texts that can be easily understood by a wide range of ages and expertise levels.	The student produces appropriate texts that can be understood by most part of the target audience.	The student produces texts that are generally comprehensible for the target language, with certain issues involving language, tone and grammar, which hinder its comprehension.	The students struggle to produce a text that is comprehensible for the target audience. The language, grammar structures, tone and structure hinder the understanding making it almost impossible to fathom.

6.4.4. Presentation rubric.

CAN-DO STATEMENTS	MAXIMUM LEVEL OF ACHIEVEMENT (2)	HIGH LEVEL OF ACHIEVEMENT (1,5)	SUFFICIENT LEVEL OF ACHIEVEMENT (1)	INSUFFICIENT LEVEL OF ACHIEVEMENT (0,5-0)
2.1.3. The student is able to adapt their speaking to the context and communicative purpose.	The student is able to adapt their speaking to the audience and excels in identifying if further adaptations are needed.	The student adapts their speaking to the context and purpose effectively but struggles to do in-situ adaptations.	The student attempts to adequately speak to the context and audience but struggles to do so consistently.	The student struggles to adapt their speaking to the communicative purpose and fails to adequate to the context, leading to misunderstandings and ineffective communication.
2.1.4. The student expresses their ideas and their research in a comprehensible and fluent way.	The student speaks in a clear and comprehensible way leading the audience through the research while making no or barely none mistakes or hesitations.	The student expresses their ideas fluently and comprehensible, with 3-4 mistakes or hesitations.	The student expresses their ideas comprehensively but with 5-8 mistakes.	The student expresses their ideas committing more than 9 mistakes or hesitations, hindering comprehension.

2.1.5. The student respects the time requirements of the presentation: 5 minutes.	The student meets the time requirements with precision and consistency, ensuring a well-paced presentation.	The student generally respects time requirements of 5 minutes with minor variations: 30 seconds more or less.	The student attempts to meet time requirements but goes slightly over or under 5 minutes by 1 minute.	The student fails to meet time requirements going more than a minute and half over or under the 5 minute requirement.
2.2.2. The student is able to create a suitable academic presentation that serves as visual aid for the audience.	The student creates a suitable academic presentation that serves as visual aid and results appealing, well-organised and concise.	The student creates a suitable academic presentation that serves as visual aid and provides relevant visuals.	The student creates a suitable academic presentation with minor issues that lack visual appeal or understanding support.	The student fails to create a suitable academic presentation as it is poorly organised and not appealing which makes it difficult for the audience to understand the content.
3.2.3. The student uses adequate strategies to maintain communication and is able to answer questions showing proficiency on the topic.	The student is able to answer questions about their presentation with fluency and confidence.	The student can answer questions about the presentation with slight hesitation.	The student is able to answer questions about the content of the presentation but struggles to do so confidently or fluently, proving lack of proficiency on the topic.	The student is not able to answer questions about the presentation, proving a complete lack of understanding and proficiency on the topic.

6.5. Resources

Figure 1. Wellness Cup Poster (Session 1, Activity 1)



Figure 2. Wellness Cup badges (Session 1 - Activity 1)

