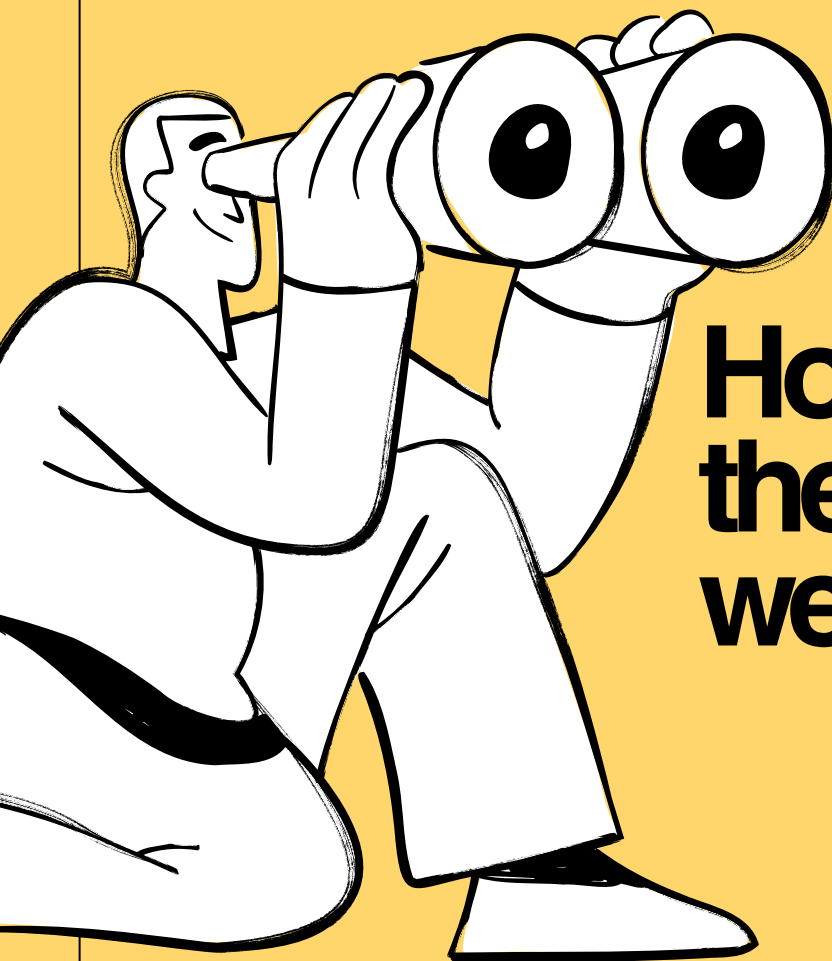




BRIDGE

Building Resilient compulsory schools
through an Integrated and Empowering approach
to well-being

