Objective:

To teach adolescents stress management techniques to help them control negative emotions in tense online situations.

Time and Number of Sessions:

1 hour – 1 session

Type/Social Agents:

- **Adolescents:** 12–16-year-old students working in small groups
- **Teacher/Moderator:** Guides the discussion and encourages active participation

Materials:

- Questionnaire (digital or paper) on emotional regulation online
- Stress reduction technique cards
- Realistic online conflict scenarios

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Development

1. Introduction – "How Does Stress Affect Our Online Reactions?" (15 min)

- The teacher initiates a discussion:
  - *Have you ever felt strong emotions while being online? How did it affect your behavior?*
  - *Do you think we can control our reactions in online conflicts?*
- **Students complete a short questionnaire**, evaluating their emotional responses to online conflicts.
- The teacher discusses the results and explains:
  Stress can impact our decision-making, so learning to manage it is essential.

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2. Group Discussion – "How to React to Stressful Online Situations?" (20 min)

- **Students are divided into small groups (4–5 students),** each receiving a situation:
  - Someone posted a picture of you without your permission.
  - Your friend started reacting aggressively to an argument on social media.
  - You received a hurtful comment and feel the urge to respond.
  - Someone spread false information about you online.
  - A private message you sent was shared publicly without your consent.
- **Group task:**
  - Describe their first emotional reaction to the situation.
  - Identify stress-reduction strategies that could help manage emotions before taking action.
  - Choose the best response that does not harm themselves or others.

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3. Practical Task – "Let's Try Stress Management Techniques" (20 min)

- The teacher introduces **stress management strategies**:
  - **Deep breathing and pause** – take deep breaths and count to 10 before reacting.
  - **Stepping away** – take a break from the screen, go for a walk, or do another activity.
  - **Positive thinking** – ask yourself: *"Is this situation really worth my emotional energy?"*
  - **Talking to a trusted person** – discuss the situation with a friend or adult.
  - **Blocking and setting boundaries** – if the situation is overwhelming, limit or cut off contact.
  - **Writing technique** – instead of responding impulsively, write your thoughts down and review them later.
- **Group task:**
  - Choose one scenario and apply a stress-management technique.
  - Discuss how their emotions changed after using the strategy.
  - Create a short list of advice for handling online stress.

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4. Reflection – "What Did We Learn?" (5 min)

- Students discuss:
  - *Which method was the most helpful?*
  - *How will they handle stressful online situations in the future?*
- The teacher reinforces the key takeaway:
  "We cannot control others' actions online, but we can manage our emotions and responses."

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