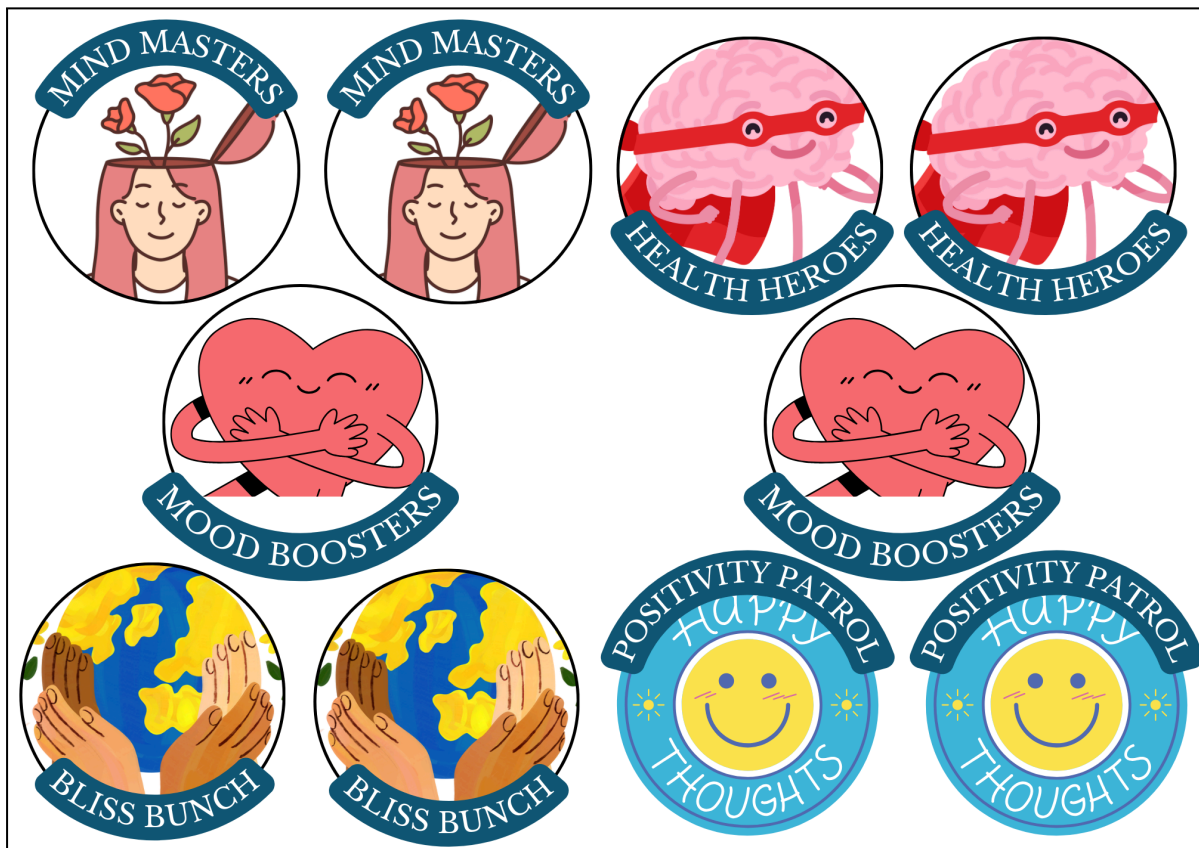


Figure 3. Music Code. (Session 1, activity 1)

Share your sound!

Scan the code and add your songs
but:

1. They must be in **English**.
2. They need to be **appropriate** (no curse words or inappropriate topics).
3. They can be deleted by the teacher if inappropriate.

Figure 4. Mental health mind map (Session 1, Activity 2)