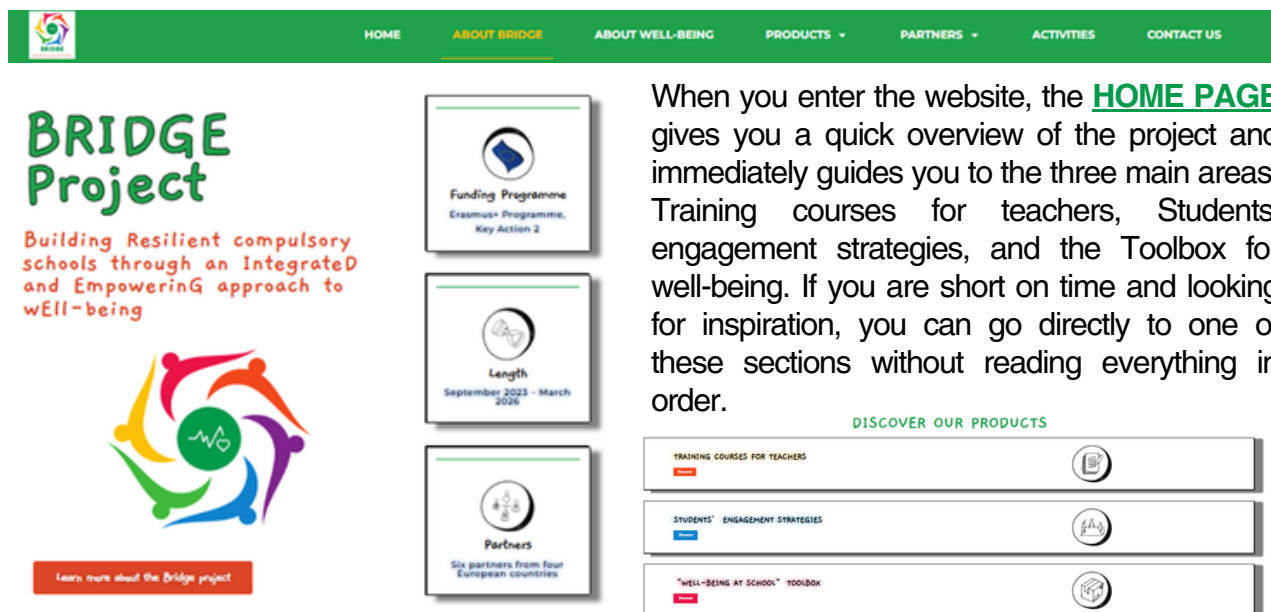


How to navigate the BRIDGE website



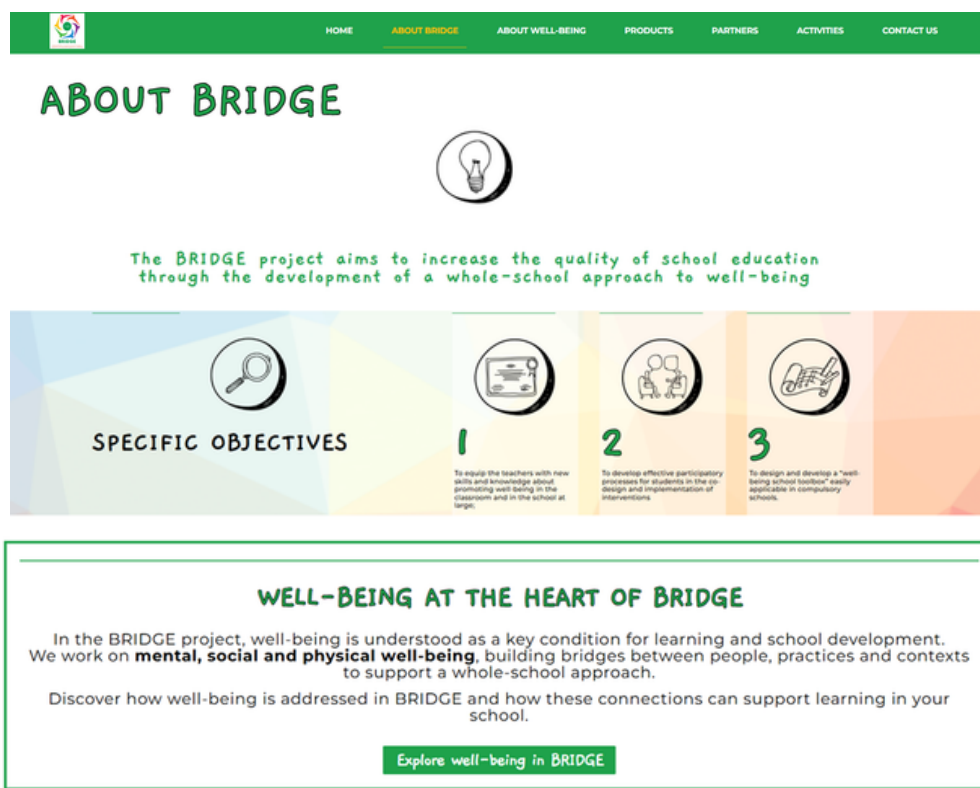
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The **BRIDGE website** is designed as a practical space for teachers and school professionals who want to work actively with well-being in every-day school life. It is not only a place to read about the project, but a resource you can use when planning lessons, organising activities, or discussing well-being with colleagues.



