

TEACHER'S GUIDE

Here you'll find the preparatory lesson to deliver before watching the film with your class. The lesson takes about 45 minutes, although this depends on the depth of the discussion. The purpose of this session is to give you insight into the group's sense of safety. It also provides valuable information about the individual young people in your group.

Lesson overview

Assignment		Lesson objective	Time
1.	What comes to mind when you think of mental health?	Students get an idea of what the lesson and film are about.	5 minutes
2.1.	Group assignment: Build a tower	Students gain insight into their role within the group.	20 minutes
2.2.	Feedback	Students see the connection between feeling safe in a group and mental health.	5 minutes
3.	Discussion based on seven questions	Students reflect on themes that will appear in the film.	15 minutes

Use the templates we've prepared for you on **AhaSlides**:

- Go to ahaslides.com and create a free account (up to 50 participants), or log in if you already have one.
- Click **Explore ready-made slides**.
- In the left-hand menu, select **Templates**.
- Search for **Enkeltje Parijs (Jong Veluwe)** at the top.
- Select and use the templates to facilitate the class discussion. Below is an explanation of the slides.

Slides 2, 3 & 4

Tell students that in the coming lessons you'll be working on the theme of *mental health*. Ask them to log into AhaSlides. Once everyone is in, move to the first question (slide 3):

"What comes to mind when you think of mental health?"

Feedback to the question:

Mental health is about how you're doing in your head—how you feel, how you think, and how you deal with life's challenges. It can also show up physically, such as through anxiety or physical symptoms. The term *mental health* may sound heavy or negative, but it's actually neutral: it simply describes how mentally healthy you are, just like physical health describes your body. In the media, it often focuses on issues—and for good reason: one in three young people in the Netherlands struggles with this. But mental health is also about resilience, being yourself, and feeling supported when things aren't going well.

Slide 5

This is a short explanation for the next assignment. A detailed description is provided below.

Paper Tower Activity

Doel van de activiteit

Students collaborate to build the tallest tower possible using only paper. The tower must stand on its own without any external support.

They also experience the importance of teamwork and communication, which links to a key insight: when someone is struggling with mental health but doesn't communicate it, others may not realize or know how to help. Collaboration begins with openness and listening.

Materials Needed:

- Enough paper for each group (A4 or similar)
- Scissors (1 per group)
- Timer (phone or stopwatch)
- Measuring tape

Instructions:

Explain that you'll divide the students into groups. Each group gets 15 minutes to build the tallest tower using **only paper**—no tape or glue. Scissors are optional. The tower must stand on its own without external support (no hands, walls, etc.).

Goal

The group with the tallest tower wins. The tower must stand on its own without any external support. This means no additional support is allowed (such as hands or walls).

Making Groups:

Give students numbers in random order (e.g., 1, 2, 3, 1, 2, 3...) to form mixed groups of 3–4 students, ensuring they're not just grouped with close friends.

Tips for the activity leader:

Encourage creativity

Suggest experimenting with folding, rolling, or stacking to improve stability.

Promote teamwork

Help students to assign roles, focus on strong foundations, or aim for ambitious heights.

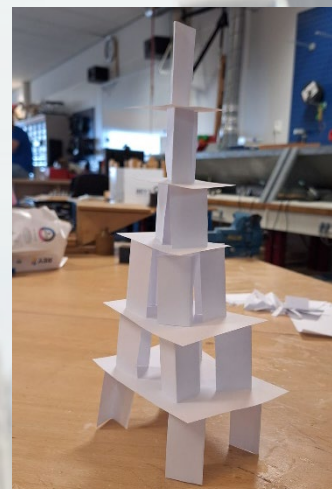
Strategy hint (optional)

Like the Eiffel Tower, a wide base gives better support. Folding paper upright can create stable structures.

After 15 minutes:

Measure each tower. The tallest free-standing tower wins.

Post activity questions



After the activity, it's important to reflect together on what went well and what could be improved. This provides valuable insights and strengthens group dynamics. Use the questions below as inspiration:

- Did your group collaborate well? What were your discussions like?
- What techniques led to a taller tower?
- What would you do differently next time?
- Did your role during the build reflect your natural role in a group?
- Why are teamwork and communication important?
- If the collaboration didn't work out, why was that?

Slide 6

Strong friendships and good relationships help you feel better and handle challenges. Being in a supportive group makes you stronger in tough times and less likely to withdraw or get easily frustrated. It boosts confidence and helps you deal with stress. Interacting with others teaches you skills like conflict resolution and emotional understanding.

Show the text on screen. Explain that feeling part of a group supports mental well-being. Note: students may feel lonely even within a group—other types of groups can provide connection too (see images provided in the slide).

Slides 7 till 8

These slides feature anonymous questions for group discussion. Each main question has follow-ups to encourage deeper reflection. They're directed at the group, not individuals, to make it safer for students to speak up.

Do students in this group often feel alone?

- Do they feel left out even when present?
- How do they deal with other students' loneliness?
- What could the group do to reduce those feelings?
- When do you feel most connected to the group?

Can you trust each other in this group?

- Why do you (or don't you) feel trust here?
- Have you felt unsupported by someone?
- How important is trust in this group to you?
- What needs to change to build more trust?

Can you be yourself in this group?

- Who do you trust enough to share your feelings with?
- Are there things you don't feel safe saying in this group?
- What makes it hard to be yourself?
- What could make this group a safer place for everyone?

Could you share if you're mentally struggling in this group?

- What makes this hard to share?
- How do you think the group would respond?
- What do you need to feel safe sharing?
- What would help you feel supported if you did share?

Are there students here dealing with stress?

- What is stress?
- How can you tell someone is stressed?
- How does the group respond to someone under stress?
- What helps you cope, and how could the group support you?
- When do you feel most stressed, and how can the group help?

Wrapping Up

Conclude by thanking the group for their openness. Offer them the chance to talk more if needed. Be approachable and create an inviting space—this helps students feel safe to share their stories. Nothing is mandatory; use your judgment to ensure emotional safety.