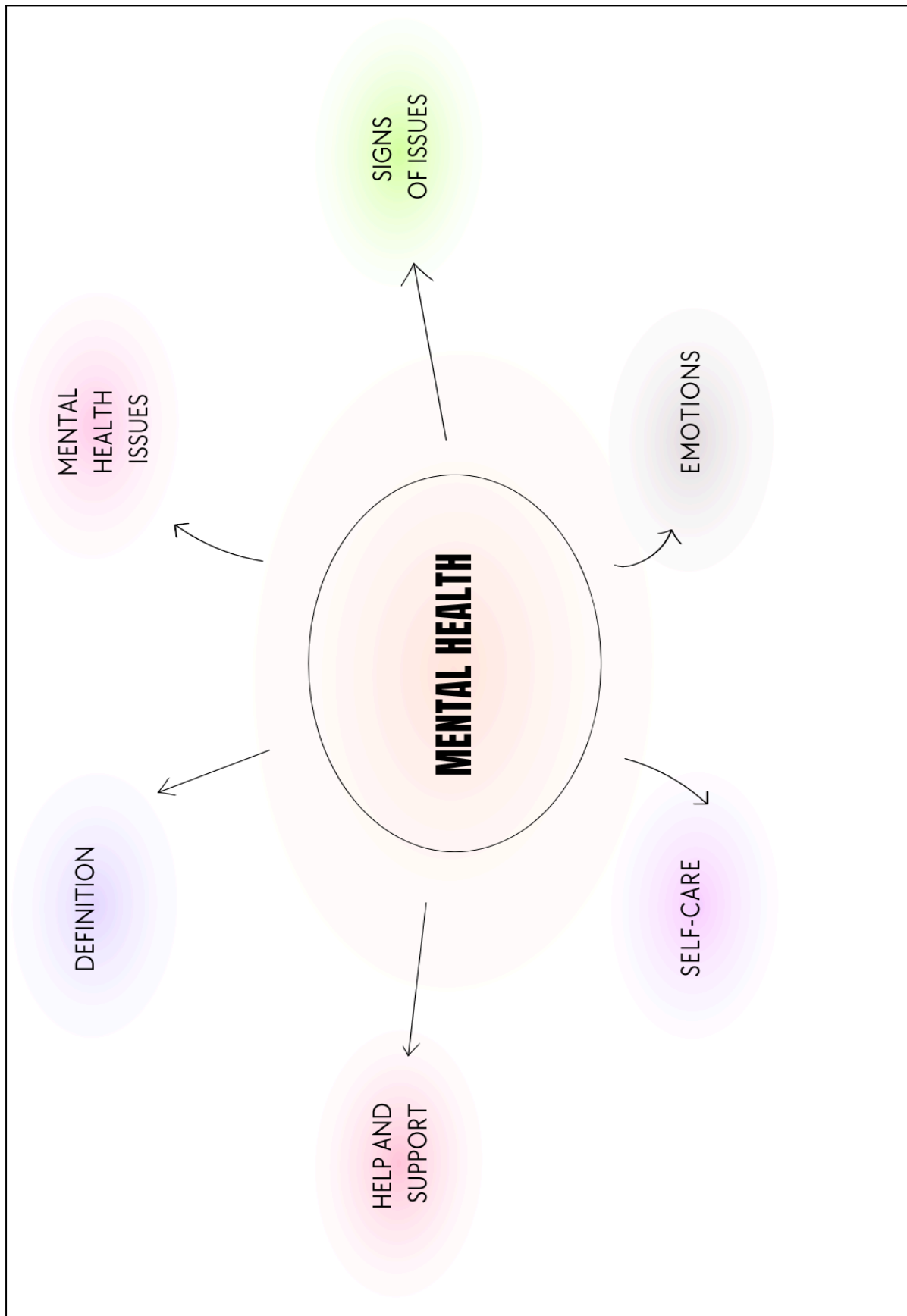


Figure 5. Heartstopper's worksheet. (Session 2, activity 2)

HEARTSTOPPER

WRITE WHAT YOU WOULD DO OR SAY IN EACH OF THE FOLLOWING SITUATIONS

SOMEONE IS BEING BULLIED



YOU TELL YOUR PARENTS THAT YOU LIKE SOMEONE OF THE SAME GENDER



YOUR FRIEND WHO IS OVERLY WORRIED ABOUT THEIR APPEARANCE.