When you enter the website, the **HOME PAGE** gives you a quick overview of the project and immediately guides you to the three main areas: Training courses for teachers, Students' engagement strategies, and the Toolbox for well-being. If you are short on time and looking for inspiration, you can go directly to one of these sections without reading everything in order.

If you want to understand the broader vision behind the materials, the **ABOUT BRIDGE** section explains the project's objectives and its whole-school perspective. This can be useful, for example, if you are presenting the work to colleagues or discussing well-being initiatives with your school leadership.



The **ABOUT WELL-BEING** section helps you to reflect on what well-being means in practice. It explains the three interconnected dimensions, mental, social and physical well-being, and how they influence learning. You might use this section when preparing a staff discussion on when reflecting on which dimension needs more attention in your own classroom.



ABOUT WELL-BEING

BRIDGE BETWEEN THREE WELL-BEING DOMAINS

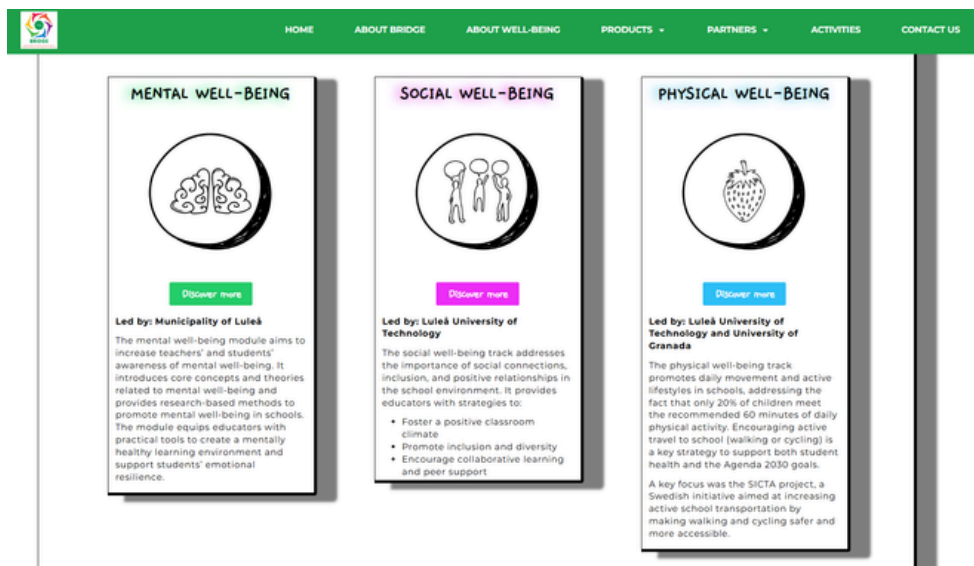
In the BRIDGE project, we have worked together to support the development of well-being in three domains: Physical well-being, mental well-being and social well-being.



The main working area off the website is the [PRODUCTS](#) section.

TRAINING COURSES FOR TEACHERS

The Training Courses area can be understood as the professional development space of the BRIDGE website. While other sections offer strategies or ready-to-use activities, this area is designed to help you deepen your pedagogical awareness and intentionally strengthen one or more dimensions of well-being in your teaching practice.