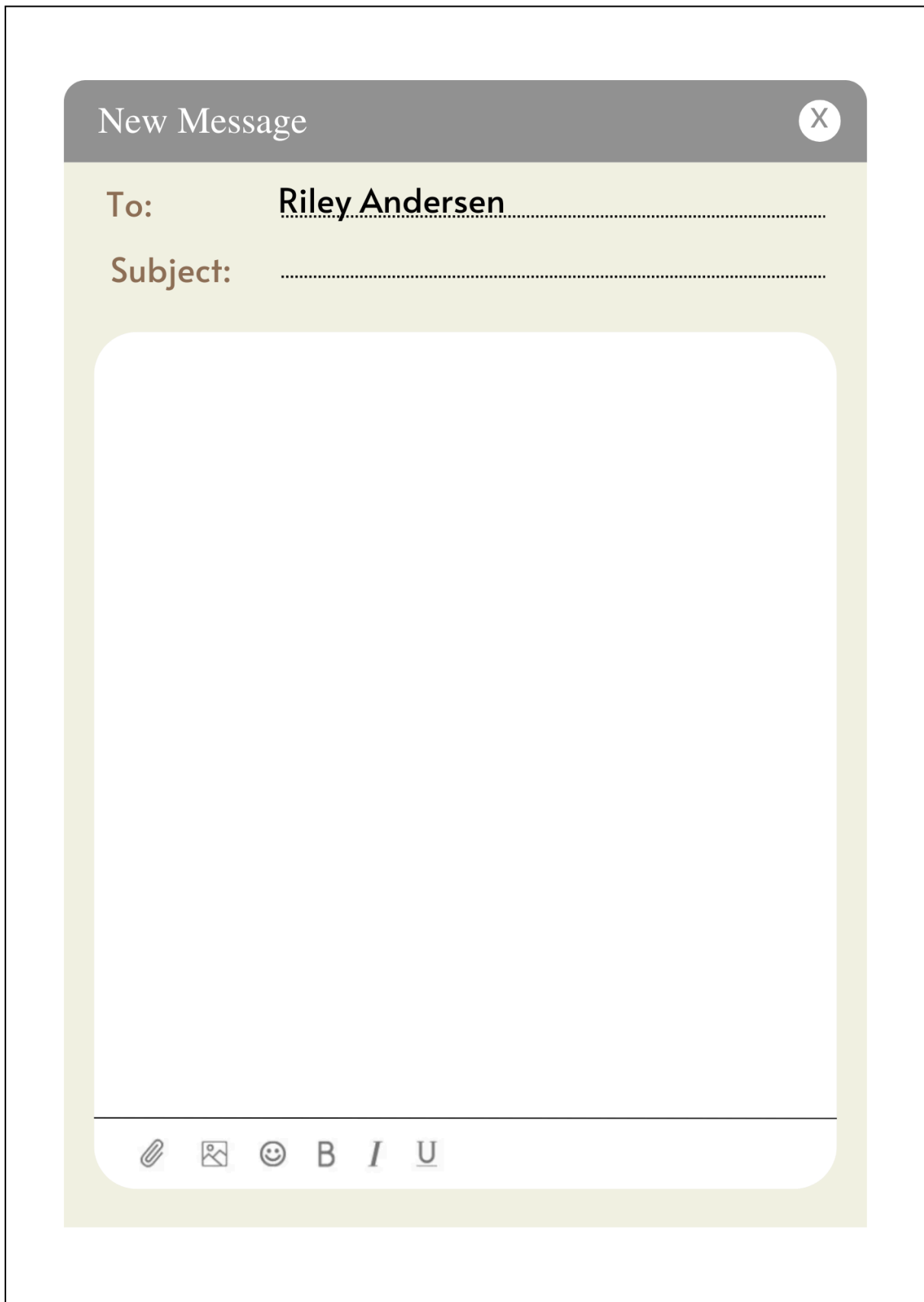


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WHAT MAKES YOU SO HAPPY THAT YOUR HEART COULD STOP?



Figure 6. Email Worksheet. (Session 3 - Activity 2)



The image shows a digital interface for composing a new email. At the top, a dark grey header bar contains the text "New Message" on the left and a white circular button with a black "X" on the right. Below the header, the "To:" field is filled with the name "Riley Andersen" in a bold, black font. The "Subject:" field is currently empty. A large, white, rounded rectangular area occupies the center of the screen, serving as the text input field. At the bottom of this area, a horizontal toolbar contains six icons: a paperclip for attachments, a picture icon for images, a smiley face for emojis, and the letters "B", "I", and "U" for bold, italic, and underline text formatting, respectively.

Figure 7. Inside Out Emotions flashcards. (Session 3 - Activity 4)

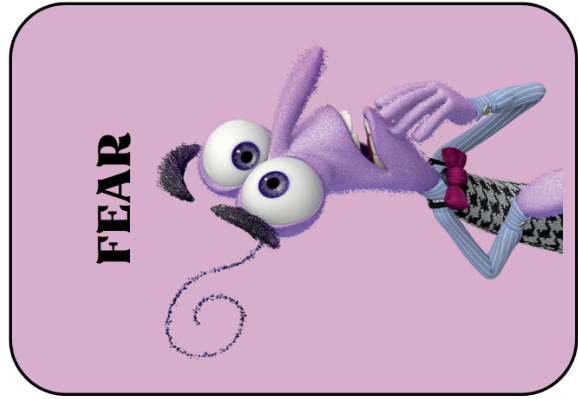
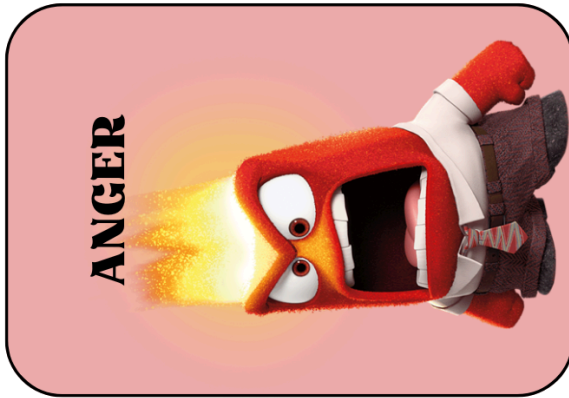
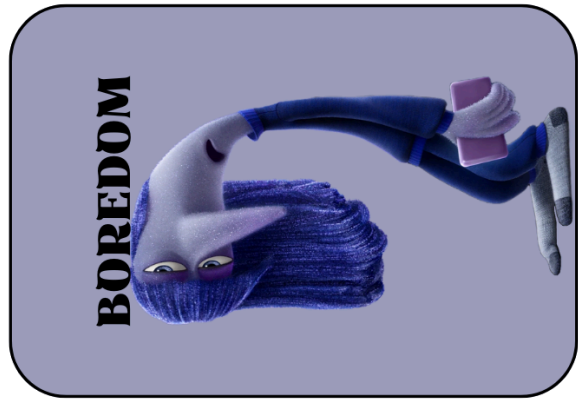
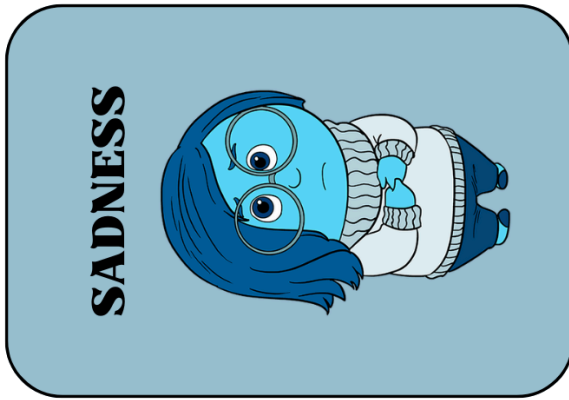


Figure 8. Antihero Lyrics. (Session 4, Activity 2)

"ANTIHERO"

-TAYLOR SWIFT-

I have this thing where I get older
but just never wiser
Midnights become my afternoons
When my depression works the
graveyard shift
All of the people I've ghosted stand
there in the room

I should not be left to my own
devices
They come with prices and vices
I end up in crisis (tale as old as time)
I wake up screaming from dreaming
One day I'll watch as you're leaving
'Cause you got tired of my scheming
(For the last time)

CHORUS

It's me, hi, I'm the problem, it's me
At tea time, everybody agrees
I'll stare directly at the sun but
never in the mirror
It must be exhausting always
rooting for the anti-hero

Sometimes I feel like everybody is a
sexy baby
And I'm a monster on the hill
Too big to hang out, slowly lurching
toward your favorite city
Pierced through the heart, but
never killed

Did you hear my covert narcissism I
disguise as altruism
Like some kind of congressman? (Tale
as old as time)
I wake up screaming from dreaming
One day I'll watch as you're leaving
And life will lose all its meaning
(For the last time)

CHORUS

[...]

I have this dream my daughter-in-law
kills me for the money
She thinks I left them in the will
The family gathers 'round and reads it
and then someone screams out
"She's laughing up at us from hell"

It's me, hi, I'm the problem, it's me
It's me, hi, I'm the problem, it's me
It's me, hi, everybody agrees, everybody
agrees

It's me, hi (hi), I'm the problem, it's me
(I'm the problem, it's me)
At tea (tea) time (time), everybody
agrees (everybody agrees)
I'll stare directly at the sun but never in
the mirror
It must be exhausting always rooting
for the anti-hero

Figure 9. Feelings' cards (Session 4, activity 5)



Figure 10. Categories' cards (Session 4, activity 5)



Figure 11. Wilcox's Feeling Wheel. (Session 5 - Activity 1)