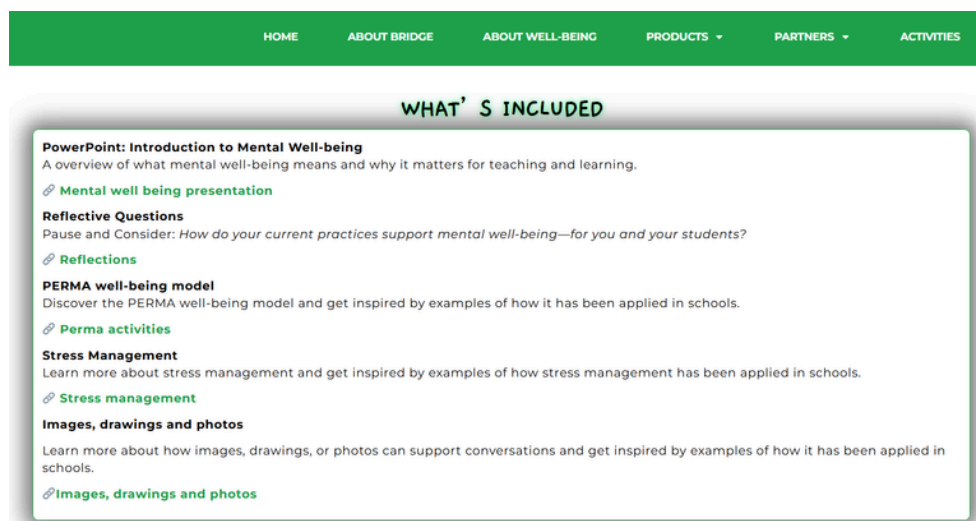


Rather than presenting well-being as a set of isolated activities, the Training Courses invite you to reflect on how everyday classroom choices, the way you open a lesson, structure interaction, manage transitions or respond to students' emotions, contribute to mental, social and physical well-being over time.

The three tracks (mental, social and physical) are not meant to function as separate paths, but as lenses through which you can analyse your own practice.

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The **[MENTAL WELL-BEING TRACK](#)** is particularly useful when you notice signs of stress, low motivation or emotional fatigue in your class. It supports you in understanding how emotional regulation, resilience and meaning-making can be strengthened through ordinary teaching moments. The materials help you move from reacting to difficulties to proactively creating conditions that protect and reinforce students' inner resources.



The **[SOCIAL WELL-BEING TRACK](#)** becomes especially relevant when classroom climate, participation or peer dynamics require attention. It focuses on how dialogue, shared rules and equitable interaction patterns can transform routine lessons into spaces of belonging and mutual recognition. Here, well-being is approached as something built collectively through structured communication and intentional facilitation.

The **[PHYSICAL WELL-BEING TRACK](#)** is helpful when you wish to rethink the role of movement and energy in learning. Instead of limiting physical activity to specific moments of the school day, this track encourages you to consider how rhythm, posture, transitions and active breaks influence concentration, engagement and overall learning quality.

Importantly, the Training Courses are modular. You do not need to follow them sequentially. You may consult a single conceptual unit to prepare a staff discussion, explore one tool to address an immediate classroom need, or gradually integrate elements from different tracks into a longer-term development plan.

In this way, the Training Courses function less as a traditional training programme and more as a reflective resource: a space where you can pause, analyse your current practice, and make intentional adjustments that embed well-being more consciously into your daily teaching.

[STUDENTS' ENGAGEMENT STRATEGIES](#)

The Students' Engagement Strategies section is particularly useful when you want to rethink student participation, classroom climate or motivation in a concrete and structured way.

This part of the website is organised into two clearly distinct but interconnected areas.

In the first area, you can explore the three well-being domains, **[mental](#)**, **[social](#)** and **[physical](#)**, by clicking on the dedicated pages. Within each domain, you will find a set of research-based strategies presented through expandable drop-down sections. These allow you to read the explanation of each strategy in a focused and manageable way, without being overwhelmed by long blocks of text. The structure makes it easy to move between domains, compare approaches and reflect on which dimension may need more attention in your own context.



STUDENTS' ENGAGEMENT STRATEGIES

Here you'll find practical strategies to boost student engagement and well-being in schools, based on insights from teachers and students across Italy, Latvia, Spain, and Sweden.

We conducted two questionnaires—one for students, one for teachers—asking about what really works to support physical, mental, and social well-being at school. With 702 responses from all school levels (primary to upper secondary), teachers shared the approaches they found most effective in supporting student well-being, while students told us what they considered most important for a positive school experience.

From this analysis, we derived 12 practical strategies (four for each well-being domain), all of which are supported by both research and the experiences shared by students and teachers. These strategies are presented below, divided into three thematic tracks, and are accompanied by bibliographic references for anyone who wants to explore the research behind them.