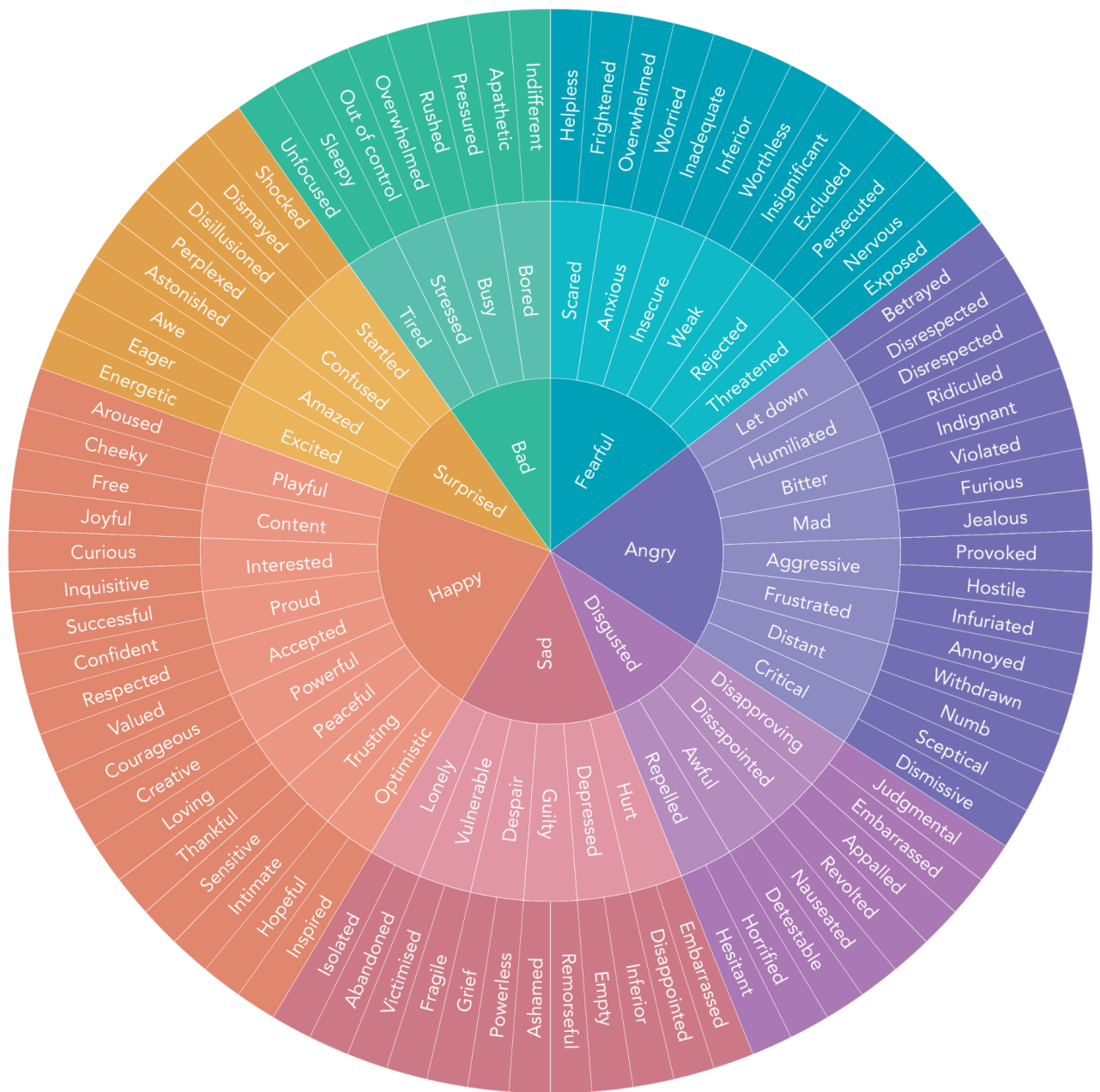


Figure 12. Topics' flashcards. (Session 5 - Activity 2)



Figure 13. Find someone who worksheet. (Session 6 - Activity 1)

FIND SOMEONE WHO...
AND WRITE DOWN THEIR NAME

Try and write different names for each statements. Do not write your name

would help you if you had problems.	
would be very easy to talk to about anything.	
would encourage you to pursue your dreams.	
is very creative.	
has the ability to make people laugh.	
is very kind with everyone.	
has the most patience.	
is an excellent leader.	
is very talented (art, music, dance...)	
is great at sports or physical activities.	
has a talent for languages.	
is very good at public speaking.	

Figure 14. Self-assessment mood tracker. (Session 8 - Activity 2)

MOOD TRACKER

NAME: _____ MARK: _____

I have participated effectively and respectfully during these sessions.



When working in pair or teams, I have collaborated positively.



I have shown independence and motivation.



I have enjoyed the activities (all or most of them).



I am able to share and uphold my opinions and emotions.





I am now more aware of mental health issues and emotional intelligence.



Is there anything you would have wanted me to change or do differently?

Figure 15. Co-assessment checklist (Session 8 - Activity 2)

PEER ASSESSMENT

Mark with a  if your classmates achieved the statement, and with a  if they did not

	1	2	3	4
Write the first name of the team member →	-----	-----	-----	-----
They have clearly communicated ideas and information to team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have listened actively and respectfully to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have provided original ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have supported and helped other members if/when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have maintained a positive attitude throughout the sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have contributed equally to the workload of the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did any group member significantly enhance or hinder the group's performance? -----

GENERAL CONSIDERATIONS: _____