Explore the strategies and discover new ways to make schools more engaging and supportive!



You might, for example, open the mental well-being strategies to reflect on stress management and emotional awareness, or explore the social well-being strategies if you are working on classroom dialogue and peer relationships. If your priority is movement and healthy habits, the physical well-being section provides guidance grounded in research and classroom experience.

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Alongside these strategies, the section includes a second area dedicated to **Practical Activities to Promote Well-being** among the partner schools.

These are ready-to-use classroom practices tested in real school contexts. Each activity clearly states duration, subject area and well-being focus, allowing you to immediately understand how it could fit into your own teaching. You might introduce Brain Breaks to restore concentration during longer lessons, use the Lesson Structure Board to increase clarity and predictability, or apply the Energy Wheel to help students reflect on balance in their daily lives. You could organise a collaborative event inspired by Sports Day or implement Open Microphone to create a safe space for feedback and dialogue.

PRACTICAL ACTIVITIES TO PROMOTE WELLBEING AMONG THE PARTNER SCHOOLS

This section brings together inspiring classroom activities designed to promote student well-being and active participation at school. These activities were collected from teachers working at different school levels in Italy, Sweden, and Latvia, and reflect real practices used in everyday teaching. All activities come from schools that directly took part in the BRIDGE project, participating in project events, workshops, and training activities.

Each activity represents a concrete example of strategies that support student engagement, inclusion, and well-being. Alongside the activity, you'll find examples of how it has been replicated and adapted in one or more schools in a different country—showing how small changes can make it fit different contexts, class groups, and student ages.

Take a look, get inspired, and bring new ideas into your daily teaching practice!

THINKING CRITICALLY
Discover more

Duration: 4-5 hours
Subjects: English and Philosophy
Well-being area: Social

.....

This activity uses dialogic lessons and shared questioning to explore how language shapes meaning, identity and society. Through guided reading, brainstorming and group mind-mapping, students connect literature and philosophy to real-life issues, strengthening critical thinking, collaboration and respectful dialogue.

OPEN MICROPHONE
Discover more

Duration: 4-5 hours
Subjects: English and Philosophy
Well-being area: Social

.....

This activity creates a safe, anonymous space for students to share gratitude, highlight shortcomings, and propose improvements. Feedback is collected throughout the week, then organised by the student council and discussed in class to celebrate positives, clarify misunderstandings, and agree on three realistic actions the school will implement.

THE COMPETITIVE EVENT
Discover more

Duration: Single afternoon (approx. 90 min total) + 2 h preparation by 6th graders
Subjects: PE, games, problem-solving, citizenship
Well-being area: Physical, mental, social

.....

This mini-Olympics is a student-led event where 6th graders design and run 5 short activity stations (e.g. relays, puzzles, riddles, dance). Mixed-age teams rotate through the stations, earning points for teamwork, creativity and effort, with no eliminations. The format strengthens leadership, peer support and active participation, while boosting cross-grade relationships and motivation through playful competition.

What makes this section particularly valuable is the way each activity is presented. Rather than offering a short description, the website provides structured operational sheets that guide you through the full educational process. You can see the target age group, the level of student participation, the materials required and the broader educational contribution of the activity. The sheets also include reflections from the testing phase, and, in many cases, examples of how the activity has been replicated or adapted in another country.

This consistent structure helps you evaluate both feasibility and impact before deciding how to adapt the activity to your own classroom or school.

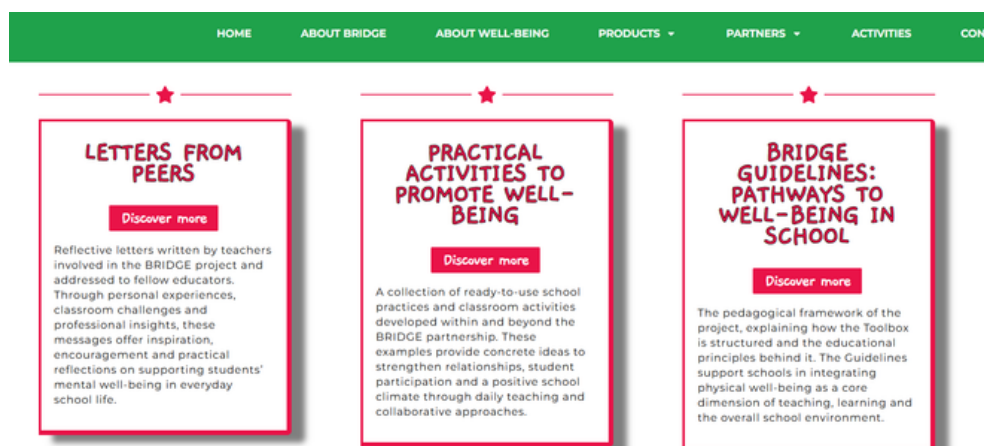
In this way, the Students' Engagement Strategies section supports different entry points. You may start from theory and then move to practice or begin with a concrete activity and later explore the research and strategic framework behind it. The structure encourages both immediate experimentation and longer-term reflection, helping teachers move from isolated initiatives to a more intentional approach to student engagement and well-being.

TOOLBOX FOR WELL-BEING

Within the BRIDGE website, the Toolbox for Well-being represents the space where vision and practice meet in a more structured way. While other sections may offer individual strategies or classroom activities, the Toolbox helps schools connect these elements into a broader and more coherent approach.

If you are exploring the website as a teacher, you can think of the Toolbox as a support for moving beyond single experiments. It is particularly useful when you want to reflect not only on what to do, but on why and how to integrate well-being into your daily routines and school culture.

The Toolbox is organised around three complementary components: Letters from Peers, Practical Activities to Promote Well-being, and the BRIDGE Guidelines: Pathways to Well-being in School.



The **LETTERS FROM PEERS** give voice to professional experience. Through reflective contributions written by teachers involved in the project, you gain insight into how colleagues have interpreted well-being in their own contexts. These texts do not present ready-made solutions; rather, they show how challenges, doubts and small adjustments can gradually reshape classroom dynamics and professional thinking.

The **PRACTICAL ACTIVITIES TO PROMOTE WELL-BEING** gather tested practices from partner schools. What distinguishes this section is that the activities are not presented as abstract ideas, but as structured experiences with contextual information. This allows you to evaluate feasibility, adapt the scale, and anticipate how an initiative might function in your own environment.

The **BRIDGE GUIDELINES** provide the pedagogical and conceptual frame. They clarify how the different materials are interconnected and how they reflect the whole-school perspective guiding the project. If you are coordinating a team or discussing well-being at leadership level, this section supports you in ensuring coherence between classroom initiatives and broader organisational development.

Used together, these three components allow the Toolbox to function as more than a collection of materials. It becomes a bridge between experimentation and intentional planning. You may consult it when preparing a staff discussion, when aligning different well-being initiatives under a shared framework, or when reflecting on how classroom practices connect to school culture.

In this sense, the Toolbox does not prescribe a model. It supports systematic reflection, helping you connect individual practices, student voice, professional insight and institutional development into a consistent and sustainable approach to well-being.

The BRIDGE website allows you to create your own pathway.

If you need something practical for tomorrow's lesson, you can start directly with an activity. If you are planning a longer-term initiative, you might begin with the training tracks or the engagement strategies. If you are working at whole-school level, the Toolbox can help you connect ideas into a coherent approach.

You might explore the website individually, for lesson inspiration, or together with colleagues during professional development sessions. The different sections are interconnected: training materials can inform classroom activities, and practical experiments can lead you back to the research and framework behind them.

Rather than offering a fixed programme to follow step by step, the website provides a flexible structure that adapts to your reality. Whether you teach primary or upper secondary, whether you want to focus on one class or the whole school, the materials are meant to support gradual and meaningful change.

In this way, the website becomes more than a collection of documents. It becomes a working companion, a space where ideas, strategies and practices can be tested, adapted and refined over time, helping schools build a culture of well-being that supports both students and teachers.



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